AN ABSTRACT OF THE THESIS OF

Fay Elise Nielsen for the degree of Doctor of Philosophy in Education presented on

August 3, 1989.

Title: A Competency Analysis of NCAA Athletic Administrators.

Abstract approved: Redacted for privacy

Dr. Dow P. Poling

The purpose of this study was to determine if differences exist among NCAA

divisions I, II and III as well as between Athletic Directors and Primary Women Admin-

istrators with regard to the perceived competencies and preparatory coursework required

of athletic administrators.

A mail survey utilizing a six point forced choice Likert rating scale was con-

structed from a review of the literature and modifications of the survey instrument

"Athletic Club Managers Survey" developed by Lambrecht (1986). The questionnaire

contained 46 competency statements and 30 course content area statements as well as a

set of demographic questions.

The 1987-88 NCAA Directory listed 466 institutions which employed both an

Athletic Director and a Primary Woman Administrator. Two hundred five of these

institutions were systematically randomly selected and received two questionnaires, one

for the Athletic Director and one for the Primary Woman Administrator. Three hundred

and forty-nine questionnaires were returned yielding an 85% response rate.

It was hypothesized that there were no significant differences between the

responses of athletic administrators from the three divisions of the NCAA with regard to

the competency and course content area statements. The analysis of variance technique

was used to analyze the data. Where differences existed the Newman-Keuls test was

employed to determine the location. The null hypothesis was rejected for 20 competency items and 17 course content area items.

Athletic Directors and Primary Women Administrators were also studied. Fifteen competency items and 14 course content area items were rejected in this comparison.

The top six ranked competency items were: 1. Enforce NCAA Rules, 2. Human Relations, 3. Staff Communications, 4. Decision Making Process, 5. Budget Preparation and Control, and 6. Interpret NCAA Rules. These top six ranked competency items were the same in each division, although the order of importance varied. Competency items were rated higher than course content area items. Of the top 16 items with means above 5.0, only three items were course content area items. Public Relations, Speech and Writing were the top three ranked courses.

Results of this study indicate that there is limited significant difference among the three NCAA Divisions or between Athletic Directors and Primary Women Administrators in their perception of competencies and coursework necessary for athletic administrators.

A COMPETENCY ANALYSIS OF NCAA ATHLETIC ADMINISTRATORS

by

FAY ELISE NIELSEN

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

DOCTOR OF PHILOSOPHY

Completed August 3, 1989

Commencement June 1990

APPROVED:

Redacted for privacy

___
Associate Professor of Exercise and Sport Science in charge of major

Redacted for privacy

Chair of Department of Exercise and Sport Science

Redacted for privacy

___
Dean of School of Education

Redacted for privacy

___
Dean of Graduate School   ()

Date thesis is presented_____August 3, 1989_____

Thesis typed by researcher_____Fay Elise Nielsen_____

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES

LIST OF APPENDIX TABLES

A COMPETENCY ANALYSIS OF NCAA ATHLETIC ADMINISTRATORS

CHAPTER I

INTRODUCTION

The need for competent athletic administrators has been of prime concern to all of those involved in post-secondary education since the inception of intercollegiate sports. The increasing commercialization of the athletic arena has only served to compound this concern. Williams and Miller (1983) summarize the state of the profession in the following manner: "Over the past decade the field of athletics has experienced rapid growth and change, underscoring the need for updating knowledges about effective administration of these programs." (p.398)

Athletic administrators must be responsible for their own programs, and this requires specific competencies and professional preparation. "The need for a new breed of specialists (highly trained administrators who can function successfully in these complex and varied sport related areas) has become increasingly important in today's society". (Parkhouse and Ulrich, 1979, p.265) Sprandel (1972) also agrees that, "...more people within the profession have come to believe that the preparation of sports administrators must improve." (p.125)

Graduate programs in athletic administration began to appear in the late 1960's, beginning with the Ohio University program. The growth of these programs could be accelerated by consulting practitioners in the field concerning functions and proper professional preparation. How does one prepare to become an administrator of a modern co-educational athletic department? Do men and women prepare in the same manner for their administrative roles? Does the division of the National Collegiate Athletic Association (NCAA) in which he/she will be employed affect professional preparation? These

are questions that this study will explore in an attempt to provide information for present and future athletic administrators as well as those in charge of graduate athletic administration curriculum.

As Zeigler (1979) points out, "If we don't provide fine programs of professional preparation for sport management, other units on our campuses will be asked to do our work for us. The choice-fortunately-is still up to us if we move rapidly." (p.37)

Purpose of the Study

The purpose of this study was to determine if differences exist between NCAA divisions I, II and III with regard to the perceived competencies and preparatory coursework athletic administrators should possess when representing NCAA institutions. This information might be used by professionals in curriculum development and by practitioners for self-improvement and evaluation.

Need for the Study

The role of the athletic administrator has undergone many changes since its conception. One of the current factors contributing to the transition is the commercialization of athletics in Division I and II schools. The NCAA divides its member schools into three groups or divisions. Essentially, Division I schools are the largest and offer the most athletic scholarships to student-athletes. These programs are considered to be "big-time athletics" and traditionally focus attention on men's football and basketball programs. Division II programs may be slightly smaller with restricted scholarships available, while Division III schools may only award aid to a student-athlete on the basis of need. The NCAA also sponsors women's championship events, and certain rules apply to each division with regard to the number of men's and women's sports that must be offered.

Administrative positions at Division I institutions are less likely to be combined with teaching/coaching assignments. Instead, primary responsibilities are often associated with business management. Consequently, business management skills at the Division I school may be more essential than are teaching/coaching skills. Is this priority also true of a Division III school? Parkhouse and Ulrich (1979), as previously noted, indicated that when new duties are required of a position, a new type of personnel may also be necessary. How these new administrators should and do prepare for their roles must be documented.

Title IX and the development of the Association of Intercollegiate Athletics for Women (AIAW) allowed for the inclusion of women in administrative positions. Today both men and women work under the NCAA, and the men most often assume the primary position of Athletic Director. This raises the question: Does this situation reflect differing patterns of preparation, or do men and women administrators have similar backgrounds?

All of these questions relate to the development of an athletic administration curriculum for the aspiring athletic administrator. This changing field is receiving increased attention and needs reliable and valid documentation to prepare today's and tomorrow's professionals.

Lambrecht's study (1986), "An Analysis of the Competencies of Athletic Club Managers", revealed 33 competencies and 30 course content areas that are important for athletic club managers. These managers were divided into three groups based on size: mini, maxi and super. Lambrecht concluded that "there is little significant difference in managing various sizes of athletic clubs." (abstract) For the purposes of this investigation, Lambrecht's questionnaire statements were used as a basis with items modified, deleted or added in order to make the questionnaire more relevant to the population of athletic administrators. The revised Athletic Administrator questionnaire was designed to determine whether the pre-selected competencies and course content areas are associated

with the responsibilities of collegiate athletic directors, and if a significant difference in competencies and course content preparation is required of athletic administrators of the three divisions of NCAA institutions.

Hypotheses

The following null hypotheses were tested:

H01. There are no significant differences among the competencies required of an athletic administrator at a Division I, II or III NCAA institution.

H02. There are no significant differences in the preparatory course content areas required of an athletic administrator at a Division I, II or III NCAA institution.

H03. There are no significant differences between the competencies required of an Athletic Director and a Primary Woman Administrator at an NCAA institution.

H04. There are no significant differences in the preparatory course content areas required of an Athletic Director and a Primary Woman Administrator.

The following subproblem was also investigated:

Rank ordering of the means was calculated to determine the importance of the competency items and the course content areas for the three NCAA divisions, Men and Women, Age Groups and NCAA Districts.

Limitations

This study is subject to the following limitations:

1.   The findings of this study apply only to the respondents who completed the questionnaire. However, for the purposes of this study it is presumed that the respondents are representative of the population.

2.   The information that was gathered from each respondent is assumed to be valid. It is further surmised that the respondents completed the questionnaire personally and understood the intent of the questions.

Definition of Terms

Administration: synonymous with management (McFarland, 1979, p.6)

Administrator: "...key managerial personnel in government agencies, hospitals, colleges and universities." (Albanese, 1983, p.23)

Athletic Director: manager of an intercollegiate athletic program.

Competency: "A knowledge, skill, or attitude needed to carry out properly an activity to success in one's personal or professional life" (Butler, 1978, p.7)

Delphi Technique: A jury of experts making independent decisions about a common problem. This procedure was developed by the Rand Corporation and used in industrial and educational settings.

District: The eight geographic locations devised by the NCAA for the purpose of facilitating its work. (1989-90 NCAA Manual, p.25)

Division: The three competitive groupings of the NCAA based upon, among other qualifications, size of the institution and scholarship availability.

Division I: "Strives in its athletics program for regional and national excellence and prominence. Sponsors at the highest feasible level of intercollegiate competition one or both of the traditional spectator-oriented, income-producing sports of football and basketball. Strives to finance its athletic program insofar as possible from the revenues generated by the program itself" (1989-90 NCAA Manual; p.282).

Division II: "Believes in striving for broad participation and competitive excellence, encouraging sportsmanship, and developing positive societal attitudes in all its athletics endeavors; Believes in permitting athletically related financial aid for its student-athletes, but on a more modest basis than that permitted in Division I." (1989-90 NCAA Manual; p.288)

Division III: "Ensures that participants receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection,

grading, living accommodations or financial aid. Is controlled, financed and staffed through the same general procedures as other departments of the college. Gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports." (1989-90 NCAA Manual; p.291)

Expert: A recognized authority in a particular field.

Internship: Supervised practical experience.

Management: "A distinctive process consisting of planning, organizing, actuating, and controlling, performed to determine stated objectives by use of human beings and other resources" (Terry, 1977, p.4)

National Collegiate Athletic Association (NCAA): Intercollegiate athletic governing body.

Primary Woman Administrator (PWA): A term employed by the NCAA to indicate the highest ranking female administrator in an athletic department.

CHAPTER II

REVIEW OF LITERATURE

Administration Defined

According to McFarland (1979), administration and management are largely synonymous and may be used interchangeably. Fine distinctions may be made within different disciplines. With regard to service organizations, including higher education, an administrator is one who oversees programs while a manager refers to one who takes care of specific problems (p.6-7). Further, "the terms executive and administrator denote those in or near the top echelons." (p.43) The Harvard Business Review On Management (1975) defines an administrator as "one who (a) directs the activities of other persons and (b) undertakes the responsibility for achieving certain objectives through these efforts" (p.20). Successful administration is further defined as being made up of three basic skills: technical, human, and conceptual. These same skills are deemed necessary by Hersey and Blanchard (1982) for carrying out the process of management. They are defined as:

> *Technical skill*-Ability to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks acquired from experience, education, and training.
>
> *Human skill*-Ability and judgement in working with and through people, including an understanding of motivation and an application of effective leadership.
>
> *Conceptual skill*-Ability to understand the complexities of the overall organization and where one's own operation fits into the organization. This knowledge permits one to act according to the objectives of the total organization rather than only on the basis of the goals and needs of one's own immediate group.(p.5)

The administrator/manager must perform definite functions which include planning, organizing, staffing, directing, leading and controlling (Koontz, 1976, p.68). While other sources have slightly different titles for these functions, most would agree with the definitions (Albanese, 1983, p.28); (Anthony, 1981, p.5); (Dale, 1973, p.4); (Reeser, 1978, p.11); (Robbins, 1984, p.5); (Terry, 1977, p.34).

While an administrator must be able to perform all of these functions, the importance attached to each one may vary with the time and the place of the administrator's position (Dale, 1973, p.7). However, it is important to remember the universal understanding of the managerial process. According to Terry (1977), the functions "are basic and are performed by the manager, regardless of the type of enterprise, the major activity, or the level at which the manager works" (p.37).

In preparatory coursework, according to Robbins (1984), the course titles within preparatory coursework may vary, yet the course content may contain the same substance.

> If you are studying business administration, you are almost certain to take a basic course in management. Interestingly, if you are studying public administration, health administration, or educational administration, you would also certainly be required to take a basic course in management. However, the course might be called something like Introduction to Administration. A careful look at the content of a course in basic administration would undoubtedly uncover that the topics are essentially the same as those offered in a class in business management. Regardless of the label--whether management or administration-- managers are decision makers who plan, organize, lead, and control(p.9).

Decision making and influencing others are the basics of management, according to Anthony (1981, p.3). The decision making process consists of the basic managerial functions (planning, organizing, staffing, directing and controlling) being carried out through the influence of the administrator. Using human resources to accomplish the objective is the task of the administrator.

Competency

While the term 'competent' is not often misinterpreted, the term competency is not as clearly understood. According to Short (1984),

> The word *competency*, however, does not always seem to be used as a synonym for *competence*, though dictionaries commonly define it as such. Rather, *competency*, has come to refer to a specified attribute that may be possessed by someone, perhaps within a series of related *competencies*, connoting both a concrete category on which a person's adequacy or sufficiency may be judged and that *quality* or *state of being* which characterizes a person as being competent, able, adequate, or sufficient within such a category (p.201).

Butler (1978) describes competence as "the knowledge, skills, values and attributes needed to carry out properly an activity important to success in one's personal or professional life" (p.7) With regard to competency based education today a competency may be described as a descriptor of a desired consequence. Hall and Jones (1976) define competency in regard to performance.

> Competencies are composite skills, behaviors, or knowledge that can be demonstrated by the learner and are derived from explicit conceptualizations of the desired outcomes of learning. (p.11)

Performance of certain tasks necessary for employment may be called competencies. Quain and Parks (1986) discuss the optimistic employment opportunities for sport management graduates but point out that these graduates must be well prepared. However, "Competencies must be identified before students can be held accountable for mastery of them." (p.20)

Hall and Jones (1976) indicate that there are eight sources from which competencies may be identified. These sources are: (1) existing lists; (2) course translations; (3) course translations with safeguards; (4) taxonomic analysis; (5) input from the profession; (6) theoretical constructs; (7) input from clients; and (8) task analysis (p.42).

Ellard (1984) cites the work of Blank (1982) who identifies 12 steps involved in the development of a competency based education program. Ellard utilizes the first four steps of Blank's model in his study, "A Competency Analysis of Managers of Commercial Recreational Sport Enterprises". These four steps are: (1) Identify and describe specific occupations; (2) Identify specific student prerequisites; (3) Identify and verify job tasks; and (4) Analyze job tasks and add necessary knowledge tasks.

Dempsey (1987) describes competence "as the acquisition and the application of knowledge, and the development of the needed behaviors and skills." (p.15) He further explains that there are four methods with which to judge competencies: (1) Personal opinion; (2) Supported opinion; (3) Professional consensus; and (4) Student gain. As Dempsey (1987) points out, "Some institutions of higher education regard certification attainment as the acquisition of basic competencies." (p.15)

Ellard (1984) indicates that the more regularly used methods of identifying competencies are: (1) existing lists and previous research, (2) input from employees doing the job, (3) input from experts, specialists or professionals representing the profession or field, and (4) job or task analysis of the work done. He goes on to say that,

> The primary purpose for which competency studies are undertaken is to create educational programs or improve the educational practices which are used in the professional and technical preparation of employees. Competency studies have been shown to be applicable to a wide spectrum of employment sectors and types of work including professional as well as technical occupations (p.38).

The Nature of Athletic Administration

Today's intercollegiate athletic departments, while usually headed by an athletic director, are administered by a large staff. Whether an institution has one athletic director or a large staff of administrators, the following duties must be performed: planning, decision-making/problem solving, organizing, communicating and controlling/evaluating (Nyquist, 1979, p.15). Most athletic administration sources would agree with these

contributing educational experiences necessary for adequate preparation. Data analysis enabled Sutton to identify the most important functions of the athletic director as:

1) planning of future athletic facilities
2) preparation of the yearly schedule for all sports
3) disbursement of budgeted finances to the various intercollegiate sports
4) approve departmental requisitions.

The respondents educational experience included: public relations, personnel management, organization and administration of physical education and athletics, public speaking, and athletic facilities and equipment. Other related experiences that were deemed important included: college and university administration, assistant athletic director at a college or university, and coach on the intercollegiate level (p.89).

Williams and Miller (1983) noted a recent "noticeable shift" in coursework recommendations. Communication skills, business and public relations were very important to Williams and Miller's subjects, yet these topics were often not mentioned in earlier research (p.404).

It would appear that athletic administrators in large institutions are often not required to perform academic duties within the university, such as teaching and/or research. The athletic department is often considered an adjunct to the academic departments or a support program and as such, athletic administrators may take a different professional preparation route than do academicians.

Nardone (1986) found differences in degree attainment among the three Divisions of the NCAA. His study revealed that, while in most cases an athletic administrator had a bachelor's degree with an emphasis in physical education, Division I imposed different standards than Division II and III. Divisions II and III more often hired administrators with graduate degrees. He postulated that, "Perhaps Division I officials are more interested with the experience athletic administrators have had." (p.100) He further suggested that the experience levels of these administrators may have allowed them to form a larger

number of contacts in the field. This networking effect may have been influential in the

attainment and retention of their position.

With regard to fund-raising practices of athletic administrators, Nardone (1986)

developed the following profiles of the different Division directors:

> Division I athletic administrators appear to be indi-
> viduals who are interested in athletic fund-raising, do not
> actually perform fund-raising duties, have had develop-
> mental experience as an assistant athletic director at the
> college level, have at least an earned bachelor's degree, and
> have an undergraduate major in physical education.
> Division II athletic administrators appear to be indi-
> viduals who are interested in athletic fund-raising, actually
> perform fund-raising duties, have had developmental expe-
> rience in a variety of educational circumstances, possess an
> earned doctoral degree, and have an undergraduate major
> in physical education.
> Division III athletic administrators appear to be
> individuals who are not interested in athletic fund-raising,
> actually perform fund-raising duties, have had develop-
> mental experience in a variety of educational circum-
> stances, have an earned master's or doctoral degree, and
> have an undergraduate major in physical education (p.100-
> 101).

It appears that today's athletic administrators are involved in fund-raising activi-

ties in one capacity or another. Nardone suggests that administrators at any level should

turn their attention to public relations, promotions and fund-raising techniques and prac-

tices. (p.101)

Williams and Miller (1983) investigated the professional preparation patterns of

320 athletic directors (163 men from NCAA institutions and 157 women from the Asso-

ciation of Intercollegiate Athletics for Women (AIAW) institutions) and concluded that,"

Rankings of job responsibilities were significantly affected by the competitive level

(division) of the program administered but not by the gender of the Athletic Director or

whether the Athletic Director headed an NCAA or AIAW program." (p.398)

Youngberg (1971) surveyed male athletic directors, faculty representatives and

coaches at four year NAIA or NCAA institutions concerning the qualifications necessary

to be an athletic director. The subjects responded that an athletic director should have an earned masters degree, and a major in physical education was desirable. Participation at the collegiate level as an athlete or coach and previous administrative experience were also rated as important qualities. The following courses were considered essential by the survey respondents:

1) administration of physical education and/or athletics
2) administration of athletic events
3) role of athletics in education

Dennis (1971) reported similar results from his survey of 95 small college athletic directors. Physical education was the most popular major indicated, and 50% of those surveyed had earned master's degrees. More than one third of the study participants indicated six to 10 years of head administrative experience, with no one reporting less than five years of experience. Athletic directors within the age group of 46 to 55 constituted the largest number of study respondents.

Kinder (1975) investigated 63 athletic directors from colleges in Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Mississippi, Alabama, Georgia and Florida who possessed five or more years of outstanding performance. The program criteria employed for the identification of these "experienced" administrators consisted of: (1) allocation of a minimum yearly budget of $15,000; (2) a sponsorship of a minimum of three intercollegiate sports; and(3) an institutional undergraduate enrollment of 7,500 or less. The purpose of Kinder's research was to develop guidelines for a graduate program of study in athletic administration. Development of these guidelines was accomplished by determining the present responsibilities of the participating athletic directors, assessing the preparation necessary to perform the responsibilities, and developing the results into a criteria for graduate study. Analysis of the results led to the development of an athletic administration curriculum which included courses in:

1. Organization and Administration of Athletics
2. Planning construction and management of Athletic and Physical Education facilities
3. Principles of Accounting
4. Developing Public and Human Relations
5. History and Philosophy of Athletics
6. Psychological and Sociological Principles of Athletics
7. School Law
8. Special Topics
9. Internship

Parkhouse and Lapin (1980) recommend the inclusion of the following areas within an athletic administration curriculum:

- business administration
- educational administration
- journalism
- law
- physical education
- political science
- psychology
- public administration
- sociology

> A practicum or internship is also strongly recommended. It is further suggested that women athletic administrators take coursework in such areas as assertiveness training and writing of proposals for grants(federal, state, foundation, and corporation) (p.46).

While male athletic directors have generally been promoted from a coaching position, females seem to have moved to athletic administration from a variety of experiences within the physical education department. The literature appears to support the premise that women in athletic administration are generalists who can coach, teach and administer.

This phenomena was also suggested in Rollins (1982) study of the, "Critical aspects of the office of the director of women's intercollegiate athletics".

As revealed by the collected data, the director of the women's intercollegiate program has generally not had the advantage of serving in some facet of administration prior to the present position. Instead, the majority of the respondents had a background in teaching and coaching. Yet, with the great demand in the past decade for involvement of women at the administrative level, they have been thrust into their role with limited descriptions of what their position should entail (p.61).

Inadequate preparation in administration for women can be partially explained by the fact than an athletic administration position for women was fairly new in 1977. Most women prepared for teaching and coaching, and were elevated to the position of athletic administrator largely due to Title IX. Gerou (1977) surveyed women's athletic directors in institutions of 20,000 students or more. She found that most administrators had a physical education background but the administrators indicated that one should have an athletic administration background. Further, these women athletic directors thought that the doctorate, while not required, was desirable.

Berg (1977) conducted a survey of men and women athletic administrators to ascertain previous administrative experience, teaching and coaching experience, and selected administrative functions. Her results concurred with those of Gerou (1977) and Rollins (1982) which indicated that women do not generally anticipate careers in administration but prepare for teaching roles (p.89). Berg recommends that further research be conducted in the area of professional preparation of female administrators.

In an investigation of leader behavior of athletic directors in Division I NCAA schools, Pruitt (1976) found that females were younger than males and less experienced in athletic administration. Eighty-four percent of the female population was between the ages of 21 and 35 years, and 61% had two years of experience, or less, before reaching their present position. Most athletic directors held a master's degree, and the most common area of specialization was physical education with 79% of the females and 42% of the males declaring this major. It was noted by the investigators that fewer women were employed in full time athletic administration positions than their male counterparts.

While Title IX has helped to increase the number of sports available for women, the demise of the AIAW has limited the number of athletic administration positions for women. Many athletic departments have not maintained separate men's and women's programs. The merging of the two departments has forced athletic administrators to be responsible for both men's and women's programs. According to Young (1985), "As a result of these changes, the status of women administrators has become precarious. The number of women in administrative positions has not kept pace with this trend of increased participation by women athletes and the number of sports available. (p.2) For example, Acosta and Carpenter (1984) indicated that 90% of the Division I athletic departments were headed by a male athletic director.

Bloomcamp (1980) studied 62 women athletic directors at institutions of more than 15,000 students in an attempt to determine significant differences between the academic preparation of administrators of successful and unsuccessful programs. While no significant differences were attained, she concluded that athletic directors of successful women's intercollegiate programs have doctoral degrees (p.178-9).

Vanderzwaag (1984), however, does not feel that a doctorate is necessary for a position in athletic administration. "Although some athletic directors hold doctorates, there is no particular evidence that such a degree is required for the athletic director's position. The preferred degree would be an M.S. in sport management theory or an M.B.A." (p.106) Many other researchers agree that the business oriented degree would be of most help to the athletic administrator. Hardy (1986) believes that "graduate programs should produce managers and not entry-level technicians." (p.3) Further, "The curriculum must orient graduates to using competencies in the fulfillment of management tasks." (p.3) According to the author the sport management curriculum must include a 'core knowledge' in liberal arts, business and sport, while supplemental electives and segment specializations, technical skills and internships must be available in the students specialized area of interest.

A study of Presidents at NCAA Division I-A institutions revealed the following position concerning the internal control of the athletic department.

> 1. The athletic director is the central and most powerful figure on campus in regard to all aspects of the program of student athletics. The president is clearly second in power.
> 2. It appears that the president, vice president, board, and athletic director share responsibility for the athletic budget in a major way.
> 3. Although the budget is the key financial administrative interest at most institutions, student athlete financial assistance is firmly in the control of coaches and the athletic director (Gilley and Hickey, 1985 p.4).

This research further serves to substantiate the importance of a business orientation in sport management preparation.

Summary

The research indicates that while the degree in physical education, both at the undergraduate and graduate level, has been the standard for athletic administrators, the business degree is gaining acceptance. The doctoral degree, a standard generally accepted by women, has not gained acceptance by males as a replacement for intercollegiate athletic administration. The master's degree seems to be the most popular degree. Albertson's research (1986) enabled her to postulate that "male and female administrators do not concur on specific skills for program success" (p.). These results may change with the passage of time, but male athletic directors will most likely remain slightly older and more experienced than their female counterparts as long as they hold the senior position of athletic director. Williams and Miller (1983) look to the future as they sum up this gender-difference problem.

> Although the overall results of the study did show some differences in competencies favoring male ADs, the differences were not such as to support the almost total stereotyping of male ADs in head positions of combined programs. The need to redirect efforts toward improving opportunities for women to gain access to top management positions is warranted (p.398).

Much of the research in the area of athletic administration preparation was conducted before the break up of the AIAW and the addition of women's championships to the NCAA. Further, the new 'Corporate Athleticism' may have changed the demands that are made of today's Athletic Administrator, particularly those in Division I of the NCAA. As Hart-Nibbrig (1986) describes the situation,

> A highly decentralized sports system of massive scope is now evolving in the United States. It is a total sports system, characterized by top-to-bottom integration of the corporate television system and intermediary social structures. The sports television market induces all intermediary structures--universities, boosters, and highly competitive families--to serve market ends. This penetration capacity mobilizes individual talents on a massive scale around the norms of the sports market. All the intermediary institutions adjust in varying degree to the market impulses of corporate athleticism. The distinctive essence of the new athleticism is that business values are now deeply embedded into a new production system with a greater capacity than traditional business organizations to penetrate the larger society (p.13-14).

CHAPTER III

DESIGN OF THE STUDY

The Sample

Subjects for the study were selected from the population of 466 institutions listed

in the 1987-88 NCAA Directory as employing an Athletic Director as well as a Primary

Woman Administrator. A systematic random sample was taken by division and district.

Each institution selected received two questionnaires: One to be completed by the Ath-

letic Director and one to be completed by the Primary Woman Administrator.

The Oregon State Survey Research Center recommended the use of the following

formula from Cochran and Cox (1957) in the determination of cell size:

$$n \geq 2\left(\frac{\delta}{\sigma}\right)^2 (t_1 + t_2)^2$$

TABLE 1
DETERMINATION OF CELL SIZE

Where,

δ = true difference that is desired

t_1 = type I error

t_2 = type II error

σ = true standard error per unit

For the purpose of this study,

$\delta = .5$

$t_1 = 1.64$

$t_2 = .842$

$\sigma = 1.3$

$$n \geq 2\left(\frac{1.3}{.5}\right)^2 (6.5) = 84$$

Therefore, according to the formula, the minimum cell size for this study should be 84 (42 men and 42 women).

Table 2 identifies the breakdown of NCAA schools by division and those that indicate an Athletic Director and a Primary Woman Administrator.

TABLE 2
NCAA MEMBER SCHOOLS

DIVISION	I	II	III	TOTAL
TOTAL NUMBER OF SCHOOLS	292	182	321	795
SCHOOLS WITH PWA LISTED	205	100	161	466
Sample Size Needed	84	84	84	252

The sample size indicates the number of responses as opposed to the number of schools. Each school had two possible respondents; a male administrator and a female administrator.

To reach the recommended minimum sample size of 42 institutions per division with an expected 67% return rate, at least 63 institutions were randomly selected from the

NCAA Directory. Oversampling was accomplished according to the following method

recommended by the Oregon State University Survey Research Center:

TABLE 3
SAMPLING PROCEDURE

DIVISION	I	II	III
N	205	100	161
	42	42	42
Oversample 42/.67=63			
Selected Random Sample	63	63	63
Actual 1 in K	68	67	67
	1 in 3	1 in 3	1 in 2
		(omit)	1 in 3
			(repeat)

The sample for Division I was determined by selecting the first institution from

every three listed. Division II participants were selected by omitting the first institution

of every three institutions listed therefore keeping two-thirds of the institutions. The

Division III participants were chosen by selecting one institution out of two followed by

selecting one institution out of three. This process was repeated for the remaining insti-

tutions yielding two institutions chosen out of every five listed.

Research Instrument

The questionnaire employed in this study was a modified version of the survey

instrument "Athletic Club Managers Survey" developed by Lambrecht (1986) for use in

his study "An Analysis of the Competencies of Athletic Club Managers." A modified

Delphi Panel was used in the development of each questionnaire. The Delphi Panel

technique is a method used to insure the content validity of the instrument. According to

Courtney (1982),

The Delphi technique was developed at the Rand Corporation in the early 1950's and used to obtain opinions about urgent defense problems. The technique, which is built on the premise of informed intuitive judgements, is intended to get expert opinion without bringing the experts together in any face-to-face meeting (p.85).

Panel members were selected based on the results of a survey conducted by Nielsen (1986) in which schools offering degree programs in Sports Management were polled to identify the experts in the field. To maintain the same high quality for this study these same experts, and Lambrecht, were asked to serve as the panel and were essential in the formulation of the modifications to the questionnaire necessary for this study.

Following the review of literature on athletic administration, additional competency and coursework items surfaced. These additional items were compiled. A copy of the Athletic Club Managers Survey and the new items were mailed to the panel of experts with the request that they indicate any changes, addition or deletion of items for the athletic administrators questionnaire. Responses were received from eight of the ten panel members. Six of the panel members elected to participate (Appendix A).

The internal consistency of the assigned Likert scores was determined by utilizing the method of Hoyt and Stunkard (1959). "This method provides a straightforward solution to the problem of estimating the reliability coefficient for unrestricted scoring items." (Courtney, 1982; p.80) For this test, 46 competencies and 30 course content areas were included in the instrument. There were two matrices, with 349 respondents, competencies and course content areas, and one response per cell (Appendix B).

TABLE 4
ANOVA TABLE FOR RELIABILITY

Source of Variation	df	SS	MS	r
Competency Items	45	5614.355	124.7634	
Respondents	349	18548.92	53.1487	.977
Residual	15814	24163.27	1.172943	
Total	16208			

Source of Variation	df	SS	MS	r
Course Content	29	3649.195	125.8343	
Respondents	349	11923.492	34.1647	.955
Residual	10177	15562.687	1.5292	
Total	10536			

According to Courtney (1982),

> All estimates of reliability involve themselves with *correlation*. This empirical measure of relationship makes it possible for us to judge, in a quantitative way, whether or not an instrument appears to be reliable. Correlations range in value from zero to 1.00 and may be either negative or positive. Reliability coefficients have positive values ranging somewhere above .80 on the scale, although in some instances lower coefficients may be considered as being acceptable. Ideally, the correlation for an instrument should be in the .90's in order to provide the consistency which we would like to find in collected data. (p.82)

<center>Collection of Data</center>

The following schedule was used for survey distribution:

<center>TABLE 5
SURVEY DISTRIBUTION</center>

Tuesday, February 23, 1988: Initial mailing: Letter (Appendix C) and

questionnaire (Appendix D)

Tuesday, March 1, 1988: Follow-up postcard (Appendix E)

Tuesday, March 15, 1988: Letter (Appendix F) and replacement question-

naire to non-respondents.

Tuesday, April 15, 1988: Letter (Appendix G) and replacement question-

naire to non-respondents.

This schedule follows the guidelines suggested by Dillman (1978). Dillman indicates that the average response rate received when using his techniques is 74 percent. Further, no user of this method has reported receiving a response rate of less than 50 percent, "a level once considered quite acceptable for mail surveys."(p.21) Oregon State University Survey Research Center suggests that a response rate of 67 percent should be attained. Over-sampling to attain this minimum for this survey was successful. The actual number of surveys returned yielded an 85% response rate.

<center>TABLE 6
RESPONSE RATE</center>

TOTAL INSTRUMENTS MAILED OUT	TOTAL INSTRUMENTS RETURNED	RESPONSE RATE
410	349	85%

Statistical Treatment of Data

Mean rankings and analysis of variance techniques were employed to facilitate comparison of groups.

> The analysis of variance is an effective way to determine whether the means of *more than two samples* are too different to attribute to sampling error.
>
> The question raised by the analysis of variance is whether the sample means differ from one another (among-groups variance) to a greater extent than the scores differ from their own sample means (within-groups variance). If the among-groups variance is not substantially greater than the within-groups variance, the samples are not significantly different and probably behave as samples from the same population (Best, 1977;288).

The .05 level of significance was employed to determine retention or non-retention of the null hypothesis.

> In psychological and educational circles the 5 percent (.05) alpha level indicates that a difference in means as large as that found between experimental and control group means would not likely have resulted from sampling error in more than 5 out of 100 replication of the experiment. This suggests a 95 percent probability that the difference was due to the experimental treatment rather than sampling error (Best, 1977;p.277).

The Newman-Keul's test was utilized to determine the source of the differences between the treatment groups when the null hypothesis was not retained. The statistical package employed for this research was the Number Cruncher Statistical System Version 5.01 (Hintze, 1987).

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to determine if differences occur between the three divisions in the NCAA with regard to competencies and course content areas deemed necessary for athletic administrators. Where differences were detected by the analysis of variance, the Newman-Keuls test was used to determine the location of the difference.

Analysis of the data for this investigation included tabulation of demographic data, rank ordering of the means of selected variables, analysis of variance to determine if a significant difference existed and Newman-Keuls testing to locate items with significant differences. These results are divided into the following sections for reporting purposes: (I) Sample Size; (II) Survey Instrument; (III) Demographic Analysis; (IV) Analysis of Competency Statements; (V) Analysis of Course Content Statements; and (VI) Summary and Comparison with Related Studies.

Sample Size

The study subjects were selected from the population of 466 institutions listed in the 1987-88 NCAA Directory which employ an Athletic Director as well as a Primary Woman Administrator. A systematic random sample was taken by division and district. Administrators were coded by assigning a number to each person which was subsequently printed on individual questionnaires. This allowed for anonymity of respondents. Each institution selected received two questionnaires, one to be completed by the Athletic Director and one to be completed by the Primary Woman Administrator. A letter of introduction and explanation (Appendix C), the questionnaire (Appendix D) and a return envelope were mailed to each subject. A follow-up postcard (Appendix E) was sent to each subject one week after the original questionnaire. Those subjects who had not

responded after an additional two week period were sent another letter (Appendix F) and replacement questionnaire. Finally, those subjects who had not responded after an additional month were sent another letter (Appendix G) and replacement questionnaire.

A minimum sample size of 84 respondents in each division was necessary for the desired statistical significance. The following table shows that the minimum sample size was greatly exceeded and further indicates the breakdown by Division and Sex.

TABLE 7
Sample Size by Division and Gender

Respondents	Division 1	Division 2	Division 3
Male	62	57	57
Female	61	55	57
Total	123	112	114

The total number of returned surveys numbered 349 yielding an 85 % response.

A breakdown of the sample according to the eight geographic districts of the NCAA is provided in TABLE 8.

TABLE 8
Sample Size by District

Total	District	1	2	3	4	5	6	7	8
349		35	78	61	74	35	14	10	42

Each district encompasses several states as follows:

District 1: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

District 2: Delaware, New Jersey, New York, Pennsylvania, Puerto Rico, West Virginia

TABLE 8 (continued)

District 3:	Alabama, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia
District 4:	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
District 5:	Iowa, Kansas, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota
District 6:	Arkansas, New Mexico, Texas
District 7:	Arizona, Colorado, Idaho, Montana, Utah, Wyoming
District 8:	Alaska, California, Hawaii, Nevada, Oregon, Washington (NCAA Directory 1987-88; p.155)

Respondents varied in age from a range of 21-30 years to 61-70 years old. The majority of respondents were in the middle range of 41-50 years (Appendix H-1).

The bulk of respondents had less than 10 years of experience performing their present job responsibilities (Appendix H-2). In general, respondents reported having held administrative, coaching and teaching positions during their career. The majority also held Master's degrees (Appendix H-3).

In summary, the average athletic administrator could be described as in the 41-50 year range with less than 10 years of experience in their present duties and holding a Master's degree.

The Survey Instrument

The survey instrument (Appendix D) was adapted by the researcher and reviewed by a panel of experts. Relevant revisions were made based on the feedback from the panel of experts.

The questionnaire was divided into three sections: A. Competency Items; B. Course Content Areas; and C. Demographic Data. Each section provided instructions and space for additional responses if desired. Competency and Course Content Area

items were Likert scaled from a low of 1, indicating Not Important, to a high of 6, indicating Very Important. An even number of rating scale responses was utilized to force the respondents to make a choice of either positive or negative. Course Content Area Items were additionally scaled Yes vs No for the question 'Have you taken' (the indicated course). The Demographic Data was requested to ascertain previous careers, experience, highest degree held, major and minor areas of study and age.

According to Courtney (1982) "Any data collection instrument can be made more reliable by simply increasing the number of items contained in the device." Further,"...as sample size increases, reliability also improves." (p.82) Both of these conditions were met in this study.

As discussed in Chapter III, the calculated reliability coefficients for the survey were .977 for Competency Items and .955 for Course Content Areas. According to Harris (1968), these scores are considered to fall within the very high range:

.95 to .99	very high, rarely found
.90 to .94	high
.80 to .89	fairly high, adequate for individual measurement
.70 to .79	rather low, adequate for group measurement but not very satisfactory for individual measures
below .70	low, entirely inadequate for individual measurement, although useful for group averages and school surveys (p.23)

As both Competency Items and Course Content Area Item scores fall within the very high range of reliability, the following conclusions were associated with the instrument reliability: 1) both scales were considered very reliable; 2) the survey instrument measured a single trait; 3) participant responses were consistent. According to Thomas and Nelson (1985) "The closer the coefficient is to 1.00, the less error variance it reflects, and the more the true score is assessed." (p.258)

Demographic Analysis

Respondents were requested to indicate the Major and Minor areas of study that were pursued for their highest degree. The following Majors and Minors were most often indicated by the respondents in each Division:

TABLE 9
MAJOR AREAS OF COURSEWORK

Major	Div I	Div II	Div III	Total
Physical Education	40	49	43	132
Education	13	11	17	41
Athletic/Sport Administration/ Management	10	18	11	39
Health, Physical Education, Recreation (HPER)	9	8	9	26
Education Administration	6	10	3	19
Administration	7	8	3	18
Business/Management Administration	6	3		9
Physical Education Administration			4	4
History	4			4
Economics/Business Economics	3			3
Health, Physical Education, Recreation Administration	3			3
Recreation Administration		3		3

TABLE 10
MINOR AREAS OF COURSEWORK

Minor	Div I	Div II	Div III	Total
Physical Education	8	14	11	33
Education	4	10	4	18
Health	4	6	6	16
Psychology	5	3	4	11
Biology	5	5		10
Business	5		4	9
Math	3		4	7
Sport/Athletic Administration	3		4	7
History	6			6
Sociology	4	2		6
Administration	5			5
English	5			5
Education Administration		5		5
Recreation	3			3
Social Science		3		3
Physiology. of Exercise		2		2

It is clear that Physical Education was the most popular course of study for the respondents, closely followed by education, athletic administration and Health, Physical Education and Recreation (HPER). It is also quite possible that the categories overlap or are in some cases synonymous, since respondents were asked to write in responses rather

than choose an already specified category. For example, physical education could certainly be considered part of HPER. Universities and colleges may merely have different titles for their departments and/or schools.

While the majority of respondents indicated that they had held teaching, coaching and administrative positions during their career they were also asked to list other positions that were held during their career. Table 11 indicates the most common responses to this question.

TABLE 11
PREVIOUS POSITIONS

Position	Div 1	Div II	Div III	Total
Official	4	1	1	6
Military Officer	3	1		4
Sales	3	1		4
Business Management	1	1	1	3
Camp Administrator	1	1	1	3
Professional Sports	1	1	1	3

The Masters degree was the highest degree held by the majority of respondents, while the Associate degree was held by only three respondents. There was not a great difference between divisions with regard to the highest degree held, the doctorate, although Division I had the highest percentage of administrators with the Bachelors as the highest degree.

TABLE 12
DEGREE BY DIVISION

	AA	BA	MA	DOCT
DIV I	0.8%	18.9%	56.6%	23.8%
DIV II	1.8%	8.2%	67.3%	22.7%
DIV III	0.0%	8.0%	76.1%	15.9%

The age range of 41-50 encompasses the highest percentage of respondents in total, as well as by division. Comparison of the three divisions revealed that Division III respondents reported the most "young" administrators, in the 21-30 year old category, while Division I reported the highest number in the 61-70 year category.

TABLE 13
AGE BY DIVISION

	21-30	31-40	41-50	51-60	61-70 YEARS
DIV I	7.4%	22.1%	37.7%	24.6%	8.2%
DIV II	3.6%	25.0%	37.5%	29.5%	4.5%
DIV III	12.4%	27.4%	35.4%	19.5%	5.3%

Most administrators reported experience performing their present duties for 10 years or less. Division III respondents reported the largest percentage with the least experience as well as the largest percentage with the most experience.

TABLE 14
EXPERIENCE BY DIVISION

	5 OR <	6-10	11-15	16-20	>20 YEARS
DIV I	35.8%	20.8%	25.8%	10.0%	7.5%
DIV II	28.2%	30.0%	20.0%	13.6%	8.2%
DIV III	39.8%	33.6%	9.7%	6.2%	10.6%

Analysis of Competency Statements

Competency Rankings

Mean competency scores were ranked for the following groups and are located in

Appendix I:

1.   Responses from the total sample

2.   Responses from Division I

3.   Responses from Division II

4.   Responses from Division III

5.   Responses from all Athletic Directors

6.   Responses from all Primary Women Athletic
      Administrators.

The range of mean responses is reported in Table 15:

TABLE 15
COMPETENCY MEAN SCORE RANGE

Sample	5+	4.50-4.99	4.0-4.49	3.5-3.99	<3.5
ALL	13	15	10	8	1
DIVI	16	14	4	10	3
DIVII	13	18	11	4	1
DIVIII	14	16	7	7	3
AD	15	15	10	6	1
PWA	13	16	9	4	5

Results of the total sample revealed that 13 items had means greater than 5.0; 15

items had means falling in the 4.50-4.99 range, 10 items had means in the 4.0-4.49 range;

8 items had means in the 3.5-3.99 range and only one had a mean below 3.5. Item

COM5D, Enforce NCAA Rules, had the highest ranking and item COM3A , Concession Management, was considered to be the least important competency.

In Division I 16 items had means greater than 5.0; 14 items were in the 4.50-4.99 range; 4 items were in the 4.0-4.49 range; 10 items were in the 3.5-3.99 range and 3 items had means below 3.5. Enforce NCAA Rules was rated as the most important competency while Concession Management was given the lowest scores.

Results from Division II indicated 13 items with means greater than 5.0; 18 items with means between 4.5-4.99; 11 items in the range 4.0-4.49; 4 items in the range 3.5-3.99 and one item below 3.5. Division II also rated Enforce NCAA Rules as the most important competency and Concession Management as the least important.

Division III determined 14 items had means greater than 5.0; 16 items had means in the 4.5-4.99 range; 7 items fell in the 4.0-4.49 range; 7 items fell in the 3.5-3.99 range and 3 items were ranked below 3.5. Human Relations, item COM2E, was considered the most important competency and again, Concession Management received the lowest ranking.

Athletic Directors identified 15 items with means greater than 5.0; 15 items with means in the 4.50-4.99 range; 10 items with means in the 4.0-4.49 range; 6 items with means in the 3.5-3.99 range and one item below 3.5. This group rated Enforce NCAA Rules as the most important and Concession Management as the least important.

Primary Women Administrators ranked 13 item means over 5.0; 16 items in the 4.5-4.99 range; 9 items had means in the 4.0-4.49 range; 4 items had means in the 3.50-3.99 range and 5 items had means below 3.5. Human Relations was ranked as the most important competency and Concession Management as the least important competency.

Item COM5D, Enforce NCAA Rules and item COM2E, Human Relations, were the most important competency items overall while item COM3A, Concession Management, was rated lowest by every group.

The following table indicates the top ten ranked mean competency items for the entire sample and how each of these items ranked for each division, athletic directors and primary woman administrators.

TABLE 16
COMPARISON OF TOP 10 COMPETENCY ITEMS BY DIVISION AND GENDER

OVERALL RANK	DI	DII	DIII	AD	PWA
1. Enforce NCAA rules	1	1	2	1	2
2. Human Relations	2	3	1	5	1
3. Staff communications	3	5	3	3	3
4. Decision making process	4	6	4	2	4
5. Budget Preparation and control	5	4	5	4	6
6. Interpret NCAA rules	6	2	6	6	5
7. Represent institution at conference meetings	11	7	8	13	7
8. Evaluate program	10	9	9	11	6
9. Ability to articulate the role of the student athlete	14	8	7	8	11
10. Employee motivation	7	11	12	7	12

The top six ranked items in each group were the same, although the order of importance varied.

The following tables identify how the different age, district and educational attainment groups ranked the overall samples top ten competency items. These three different categories are not as consistent in the top six items as are the three divisions.

However, generally they agree that Enforce NCAA rules was the most important competency and Concession Management the least important.

TABLE 17
TOP TEN COMPETENCY ITEMS BY AGE GROUP

Top 10 Competency Items RANK	Age Groups 21-30	31-40	41-50	51-60	61-70
1. Enforce NCAA rules	1	2	1	1	3
2. Human Relations	2	1	4	6	5
3. Staff communications	7	3	2	2	6
4. Decision making process	3	4	5	3	1
5. Budget Preparation and control	13	5	3	5	4
6. Interpret NCAA rules	4	7	6	4	8
7. Represent institution at conference meetings	15	6	9	8	9
8. Evaluate program	10	8	14	9	13
9. Ability to articulate the role of the student athlete	5	11	10	12	10
10. Employee motivation	16	12	7	11	7

TABLE 18
TOP TEN COMPETENCY ITEMS BY DISTRICT

Top 10 Competency Items RANK	Districts							
	1	2	3	4	5	6	7	8
1. Enforce NCAA rules	2	1	1	1	1	2	1	2
2. Human Relations	6	3	2	2	3	6	2	1
3. Staff communications	1	4	3	4	2	4	4	6
4. Decision making process	3	2	4	3	6	5	24	4
5. Budget Preparation and control	7	5	8	5	4	3	6	3
6. Interpret NCAA rules	8	6	6	6	5	1	3	9
7. Represent institution at conference meetings	9	10	9	8	8	16	8	11
8. Evaluate program	2	9	5	10	14	17	22	12
9. Ability to articulate the role of the student athlete	4	8	12	9	18	21	11	8
10. Employee motivation	5	12	7	15	15	7	7	5

TABLE 19
TOP TEN COMPETENCY ITEMS BY DEGREE

Top 10 Competency Items RANK		Degree		
	AA	BA	MA	PhD
1. Enforce NCAA rules	2	1	1	2
2. Human Relations	13	2	2	5
3. Staff communications	4	4	4	1
4. Decision making process	17	5	3	3
5. Budget Preparation and control	5	7	5	4

TABLE 19 (continued)

6.	Interpret NCAA rules	3	3	6	6
7.	Represent institution at conference meetings	8	6	7	9
8.	Evaluate program	10	10	10	8
9.	Ability to articulate the role of the student athlete	26	9	9	13
10.	Employee motivation	14	8	12	7

Thirty-four administrators responded to the item COM6K "Other" in the competency area (See Appendix J for list of all responses). This item asked administrators to write in additional competency items that they felt should be included. Sixteen respondents in Division I answered the question, nine men and seven women. The following answers were written in by the men: Creativity and Dealings with higher administration. The women wrote in these answers: Everything here is critical, Financial aid procedures and policies, Group dynamics, Leadership/Judgement and Administration of all athletic financial aid.

In Division II, thirteen people responded, nine men and four women. The men wrote in the following : People skills, Booster club management and Delegate some responsibilities. The women wrote in Scheduling and Support staff-clerical.

Five respondents answered from Division III, one man and four women. The athletic director did not fill in the blank and the women wrote in Ethics and Scheduling intercollegiate athletics.

Analysis of Variance Results

One of the purposes of this study was to determine if differences occur between the three divisions in the NCAA with regard to competencies deemed necessary for ath-

letic administrators. Where differences were detected by the analysis of variance the Newman-Keuls test was used to determine the location of the difference.

The rejection level of the F test was set at the .05 level to determine the differences. Degrees of freedom for the numerator were 2. Degrees of freedom for the denominator varied according to the number of respondents to each question. The F Table indicated a tabular value of 3.03 for the degrees of freedom of 2 and 300. Therefore, computed F values greater or equal to 3.03 would be considered significant. The null hypothesis failed to be rejected for 26 competency items. Thus, no significant differences were detected between the three divisions for these items.

TABLE 20
COMPETENCY ITEMS THAT WERE NOT REJECTED FOR DIVISIONS

RANK	ITEM
2.	Human relations
3.	Staff communications
4.	Decision making process
5.	Budget preparation and control
7.	Represent institution at conference meetings
8.	Evaluate program
9.	Ability to articulate the role of the student athlete
10.	Employee motivation
11.	Supervision of staff and personnel
12.	Develop program goals and objectives
13.	Hiring process of employees
15.	Employee evaluation
16.	Writing skills
17.	Allocation of resources

TABLE 20 (continued)

19.	Time management
20.	Represent institution at NCAA meetings
21.	Strategic planning
24.	Knowledge of sports
25.	Job analysis
26.	Handles complaints of customers
27.	Contracting policies and procedures
28.	Develop/prepare athlete support programs
35.	Feasibility studies
39.	Security policies and procedures
40.	Supervise student-athlete support programs
42.	Facility design

The remaining 20 competency items were rejected, indicating that differences do exist. The Newman-Keul's test was utilized to detect the source of these differences (Appendix K).

TABLE 21
REJECTED DIVISION COMPETENCY ITEMS

RANK	ITEM
1.	Enforce NCAA rules
6.	Interpret NCAA rules
14.	Communication with clientele
18.	Assess student-athlete eligibility
22.	Legal liability and responsibility
23.	Prepares/presents public presentations

TABLE 21 (continued)

29.	Facility scheduling
30.	Fund raising
31.	Promotion
33.	Coaching techniques
34.	Purchasing of supplies and equipment
36.	First aid and safety
37.	Marketing
38.	Management of supplies and equipment
41.	Travel arrangements
43.	Accounting and bookkeeping
44.	Advertising
45.	Pricing fees and charges
46.	Maintenance supervision
47.	Concession management

Differences between Athletic Directors and Primary Women Administrators were also analyzed. The degrees of freedom for this testing were 1 and 300 yielding a tabular value of 3.87. Therefore, computed F values greater or equal to 3.87 would be considered significant. The null hypotheses for 31 of the competency items failed to be rejected, indicating that significant differences were not detected. The remaining 15 competency items were rejected. Employment of the Newman-Keul's test detected the source of the differences. Further analysis revealed the differences by division. Only in items COM3F (Pricing Fees and Charges) was the Newman-Keul's test unable to detect differences. Only two of the top ten ranked competency items were rejected for this comparison: 5. Budget Preparation, and 10. Employee Motivation. These results are reported in Appendix K.

Analysis of Course Content Statements

Course Content Rankings

Mean course content areas were ranked for the following groups and are located in

appendix L:

1. Responses from the total sample

2. Responses from Division I

3. Responses from Division II

4. Responses from Division III

5. Responses from all Athletic Directors

6. Responses from all Primary Women Administrators

The following table identifies the course content area means by range.

TABLE 22
COURSE CONTENT AREA MEANS BY RANGE

	5+	4.50-4.99	4.0-4.49	3.5-3.99	<3.5
ALL	3	6	12	8	2
DIVI	3	5	11	8	4
DIVII	5	6	12	7	1
DIVIII	6	7	6	10	2
AD	3	4	12	10	2
PWA	6	8	9	6	2

The total sample ranked the 30 course content areas in the following ranges: 3

items had means ranked over 5.0; 6 items had means ranked between 4.5-4.9; 12 items

had means in the 4.0-4.49 range; 8 items had means in the 3.5-3.99 range and 2 items had

means under 3.5. Item CCA2A, Public Relations, was rated the most important and item CCA5B, Hotel and Restaurant Management, was considered to be the least important.

Division I ranked 3 items in the over 5.0 category; 5 items in the 4.5-4.99 category; 11 items in the 4.0-4.49 category; 8 items in the 3.5-3.99 category and 4 items in the less than 3.5 category. Public Relations was rated as the most important course content area, and Hotel and Restaurant Management was the least important.

Five items had means that were ranked above 5.0 in Division II; 6 items were ranked in the 4.5-4.99 category; 12 items had means in the 4.0-4.49 range; 7 items had means in the 3.5-3.99 range and one item was ranked below 3.5. Public Relations was rated as the most important course content area and Hotel and Restaurant Management as the least important.

Division III ranked 6 items in the over 5.0 category; 7 items in the 4.5-4.99 category; 6 items in the 4.0-4.49 range; 10 items in the 3.5-3.99 range and 2 items in the below 3.5 range. Item CCA2C, Speech, was rated as the most important and Hotel and Restaurant Management as the least important.

Athletic Directors ranked 3 items above 5.0; 4 items in the 4.5-4.99 range; 12 items in the 4.0-4.49 range; 10 items in the 3.5-3.99 range and 2 items below 3.5. Public Relations was rated as the most important item and Hotel and Restaurant Management as the least important.

Primary Women Administrators ranked 6 items in the over 5.0 range; 8 items in the 4.50-4.99 range; 9 items in the 4.0-4.49 range; 6 items in the 3.5-3.99 range and 2 items in the below 3.5 category. Item CCA5D, Other, was rated as the most important item although only 11 women responded to the question. Public Relations was rated as the second most important item. Hotel and Restaurant Management had the lowest mean ranking.

Fourteen of the course content area items were taken by over 50% of the sample. Six of the top ten ranked course content items were taken be over 50% of the sample.

Table 23 indicates the top ten ranked mean course content area items for the entire sample and how these items ranked for each division, athletic directors and primary women administrators.

TABLE 23
TOP TEN MEAN COURSE CONTENT AREAS

RANK		DI	DII	DIII	AD	PWA
1.	Public relations	1	1	5	1	2
2.	Speech	2	2	1	2	3
3.	Writing	3	4	3	3	5
4.	Organization/ administration of college athletics	4	3	4	5	4
5.	Administration of sport	5	6	2	6	6
6.	Budgeting	6	5	8	4	7
7.	Legal aspects of sports	11	7	9	7	8
8.	Computer application and utilization	9	8	10	10	9
9.	Theory and ethics of coaching	14	9	7	11	10
10.	Business management	7	11	16	8	13

The top five or six ranked coursework areas are very similar. Both Division I and II respondents found Public Relations to be the most important course content area while Division III participants ranked Speech as most important. Athletic Directors agreed with Division I and II that Public Relations ranked first while the Primary Women Administrators listed "Other" as the most important item.

Nineteen administrators responded to the item CCA5D "Other" in the course content area (See Appendix M for list of exact responses). In Division I there were four

respondents. One male wrote in Broadcasting and one female wrote in Personnel Management. Division II had nine respondents; four male and five female. One of the men wrote in a response: Facility equipment maintenance. The women wrote in the following responses: Travel planning, Uniform selection, In-house training procedures, Accounting, Financing, Leadership styles, Managerial decision making and First aid and safety.

Six people responded from Division III; one male and five females. The male did not write in a response. The females wrote in the following responses: Seminar in higher education administration, Human resources management, Collective behavior (sociology) and Women in sport.

Analysis of Variance Results

One of the purposes of this study was to determine if differences occur between the three divisions in the NCAA with regard to course content areas deemed necessary for athletic administrators. Where differences were detected by the analysis of variance the Newman-Keuls test was used to determine the location of the difference.

The rejection level of the F test was set at the .05 level to determine the differences. Degrees of freedom for the numerator were 2. Degrees of freedom for the denominator varied according to the number of respondents to each question. The F Table indicated a tabular value of 3.03 for the degrees of freedom of 2 and 300. Therefore, computed F values greater or equal to 3.03 would be considered significant. The null hypothesis failed to be rejected for 13 course content area items. Thus, according to the F statistic no significant differences were detected between the three divisions for these items.

TABLE 24
COURSE CONTENT AREA ITEMS THAT WERE NOT REJECTED FOR DIVISIONS

RANK	ITEM
2.	Speech
3.	Writing
6.	Budgeting
10.	Business management
11.	Introduction to sport management
12.	Other
13.	Philosophy of sport
15.	Internship
19.	Program planning
20.	Facility design
22.	Sociology of sport
24.	Research interpretation and utilization
29.	Business labor relations
31.	Hotel and restaurant management

The remaining 17 course content area items were rejected indicating that differences do exist. The Newman-Keul's test detected the location of these differences (Appendix N).

TABLE 25
REJECTED DIVISION COURSE CONTENT AREA ITEMS

RANK	ITEM
1.	Public relations
4.	Organization/administration of college athletics
5.	Administration of sport

TABLE 25 (continued)

7.	Legal aspects of sports
8.	Computer application and utilization
9.	Theory and ethics of coaching
14.	Marketing
16.	Facilities and equipment management
17.	Psychology of sport
18.	Sales communication
21.	Human Development
23.	Finance
25.	Physiology of exercise
26.	Business law
27.	Accounting
28.	Health
30.	Economics

Differences between Athletic Directors and Primary Women Administrators were also analyzed. The degrees of freedom for this testing were 1 and 300 yielding a tabular value of 3.87. Therefore, computed F values greater or equal to 3.87 would be considered significant. The null hypotheses for 16 course content area items failed to be rejected, an indication that significant differences were not detected. The remaining 14 course content area items were rejected. The Newman-Keul's test detected the differences. Further analysis revealed the differences by division. Only in CCA3B (Legal Aspects of Sports) was the Newman-Keul's test unable to detect differences. Only four of the top ten ranked courses were rejected in this comparison: 4. Organization/administration of college athletics, 5. Administration of sport, 8. Computer application and utilization, and 9. Theory and ethics of coaching. In each case the Primary

Women Administrators found these courses to be more important than did the Athletic Directors. These same items were also rejected in the division comparison. These results are reported in Appendix N.

Summary and Comparison with Related Studies

Approximately 37% of the respondents in this study were in the 41-50 year age group and 86.2% ranged between 31-60 years old. The Masters degree was the most popular degree held. This substantiates previous research in the field. It has been suggested by Nardone (1986) that a Masters or doctoral degree may be more important to Divisions II and III than Division I. This was not confirmed by this research. Gerou (1977) indicated that women felt that a doctoral degree was desirable. The results of this study show that more men held this degree than women. The majority of respondents indicated that they had been performing their present duties for 10 years or less. Women, however, were somewhat younger and had slightly less experience in performing their present duties. This finding corresponds to that of Pruitt (1976); the author, however, must concur with Williams and Miller (1983) when they state that the slight differences that are reported between men and women do not justify the almost total dominance of men in the head position of combined mens and womens programs (p.398).

Overall, course content areas were ranked lower than competency items. Of the top 16 items with means above 5.0, only three items were course content area items. The top six ranked items were all competency items.

Competency Items

Where differences existed in the competency items among divisions, Division II mean scores were most often significantly higher than Divisions I and III. This result is interesting when compared to Lambrecht's (1986) research concerning three different sizes of athletic clubs. He found that where differences existed the largest member

group, or Super Club, was most often significantly different. Division II rated the following competencies as significantly more important than either Division I or Division III.

TABLE 26
DIVISION II COMPETENCY ITEMS RATED SIGNIFICANTLY MORE
IMPORTANT THAN DIVISION I AND III

| | | RANK | | |
	ALL	DIVI	DIVII	DIVIII
Accounting and Bookkeeping	43	45	41	42
Concession Management	47	47	47	47
Legal Liability and Responsibility	22	26	14	21
Assess Student-Athlete Eligibility	18	28	10	18
Enforce NCAA Rules	1	1	1	1
First Aid and Safety	36	41	32	34
Interpret NCAA Rules	6	6	2	6
Promotion	31	30	30	36

One might postulate that these competencies are more important to Division II simply because of their location between the other two divisions. Division II is not quite what one might term "professional" athletics, nor does it hold the title of "amateur." Enforcing and interpreting rules, assessing eligibility and legal liability may be more complicated to perform with the available resources at this level.

Division III rated the following competencies as significantly more important than did either Division I or Division II.

TABLE 27
DIVISION III COMPETENCY ITEMS RATED SIGNIFICANTLY MORE
IMPORTANT THAN DIVISION I AND II

| | RANK | | | |
	ALL	DIVI	DIVII	DIVIII
Coaching Techniques	33	42	35	23
Travel Arrangements	41	44	42	35
Management of Supplies and Equipment	38	39	36	33
Purchase of Supplies and Equipment	34	40	34	29

These items all relate directly to coaching and would be expected of a Division III

Administrator who most often would also function as a coach.

Division I rated the following competency items as significantly more important

than did Division II or III.

TABLE 28
DIVISION I COMPETENCY ITEMS RATED SIGNIFICANTLY MORE IMPORTANT
THAN DIVISION II AND III

| | RANK | | | |
	ALL	DIVI	DIVII	DIVIII
Fund-raising	30	20	26	44
Communication with Clientele	14	9	16	24
Marketing	37	31	33	43

These fundraising-type competencies, according to Nardone (1986), should be of

more importance. The fact that they are of greater concern to Division I Athletic

Administrators, however, does substantiate his research. Further, TABLE 31 does indi-

cate that Finance, Marketing and Sales are considered to be more important courses by

Divisions I and II than Division III.

Overall, competencies were rated much higher than course content areas. One may wonder then why the course content area of "Internship" did not receive higher ratings. It could almost be considered a competency, and it is certainly given prominence in the more recent research in athletic administration.

<center>Course Content Areas</center>

Seventeen of the 30 course content areas were rejected at the .05 level of significance among divisions. Overall, Division II and III rated these course content areas as significantly more important than did Division I.

Division II rated Accounting and Legal Aspects of Sports as significantly more important than did Divisions I and III.

<center>TABLE 29
COURSE CONTENT AREAS RATED SIGNIFICANTLY MORE IMPORTANT BY
DIVISION II THAN DIVISIONS I AND III</center>

		RANK		
	ALL	DIVI	DIVII	DIVIII
Accounting	27	26	24	26
Legal Aspects of Sports	7	11	7	9

Division III rated the following coursework areas as significantly more important than did Divisions I and II.

TABLE 30
COURSE CONTENT AREA ITEMS RATED SIGNIFICANTLY MORE IMPORTANT
BY DIVISION III THAN DIVISIONS I AND II

| | RANK | | | |
	ALL	DIVI	DIVII	DIVIII
Administration of Sport	5	5	6	2
Facilities and Equipment Management	16	17	15	14
Health 28	29	29	23	
Human Development	21	22	21	17

Both Division I and Division II rated Finance, Marketing and Sales as more important than Division III.

TABLE 31
COURSE CONTENT AREAS RATED SIGNIFICANTLY MORE IMPORTANT BY
DIVISIONS I AND II THAN DIVISION III

| | RANK | | | |
	ALL	DIVI	DIVII	DIVIII
Finance	23	20	22	29
Marketing	14	8	10	21
Sales	18	10	14	24

The majority of the survey respondents indicated that they had completed courses in the top five ranked course content areas of Public Relations, Speech, Writing, Organization and Administration of College Athletics and Administration of Sport. Of the remaining twenty-five course content areas only nine items were taken by more than fifty percent of the respondents: Theory and ethics of coaching, Philosophy of sport, Facilities and equipment management, Psychology of sport, Human development, Sociology of sport, Research interpretation and utilization, Physiology of exercise and Health.

The results of this research revealed that while the basic administrative skills of planning, organizing, directing, problem solving, communicating and controlling are all represented, business and personnel skills are gaining in importance. Of particular note is the importance of computer application and utilization coursework, ranked 8th overall. The rapid acceptance of this technology can assist in the continued development of the field of athletic administration.

Fifty-seven administrators responded to the questionnaire section soliciting additional comment. Generally speaking, respondents were concerned about the "obvious" division differences that would occur. Respondents were not asked what division they were employed in because the information was already known. Therefore, some of the respondents felt that they needed to underscore division differences. Further, they indicated that experience was more important than coursework.

Thirty-eight of the 57 respondents were women. Female respondents were concerned about the lack of advancement opportunities in athletic administration and their exclusion from the decision making process.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The intent of this study was to determine if differences exist among NCAA Divisions I, II and III with regard to the perceived competencies and preparatory coursework athletic administrators should possess when representing NCAA institutions. Further study also explored whether differences exist between athletic directors and primary women administrators with regard to competencies and coursework. Where differences did exist, the specific division distinction was determined. Other areas that were briefly explored included age, district and educational degree held differences. The goal was to identify information that might then be applied by professionals in curriculum development and by practitioners for self-improvement and evaluation.

The survey instrument (Appendix D) was adapted by the researcher and reviewed by a panel of experts. Relevant revisions were made based on the feedback from the panel of experts. Forty-six competency items and 30 course content areas were identified. A statement of "other" was also included for competency and course work areas.

The questionnaire was divided into three sections: A. Competency Items; B. Course Content Areas; and C. Demographic Data. Each section provided instructions and space for additional responses if desired. Competency and Course Content Area items were Likert scaled in the following manner:

1 = Not important (NI)   4 = Important (I)
2 = Little importance (LI)   5 = Very important (VI)
3 = Somewhat important (SI)   6 = Extremely important (EI)

The Likert scale utilized an even number of response alternatives to force the respondent to either agree or disagree. Course Content Area Items were additionally scaled Yes vs No for the question "Have you taken" (the indicated course).

The study subjects were selected from the population of 466 institutions listed in the 1987-88 NCAA Directory as employing an Athletic Director as well as a Primary Woman Administrator. A systematic random sample was taken by division and district. Each institution selected received two questionnaires: One to be completed by the Athletic Director and one to be completed by the Primary Woman Administrator. It was determined that an N of 42 (42 institutions or 42 men and 42 women) in each division was necessary to achieve the desired significance. Over-sampling of the population to attain this minimum was successful. The actual number of surveys returned yielded an 85% response rate.

The following null hypotheses were tested:

H01. There are no significant differences among the competencies required of an athletic administrator at a Division I, II or III NCAA institution.

H02. There are no significant differences in the preparatory course content areas required of an athletic administrator at a Division I, II or III NCAA institution.

HO3. There are no significant differences between the competencies required of an Athletic Director and a Primary Woman Administrator at an NCAA institution.

HO4. There are no significant differences in the preparatory course content areas required of an Athletic Director and a Primary Woman Administrator.

The following subproblem was also explored:

Rank ordering of the means was calculated to determine the importance of the competency items and the course content areas for the three NCAA divisions, Men and Women, Age Groups and NCAA Districts.

Results were ranked by mean scores. Analysis of variance testing and Newman-Keuls testing (where appropriate) were applied to determine differences.

The top six ranked competency items in each division were the same, although the order of importance varied. The groups of athletic director and primary woman administrator concurred with these rankings.

The different age, district and educational attainment groups were not as consistent in the top six items as the three divisions. However, generally they agreed that Enforce NCAA rules was the most important competency and Concession Management the least important

The top five or six ranked coursework areas were very similar. Both Division I and II found Public Relations to be the most important course content area while Division III ranked Administration of Sport as most important. Athletic Directors agreed with Division I and II that Public Relations ranked first while the Primary Women Administrators listed "Other" as the most important item.

Overall, course content areas were ranked lower than competency items. Of the top 16 items with means above 5.0, only three items were course content area items. The top six ranked items were all competency items.

Analysis of variance techniques were employed to test the null hypothesis that there are no significant differences among the competencies required of an athletic administrator at a Division I, II or III NCAA institution as determined by the mean competency scores for all responding athletic administrators within each division. The null hypothesis failed to be rejected for 26 competency items. The remaining 20 competency items were rejected, indicating that differences do exist among the three divisions. Where these differences were detected, Division II means were most often greater than Divisions I and III.

Differences between Athletic Directors and Primary Women Administrators were also interpreted. The null hypothesis that there are no differences between the two groups failed to be rejected for 31 competency items. Fifteen competency items were rejected indicating a difference between the two groups.

Analysis of variance techniques were employed to test the null hypothesis that there are no significant differences among the preparatory course content areas required of an administrator at a Division I, II or III NCAA institution as determined by the mean course content area scores for all responding athletic administrators within each division. The null hypothesis failed to be rejected for 13 course content area items. The remaining 17 course content area items were rejected. Where the null hypothesis was rejected, Division II means were most often the greatest followed by Division III. Differences between Athletic Directors and Primary Women Administrators revealed 14 course content area items where differences existed. These differences most often disclosed that the Primary Woman Administrators reported higher average means.

Conclusions

On the basis of the results of this study, the following conclusions may be drawn:

1. According to the demographic analysis, the average athletic administrator could be described as in the 41 - 50 year age range with 10 years or less experience performing present duties. Women, however, were somewhat younger and had less experience in the performance of present duties. Further, the most popular degree held was a masters degree and the most often cited major was physical education.

2. The mean score rankings for competencies indicate little difference among the divisions or between the athletic directors and primary women administrators. The top six competency items were present in each groups top six ranked items.

3. The mean score rankings for course content area items displayed minor differences among the divisions, the athletic directors and primary women administrators. The top six ranked items were very similar in each group.

4. Analysis of variance testing among the three divisions at the .05 level of significance failed to reject 26 of the 46 competency items indicating little significant

difference in competencies needed for different divisions. Where differences were detected, Division II mean scores were most often greater than Divisions I and III.

5. Analysis of variance testing among the three divisions at the .05 level of significance failed to reject 13 of the 30 course content areas items. These results suggest that there may be a difference among the three divisions. Where differences were detected Division II mean scores were most often higher, closely followed by Division III.

6. Analysis of variance testing between the athletic directors and the primary women administrators at the .05 level of significance failed to reject 31 of the 46 competency items, indicating little difference between the two groups. Where differences did occur athletic directors mean scores were most often higher than primary women administrators.

7. Analysis of variance testing between athletic directors and primary women administrators at the .05 level of significance failed to reject 16 of the 30 course content area items. Of the 14 items that were rejected, there were no items in Division I where the athletic administrators held the higher means. Only in the business coursework areas of Economics (Division III) and Finance (Division II) were the athletic directors means higher than the primary women administrators. Division III primary women administrators most often reported higher means in the remaining course content areas.

Recommendations For Further Study

1. This study should be replicated to determine new or stabilized patterns of competency and coursework development. Replication of this study could also incorporate the inclusion of female athletic directors.

2. In depth research should be conducted across different athletic/sport management groups to detect similarities and/or differences.

3. Research should be conducted between different sports governing bodies, ie NCAA vs. NAIA or Junior College administrators to detect similarities and/or differences.

4. Replication of this study at the high school level could expose similarities and/or differences at a different level of competition.

5. Replication of this study at all male/female institutions could uncover similarities and/or differences between athletic administrators at co-educational and one gender institutions.

6. Longitudinal studies of recent sport management graduates could aid in additional fine tuning of curriculum development.

BIBLIOGRAPHY

Albanese, R., & VanFleet, D. (1983). Organizational behavior: A managerial viewpoint. Chicago: Dryden Press.

Albertson, R, & Disselkoen, J. & Caton,I. (1986). Management skills essential for administration of high school and college physical education programs. Abstracts NV.

Anthony, W. P. (1981). Management competencies and incompetencies. Reading, Mass: Addison-Wesley.

Bedrosian, S. S. (1973). Athletic administrative practices in selected small private colleges in Illinois. Unpublished Doctoral Dissertation, University of Utah.

Berg, K. (1977). Comparison of professional preparation, experience and functions of male and female athletic administrators. Unpublished Doctoral Dissertation. University of Utah.

Blank, W. E. (1982). Handbook for developing competency based training programs. Englewood Cliffs, N.J.: Prentice-Hall.

Bloomcamp, P. A. (1980). Administrative behavior of women athletic directors in successful and in unsuccessful intercollegiate athletic programs in the United States. Unpublished Doctoral Dissertation, Drake University.

Boyatis, R. E. (1982). The Competent manager. N.Y.: John Wiley and Sons.

Bricker, B. J. (1983). Five case studies of women's athletic directors. Unpublished Doctoral Dissertation. University of Oregon.

Butler, F. C. (1978). The concept of competence: an operational definition. Educational Technology, 18, 7-18.

Brubacher, J. S. & Willis, R. (1976). Higher education in transition. N.Y.: Harper and Row.

Cleland, D. (1977). Preparing women coaches and athletic administrators. Journal of Physical Education and Recreation, 49(8), 18-19.

Cochran, W. G. & Cox, G. M. (1957). Experimental designs. New York: Chapman & Hall, Limited.

Dale, E. (1973). Management: Theory and practice. N.Y.: McGraw-Hill.

Dempsey, S. D. (1987). Issues. Journal of Physical Education, Recreation and Dance, 58(7), 15.

Dennis, J. M. (1971). Administrative behavior of successful and unsuccessful athletic directors in small colleges and universities. Unpublished Doctoral Dissertation. University of Southern California.

Dillman, D. A. (1978). Mail and telephone surveys: The total design method. N.Y.: John Wiley and Sons.

Drucker, P. F. (1966). The Effective executive. N.Y.: Harper and Row.

Drucker, P. F. (1986). The Practice of management. N.Y.: Harper and Row.

Ellard, J. E. Jr. (1984). A Competency analysis of managers of commercial recreational sport enterprises. Dissertation Abstracts International. (University microfilms No. RC332).

Farrell, C. S. (1985.June 19). How can you be an athletic director when you've never played football? The Chronicle of Higher Education, 30(16), 27-28.

Flocke, L. (1981.Oct.). A Winning game plan. American Education, 17(8), 6-12.

Gerou, N. E. (1977). A survey of the educational background and professional experience of women's athletic directors in the United States. Unpublished Doctoral Dissertation. University of Colorado.

Gilley, J. W. & Hickey, A.A. (1985). Administration of university athletic programs: Internal control and excellence. Research Report: ED268923.

Goodloe, N. R. (1978). A study of the perceived qualifications of women athletic directors. Doctoral Dissertation. University of Oregon.

Hackensmith, C. W. (1966). History of physical education. N.Y.: Harper and Row..

Hall, G. E. & Jones, H. L. (1976). Competency based education = Process for improvement of education. Englewood Cliffs,N.J.: Prentice Hall.

Harvard Business Review On Management. (1975). New York: Harper & Row.

Hardy, S. (1986. April) Sport management curriculums: The need for a business orientation. Paper presented at the National Symposium on Graduate Study in Physical Education.

Hart-Nibbrig, N. (1986. April) Corporate athleticism: A new sports paradigm. Paper presented at the National Convention of the AAHPERD.

Heizer, R. B. (1983). Employment for women in athletics: What is fair play? In Betsy C. Postow (Ed.), Women, Philosophy, and Sport. Metuchen, N.J. Scarecrow Press.

Herron, L. G. (1969). A survey to compare the educational preparation, related experience, and selected duties of collegiate athletic directors. Unpublished Doctoral Dissertation. University of Utah.

Hersey, P. & Blanchard, K. (1982). Management of organizational behavior: Utilizing human resources. Englewood Cliffs, N.J.: Prentice Hall.

Homan, H. R. (1971). An analysis of administrative policies of intercollegiate athletics in the rocky mountain states. Unpublished Doctoral Dissertation. Indiana University.

Hult, J. (1976). Equal programs or carbon copies? Journal of Physical Education and Recreation, 24-25.

Hunnirun, P. (1985). The Identification of competencies for secondary school health educators in Thailand. Dissertation Abstracts International. (University Microfilms No. HE 394)

Jensen, C. R. (1983). Administrative management of physical education and athletic programs. Philadelphia: Lea & Febiger.

Kinder, T. M. (1975) Criteria for a graduate program in athletic administration based on a job analysis of athletic administrators in selected southeastern states. Unpublished Doctoral Dissertation. George Peabody College.

Kirk, R. E. (1968). Experimental design: Procedures for the behavioral sciences. Belmont, CA: Wadsworth.

Koontz, H. & O'Donnell, C. (1976). Management: A systems and contingency analysis of managerial functions. N.Y.:McGraw-Hill.

Lambrecht, K. W. (1986). An analysis of the competencies of athletic club managers. Unpublished Doctoral Dissertation. Oregon State University.

Lee, M. (1978) Memories beyond bloomers. A.A.H.P.E.R. Washington,D.C.

Leith, L. M. (1983). The Underlying processes of athletic administration. The Physical Educator. 40(4), 211-17.

McFarland, D. E. (1979). Management foundations and practices. N.Y.: Macmillan.

Messner, S. F. & Groisser, D. (1982). Intercollegiate athletic participation and academic achievement. Studies in the Sociology of Sport, Dunleavy, Miracle and Rees (ed). Fort Worth: Texas Christian University Press.

Middleman, R. R. & Rhodes, G. B. (1985). Competent supervision: Making imaginative judgements. Englewood Cliffs,N.J.: Prentice-Hall.

Miller, J. (1975,May). AIAW Champions women's athletics. Change. pp. 16-18.

Nardone, L. J. (1986). The identification and comparison of the fundraising practices of athletic administrators in NCAA divisions I, II, III. Unpublished doctoral dissertation. Temple University.

1989-90 NCAA Manual (1989). Mission, Kansas: National Collegiate Athletic Association.

Nielsen, F. E. (1986) [Sport management survey: Experts] Unpublished Raw Data.

Nyquist, E. B. (1979) Win, women, and money: Collegiate athletics today and tomorrow. Educational Record, 60 (4), 374-393

Parkhouse, B. L. & Lapin, J. (1980). The woman in athletic administration. Santa Monica, CA.: Goodyear Publishing.

Parkhouse, B. L. & Ulrich, D. O. (1979). Sport management as a potential cross-discipline: A paradigm for theoretical development, scientific inquiry, and professional application. QUEST, (31)2, 264-276.

Pestolesi, R. A. & Sinclair, W. A. (1978). Creative administration in physical education and athletics. Englewood Cliffs, N.J.: Prentice-Hall.

Peters, T. & Austin, N. (1985). A passion for excellence. N.Y.: Warner Books.

Peters, T. J. & Waterman, Jr.,R. H. (1982). In search of excellence. N.Y.: Warner Books.

Pruitt, P. J. (1976). Perceived leader behavior of male and female intercollegiate athletic directors in the United States. Unpublished Doctoral Dissertation. University of Illinois at Urbana-Champaign.

Quain, R. J. & Parks, J. B. (1986). Sport management survey: Employment perspectives. Journal of Physical Education, Recreation and Dance, 57, 18-21.

Reeser, C. & Loper, M. (1978). Management: The key to organizational effectiveness. Glenview, Ill.: Scott, Foresman.

Resick, M. C. & Erikson, C. E. (1975). Intercollegiate and interscholastic athletics for men and women. Reading, Mass.: Addison-Wesley.

Rice, E. A. (1958). A Brief history of physical education. N.Y.: Ronald Press Co.

Richey, B. L. (1963) A survey of the responsibilities and qualifications of athletic directors in selected colleges. Unpublished Doctoral Dissertation. University of Colorado.

Robbins, S. P. (1984). Management: Concepts and practices.Englewood Cliffs, N.J.: Prentice-Hall.

Rochelle, A. R. Jr. (1971). Education, related experiences, and role of the director of athletics in senior institutions of higher learning which are members of the southern association of colleges and schools. Unpublished Doctoral Dissertation. University of Mississippi.

Rollins, M. S. (1982). Critical aspects of the office of the director of women's intercollegiate athletics. Unpublished Doctoral Dissertation. University of Missouri-Columbia.

Sergiovanni, T. J. (1977). Handbook for effective department leadership. Boston: Allyn and Bacon.

Sheffield, E. A. & Davis, K. (1956). The scientific status of sport management: An evolving disciplinary branch of study. Quest, 38, 125-134.

Siegel, S. (1956). Nonparametric statistics for the behavioral sciences. N.Y.: McGraw-Hill.

Sisley, B. (1975) . A new breed: The woman athletic director. Journal of Physical Education and Recreation, (46)6, 47-8.

Sisley, B. (1975). Challenges facing the woman athletic director. Physical Educator, (32)3, 121-3.

Spears, B. (1982). The Transformation of women's collegiate sport. National Forum, (62)1, 24-5.

Sprandel, D. S.(1972) . Athletic administration. Physical Educator, (29), 124-126.

Sutton, R. G. (1975). Functions and professional preparation of men intercollegiate athletic directors. Unpublished Doctoral Dissertation. University of Utah.

Terry, G. R. (1977). Principles of management. Homewood, Illinois: Richard D. Irwin.

Thomas, J. R., & Nelson, J. K. (1985). Introduction to research in health, physical education, recreation, and dance. Champaign, Illinois: Human Kinetics Publishers, Inc.

Thompson, B. A. (1982) A comparison of the degree of involvement in responsibilities and functions of athletic administration as perceived by women and men athletic administrators of women's athletic programs in institutions of higher education. Unpublished Doctoral Dissertation. Florida State University.

Vanderzwaag, H. J. (1984). Sport management in schools and colleges. N.Y.: John Wiley & Sons.

Wheeler, E. (1980). NCAA Vs. AIAW. Women's Sports, (2) 6, 20-23,59.

Williams, J. M. & Miller, D. M. (1983). Intercollegiate athletic administration: Preparational patterns. Research Quarterly, (54)4, 398-406.

Young, D. S. (1985). Mentoring and networking among male and female athletic administrators in division I and division III NCAA institutions. Unpublished doctoral dissertation. Temple University.

Youngberg, R. S. (1971). A comparative analysis of the qualifications suggested for intercollegiate athletic directors. Unpublished Doctoral Dissertation, Indiana University.

Zeigler, E. F. (1979). The case for management theory and practice in sport and physical education. Journal of Physical Education and Recreation, (50), 36-37.

Zeigler, E. F. (1985). Understanding the immediate managerial environment in sport and physical education. Quest, 37, 166-175.

Zeigler, E. F., & Bowie, G.W. (1983). Management competency development in sport and physical education. Philadelphia: Lea & Febiger.

APPENDICES

APPENDIX A

DELPHI PANEL MEMBERS

Appendix A. DELPHI PANEL

Dr. Stephen Hardy, Chair
Dept. of Sport Management
Robert Morris College
Coraopolis, PA 15108

Dr. Keith Lambrecht
Physical Education Dept.
Anderson Hall
N. Illinois University
DeKalb, IL 60115

Dr. Guy Lewis, Chairman
Dept. of Sport Administration
College of Applied Professional Sciences
University of South Carolina
Columbia, SC 29208

Dr. Donna Lopiano
Sports Administration
Dept. of HPE
University of Texas - Austin
Austin, TX 78712

Dr. Janet B. Parks, Chair
Sport Management
School of HPER
Bowling Green State University
Bowling Green, OH 43403

Dr. Becky L. Sisley
Sport Management
Dept. of Human Development
and Performance
University of Oregon
Eugene, OR 97403

APPENDIX B

RELIABILITY

β. Schematically, the matrices are shown as follows (Courtney, 1982; p.80-81):

Components (items)	Subject (respondents)					
	1	2	3.....j.....	349	Total	
1	Y_{11}	Y_{12}	Y_{13}	Y_{1j}	Y_{1349}	$Y_{1.}$
2	Y_{21}	Y_{22}	Y_{23}	Y_{2j}	Y_{2349}	$Y_{2.}$
3	Y_{31}	Y_{32}	Y_{33}	Y_{3j}	Y_{3349}	$Y_{3.}$
.						
.						
i	Y_{i1}	Y_{i2}	Y_{i3}	Y_{ij}	Y_{i349}	$Y_{i.}$
.						
.						
k	Y_{k1}	Y_{k2}	Y_{k3}	Y_{kj}	Y_{k349}	$Y_{k.}$
Total	$Y_{.1}$	$Y_{.2}$	$Y_{.3}$	$Y_{.j}$	$Y_{.349}$	$Y_{..}$

Each Y_{ij} represents the score judgementally assigned by the jth subject to the ith component. The <u>total sum of squares</u> is given by:

$$\sum_{i=1}^{k}\sum_{j=1}^{349} Y_{ij}^2 = \frac{\sum_{i=1}^{k}\sum_{j=1}^{349} Y_{ij}}{349k}.$$

The <u>sum of squares for subjects</u> is obtained by:

$$\frac{\sum_{j=1}^{349}(Y.j)^2}{k} \qquad \frac{(Y..)^2}{349k}$$

The <u>sum of squares for components</u> is computed by:

$$\frac{\sum_{i=1}^{k}(Y1.)^2}{349} \qquad \frac{(Y..)^2}{349k}$$

The <u>residual sum of squares</u> is <u>subtracted out</u> and the estimate of reliability is computed using the following formula:

$$r = \frac{\text{MS subjects} - \text{MS residual}}{\text{MS subjects}}$$

APPENDIX C

INITIAL LETTER TO ATHLETIC ADMINISTRATORS

February 23, 1988   Appendix C

«FNAME» «LNAME»
«DEPT»
«SCHOOL»
«CITY», «STATE» «ZIP»

Today's intercollegiate athletic department is becoming increasingly important to both the academic institution and the surrounding community. The athletic administrator is a leader in the department and must perform a variety of functions. We are conducting a survey to determine the competencies required of athletic administrators. We also hope to identify course content areas that would be useful to the "aspiring" athletic administrator.

You are one of a number of athletic administrators who is being asked to give an opinion concerning professional preparation patterns and competencies. Another athletic administrator in your department has also received a questionnaire. You are part of a random sample drawn from institutions listed in The NCAA Directory. In order that the results of this study will truly represent the thinking of administrators in this national association, it is crucial that each questionnaire be completed and returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This number will allow your name to be crossed off the mailing list when you return your questionnaire so that you will not be bothered with additional follow-up materials. Your name will never be placed on the questionnaire itself.

The results of this research will help in the preparation of future athletic administrators. You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

Please fill out the enclosed questionnaire and return it promptly in the postage paid envelope addressed to the OSU Survey Research Center. I would be happy to answer any questions that you might have. Please feel free to call. The telephone number is (916)972-1942.

Thank you for your assistance.

Sincerely,

Fay Nielsen
Survey Director

APPENDIX D

QUESTIONNAIRE

ATHLETIC ADMINISTRATOR SURVEY

A.   COMPETENCY: Each statement in the table below reflects an area of competence, a skill or knowledge to perform an activity. Please indicate how important each skill or knowledge is to the performance of your duties.   Please circle one number for each competency and rate according to the following scale:

1 - NOT IMPORTANT (NI)   4 - IMPORTANT (I)
2 - LITTLE IMPORTANCE (LI)   5 - VERY IMPORTANT (VI)
3 - SOMEWHAT IMPORTANT (SI)   6 - EXTREMELY IMPORTANT (EI)

	NI	LI	SI	I	VI	EI

1. BUSINESS COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Accounting and bookkeeping	1	2	3	4	5	6
b.	Allocation of Resources	1	2	3	4	5	6
c.	Budget Preparation and control	1	2	3	4	5	6
d.	Contracting policies and procedures	1	2	3	4	5	6
e.	Marketing	1	2	3	4	5	6
f.	Management of supplies and equipment	1	2	3	4	5	6
g.	Purchasing of supplies and equipment	1	2	3	4	5	6

2. COMMUNICATION COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Ability to articulate the role of the student athlete	1	2	3	4	5	6
b.	Advertising	1	2	3	4	5	6
c.	Communication with clientele	1	2	3	4	5	6
d.	Handles complaints of customers	1	2	3	4	5	6
e.	Human Relations	1	2	3	4	5	6
f.	Prepares/presents public presentations	1	2	3	4	5	6
g.	Staff communications	1	2	3	4	5	6
h.	Writing skills	1	2	3	4	5	6

3. FACILITY SUPERVISION COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Concession management	1	2	3	4	5	6
b.	Facility design	1	2	3	4	5	6
c.	Facility scheduling	1	2	3	4	5	6
d.	Legal liability and responsibility	1	2	3	4	5	6
e.	Maintenance Supervision	1	2	3	4	5	6
f.	Pricing fees and charges	1	2	3	4	5	6
g.	Security policies and procedures	1	2	3	4	5	6

PLEASE TURN THE PAGE

A.   COMPETENCY: Continued

1 = NOT IMPORTANT (NI)   4 = IMPORTANT (I)
2 = LITTLE IMPORTANCE (LI)   5 = VERY IMPORTANT (VI)
3 = SOMEWHAT IMPORTANT (SI)   6 = EXTREMELY IMPORTANT (EI)

	NI	LI	SI	I	VI	EI

4. PERSONNEL COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Employee evaluation	1	2	3	4	5	6
b.	Employee motivation	1	2	3	4	5	6
c.	Hiring process of employees	1	2	3	4	5	6
d.	Job analysis	1	2	3	4	5	6
e.	Supervision of staff and personnel	1	2	3	4	5	6

5. ATHLETIC COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Assess student-athlete eligibility	1	2	3	4	5	6
b.	Coaching techniques	1	2	3	4	5	6
c.	Develop/prepare athlete support programs	1	2	3	4	5	6
d.	Enforce NCAA rules	1	2	3	4	5	6
e.	First aid and safety	1	2	3	4	5	6
f.	Interpret NCAA rules	1	2	3	4	5	6
g.	Knowledge of sports	1	2	3	4	5	6
h.	Represent institution at conference meetings	1	2	3	4	5	6
i.	Represent institution at NCAA meetings	1	2	3	4	5	6

6. ADMINISTRATION COMPETENCIES:

		NI	LI	SI	I	VI	EI
a.	Decision making process	1	2	3	4	5	6
b.	Evaluate program	1	2	3	4	5	6
c.	Feasibility studies	1	2	3	4	5	6
d.	Fund raising	1	2	3	4	5	6
e.	Develop program goals and objectives	1	2	3	4	5	6
f.	Promotion	1	2	3	4	5	6
g.	Strategic planning	1	2	3	4	5	6
h.	Supervise student-athlete support programs	1	2	3	4	5	6
i.	Time management	1	2	3	4	5	6
j.	Travel arrangements	1	2	3	4	5	6
k.	Other_____	1	2	3	4	5	6

PLEASE GO ON TO NEXT PAGE

B. **COURSE CONTENT AREAS:** Rate the following course content areas in terms of how important you feel each would be in professional preparation for a career as an athletic administrator. Then, indicate whether or not you have taken the course. Please rate according to the following scale:

1 = NOT IMPORTANT (NI)   4 = IMPORTANT (I)
2 = LITTLE IMPORTANCE (LI)   5 = VERY IMPORTANT (VI)
3 = SOMEWHAT IMPORTANT (SI)   6 = EXTREMELY IMPORTANT (EI)

	Rating (Circle one number)						Have you taken? (Circle one number)	
	NI	LI	SI	I	VI	EI	YES	NO
1. BUSINESS COURSEWORK:								
a. Accounting	1	2	3	4	5	6	1	2
b. Budgeting	1	2	3	4	5	6	1	2
c. Business labor relations	1	2	3	4	5	6	1	2
d. Business management	1	2	3	4	5	6	1	2
e. Economics	1	2	3	4	5	6	1	2
f. Finance	1	2	3	4	5	6	1	2
g. Marketing	1	2	3	4	5	6	1	2
2. COMMUNICATION COURSES:								
a. Public relations	1	2	3	4	5	6	1	2
b. Sales communication	1	2	3	4	5	6	1	2
c. Speech	1	2	3	4	5	6	1	2
d. Writing	1	2	3	4	5	6	1	2
3. LAW COURSES:								
a. Business law	1	2	3	4	5	6	1	2
b. Legal aspects of sports	1	2	3	4	5	6	1	2
4. HEALTH AND PHYSICAL EDUCATION COURSES:								
a. Administration of sport	1	2	3	4	5	6	1	2
b. Facility design	1	2	3	4	5	6	1	2
c. Facilities and equipment management	1	2	3	4	5	6	1	2
d. Health	1	2	3	4	5	6	1	2
e. Human development	1	2	3	4	5	6	1	2
f. Internship	1	2	3	4	5	6	1	2
g. Introduction to sport management	1	2	3	4	5	6	1	2
h. Organization/administration of college athletics	1	2	3	4	5	6	1	2
i. Philosophy of sport	1	2	3	4	5	6	1	2
j. Physiology of exercise	1	2	3	4	5	6	1	2
k. Psychology of sport	1	2	3	4	5	6	1	2
l. Research interpretation and utilization	1	2	3	4	5	6	1	2
m. Sociology of sport	1	2	3	4	5	6	1	2
n. Theory and ethics of coaching	1	2	3	4	5	6	1	2

PLEASE TURN THE PAGE

1 = NOT IMPORTANT (NI)			4 = IMPORTANT (I)	
2 = LITTLE IMPORTANCE (LI)			5 = VERY IMPORTANT (VI)	
3 = SOMEWHAT IMPORTANT (SI)			6 = EXTREMELY IMPORTANT (EI)	

<table>
<thead>
<tr><th></th><th colspan="6">Rating
(Circle one number)</th><th colspan="2">Have you taken?
(Circle one number)</th></tr>
<tr><th></th><th>NI</th><th>LI</th><th>SI</th><th>I</th><th>VI</th><th>EI</th><th>YES</th><th>NO</th></tr>
</thead>
<tbody>
<tr><td>5. OTHER COURSES:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>a. Computer application and utilization</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td></tr>
<tr><td>b. Hotel and restaurant management</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td></tr>
<tr><td>c. Program planning</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td></tr>
<tr><td>d. Other_____</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td></tr>
</tbody>
</table>

Please Answer The Following Questions About Yourself

1. Please indicate whether or not you have ever held any of the following positions in your career. And, if yes, indicate how many years (altogether) you held that type of position.

<table>
<thead>
<tr><th></th><th colspan="2">Have held?
No   Yes</th><th>Total years</th></tr>
</thead>
<tbody>
<tr><td>a. Administrative</td><td>1</td><td>2</td><td>_____</td></tr>
<tr><td>b. Coaching</td><td>1</td><td>2</td><td>_____</td></tr>
<tr><td>c. Teaching</td><td>1</td><td>2</td><td>_____</td></tr>
<tr><td>d. Other (specify) _____</td><td>1</td><td>2</td><td>_____</td></tr>
</tbody>
</table>

2. How many years altogether have you performed your present job responsibilities? (Circle one number)

    1   5 YEARS OR LESS
    2   6 TO 10 YEARS
    3   11 TO 15 YEARS
    4   16 TO 20 YEARS
    5   MORE THAN 20 YEARS

3. What is the highest degree that you hold? (Circle one number)

    1   ASSOCIATE
    2   BACHELORS
    3   MASTERS
    4   DOCTORATE

4. What were the major and minor areas of study for your highest degree? (Please list)

_____MAJOR
_____MINOR

5. What is your present age? (Circle one number)

    1   21-30
    2   31-40
    3   41-50
    4   51-60
    5   61-70

6. Is there anything else that you would like to note concerning your experience as an athletic administrator? (Please feel free to attach additional sheets)

THANK YOU FOR YOUR COOPERATION

APPENDIX E

FOLLOW-UP POSTCARD

March 1, 1988

Last week a questionnaire seeking your opinion about athletic administration competencies was mailed to you. Your name was chosen in a random sample of athletic administrators.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. It is extremely important that your opinion be included in the study results.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me immediately (916-972-1942) and I will get another one in the mail to you today.

Sincerely,

Fay Nielsen
Survey Director

APPENDIX F

FOLLOW-UP LETTER

March 15, 1988

«FNAME» «LNAME»
«DEPT»
«SCHOOL»
«CITY», «STATE» «ZIP»

About three weeks ago I wrote to you seeking your opinion concerning the competencies required of athletic administrators. As of today we have not yet received your completed questionnaire.

We have undertaken this study because the intercollegiate athletic department is becoming increasingly important to both the academic institution and the surrounding community. The results of this research will help in the preparation of future athletic administrators.

I am writing to you again because of the significance each questionnaire has to the usefulness of the study. You are part of a random sample drawn from institutions listed in The NCAA Directory. In order that the results of this study will truly represent the thinking of administrators in this national association, it is crucial that each questionnaire be completed and returned.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

Fay Nielsen
Survey Director

APPENDIX G

SECOND FOLLOW-UP LETTER

April 12, 1988

«FNAME» «LNAME»
«DEPT»
«SCHOOL»
«CITY», «STATE» «ZIP»

I am writing to you about our study of the professional preparation of athletic administrators in the NCAA. We have not yet received your completed questionnaire.

The large number of questionnaires returned is very encouraging. But, whether we will be able to describe accurately the feelings of athletic administrators about professional preparation depends upon you and others who have not yet responded. Past expereince suggests that those of you who have not yet sent in your questionnaire may hold quite different opinions.

The intercollegiate athletic department is becoming increasingly important to both the academic institution and the surrounding community. We trust that the results of this research will help in the preparation of future athletic administrators.

I am writing to you again because of the significance each questionnaire has to the usefulness of the study. You are part of a random sample drawn from institutions listed in The NCAA Directory. In case our other correspondence did not reach you, a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible.

I would be happy to send you a summary of the results if you would like one. Simply put your name, address, and "copy of results requested" on the back of the return envelope. We expect to have them ready to send early next Fall.

Sincerely,

Fay Nielsen
Survey Director

APPENDIX H

DEMOGRAPHIC FIGURES

H-1. AGE

H-2. EXPERIENCE

H-3. EDUCATION

TABLE H-1
AGE OF RESPONDENTS

RESPONDENTS

```
125 |                        128
100 |                        ┌──┐
    |              ┌86┐      │  │      ┌85┐
 75 |              │  │      │  │      │  │
    |              │  │      │  │      │  │
 50 |              │  │      │  │      │  │
    |   ┌27┐       │  │      │  │      │  │   ┌21┐
 25 |   │  │       │  │      │  │      │  │   │  │
    |___│__│_____│__│_____│__│_____│__│___│__│____
      21-30    31-40    41-50    51-60   61-70  YEARS
```
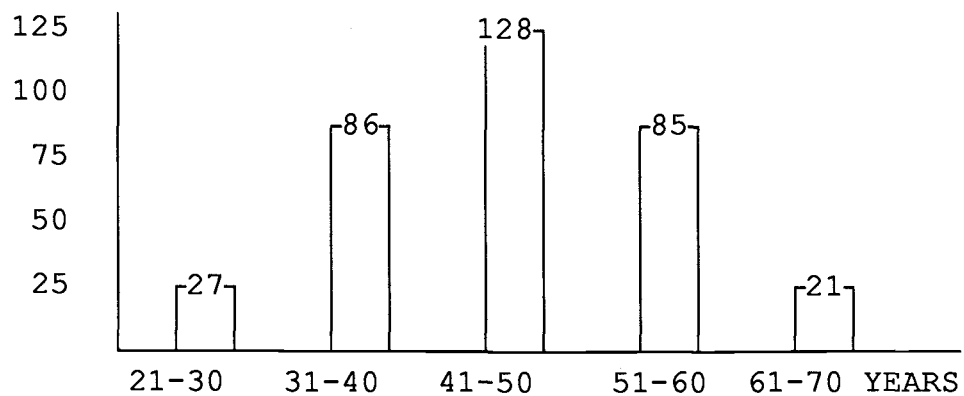
TABLE H-2
EXPERIENCE

RESPONDENTS

```
    ┌119
100 |│  │    ┌96┐
    |│  │    │  │
 75 |│  │    │  │
    |│  │    │  │    ┌64┐
 50 |│  │    │  │    │  │
    |│  │    │  │    │  │    ┌34┐
 25 |│  │    │  │    │  │    │  │    ┌30┐
    |│__│____│__│____│__│____│__│____│__│___
     5 OR <   6-10   11-15   16-20   >20  YEARS
```
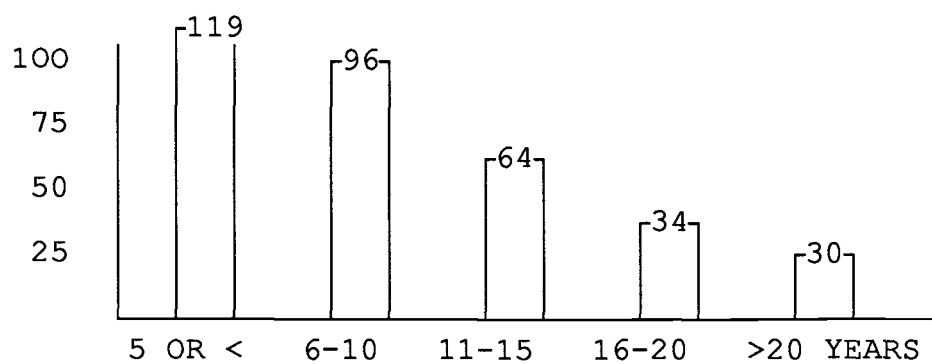
TABLE H-3
EDUCATION

RESPONDENTS
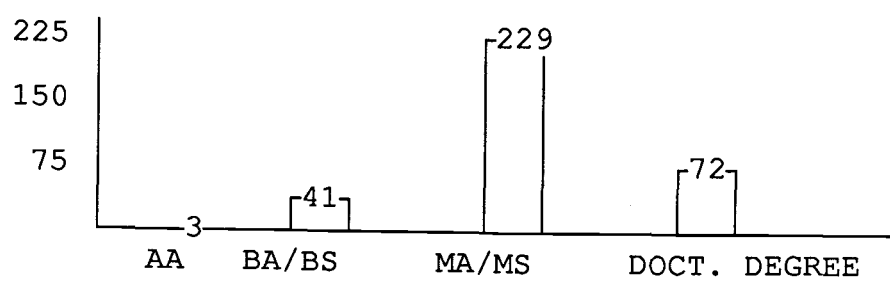
APPENDIX I

MEAN COMPETENCY SCORE RANKINGS

1.   RESPONSES FROM TOTAL SAMPLE

2.   RESPONSES FROM DIVISION I

3.   RESPONSES FROM DIVISION II

4.   RESPONSES FROM DIVISION III

5.   RESPONSES FROM ATHLETIC DIRECTORS

6.   RESPONSES FROM PRIMARY WOMEN
     ADMINISTRATORS

APPENDIX I - 1

RESPONSES FROM TOTAL SAMPLE

Rank Order/Competency		Variable	Mean
1.	Enforce NCAA rules	COM5D	5.605797
2.	Human Relations	COM2E	5.49133
3.	Staff communications	COM2G	5.468208
4.	Decision making process	COM6A	5.459538
5.	Budget Preparation and control	COM1C	5.385507
6.	Interpret NCAA rules	COM5F	5.360465
7.	Represent institution at conference meetings	COM5H	5.188406
8.	Evaluate program	COM6B	5.144928
9.	Ability to articulate the role of the student athlete	COM2A	5.130435
10.	Employee motivation	COM4B	5.130058
11.	Supervision of staff and personnel	COM4E	5.114369
12.	Develop program goals and objectives	COM6E	5.092753

APPENDIX I - 1 (CONTINUED)

Rank Order/Competency		Variable	Mean
13.	Hiring process of employees	COM4C	5.049133
14.	Communication with clientele	COM2C	4.965218
15.	Employee evaluation	COM4A	4.944928
16.	Writing skills	COM2H	4.939306
17.	Allocation of Resources	COM1B	4.863372
18.	Assess student-athlete eligibility	COM5A	4.84058
19.	Time management	COM6I	4.84058
20.	Represent institution at NCAA meetings	COM5I	4.834302
21.	Strategic planning	COM6G	4.777457
22.	Legal liability and responsibility	COM3D	4.771015
23.	Prepares/presents public presentations	COM2F	4.706395
24.	Knowledge of sports	COM5G	4.672464
25.	Job analysis	COM4D	4.667638
26.	Handles complaints of customers	COM2D	4.656977
27.	Contracting policies and procedures	COM1D	4.637681
28.	Develop/prepare athlete support programs	COM5C	4.537356

Rank Order/Competency		Variable	Mean
29.	Facility scheduling	COM3C	4.433526
30.	Fund raising	COM6D	4.372832
31.	Promotion	COM6F	4.369942
32.	Other	COM6K	4.323529
33.	Coaching techniques	COM5B	4.213873
34.	Purchasing of supplies and equipment	COM1G	4.191304
35.	Feasibility studies	COM6C	4.17971
36.	First aid and safety	COM5E	4.142029
37.	Marketing	COM1E	4.130058
38.	Management of supplies and equipment	COM1F	4.115942
39.	Security policies and procedures	COM3G	3.982558
40.	Supervise student-athlete support programs	COM6H	3.944768
41.	Travel arrangements	COM6J	3.892442
42.	Facility design	COM3B	3.716374
43.	Accounting and bookkeeping	COM1A	3.71261
44.	Advertising	COM2B	3.65896

APPENDIX I - 1 (CONTINUED)

Rank Order/Competency		Variable	Mean
45.	Pricing fees and charges	COM3F	3.65407
46.	Maintenance Supervision	COM3E	3.625
47.	Concession management	COM3A	3.081871

APPENDIX I - 2

RESPONSES FROM DIVISION I

Rank Order/Competency	Variable	Mean
1. Enforce NCAA rules	COM5D	5.628099
2. Human Relations	COM2E	5.52459
3. Staff communications	COM2G	5.52459
4. Decision making process	COM6A	5.516394
5. Budget Preparation and control	COM1C	5.341464
6. Interpret NCAA rules	COM5F	5.311475
7. Employee motivation	COM4B	5.239669
8. Supervision of staff and personnel	COM4E	5.235294
9. Communication with clientele	COM2C	5.231405
10. Evaluate program	COM6B	5.221312
11. Represent institution at conference meetings	COM5H	5.213115
12. Develop program goals and objectives	COM6E	5.173554

APPENDIX I - 2 (CONTINUED)

Rank Order/Competency		Variable	Mean
13.	Hiring process of employees	COM4C	5.146341
14.	Ability to articulate the role of the student athlete	COM2A	5.107438
15.	Allocation of Resources	COM1B	5.066116
16.	Employee evaluation	COM4A	5.016529
17.	Writing skills	COM2H	4.967213
18.	Represent institution at NCAA meetings	COM5I	4.958678
19.	Prepares/presents public presentations	COM2F	4.90164
20.	Fund raising	COM6D	4.845529
21.	Strategic planning	COM6G	4.829269
22.	Handles complaints of customers	COM2D	4.729508
23.	Time management	COM6I	4.729508
24.	Job analysis	COM4D	4.7
25.	Knowledge of sports	COM5G	4.614754
26.	Legal liability and responsibility	COM3D	4.6
27.	Contracting policies and procedures	COM1D	4.595041

Rank Order/Competency		Variable	Mean
28.	Assess student-athlete eligibility	COM5A	4.595041
29.	Develop/prepare athlete support programs	COM5C	4.593496
30.	Promotion	COM6F	4.516394
31.	Marketing	COM1E	4.42623
32.	Feasibility studies	COM6C	4.270492
33.	Other	COM6K	4.1875
34.	Facility scheduling	COM3C	4.033058
35.	Advertising	COM2B	3.909836
36.	Supervise student-athlete support programs	COM6H	3.877049
37.	Security policies and procedures	COM3G	3.85124
38.	Pricing fees and charges	COM3F	3.842975
39.	Management of supplies and equipment	COM1F	3.745902
40.	Purchasing of supplies and equipment	COM1G	3.721312
41.	First aid and safety	COM5E	3.680328
42.	Coaching techniques	COM5B	3.663935
43.	Facility design	COM3B	3.625

APPENDIX I - 2 (CONTINUED)

Rank Order/Competency		Variable	Mean
44.	Travel arrangements	COM6J	3.578512
45.	Accounting and bookkeeping	COM1A	3.495798
46.	Maintenance Supervision	COM3E	3.264463
47.	Concession management	COM3A	2.958333

APPENDIX I - 3

RESPONSES FROM DIVISION II

Rank Order/Competency	Variable	Mean
1. Enforce NCAA rules	COM5D	5.767857
2. Interpret NCAA rules	COM5F	5.540541
3. Human Relations	COM2E	5.5
4. Budget Preparation and control	COM1C	5.495495
5. Staff communications	COM2G	5.464286
6. Decision making process	COM6A	5.464286
7. Represent institution at conference meetings	COM5H	5.236363
8. Ability to articulate the role of the student athlete	COM2A	5.144144
9. Evaluate program	COM6B	5.144144
10. Assess student-athlete eligibility	COM5A	5.135135
11. Employee motivation	COM4B	5.133929
12. Develop program goals and objectives	COM6E	5.089286

Rank Order/Competency		Variable	Mean
13.	Supervision of staff and personnel	COM4E	5.073394
14.	Legal liability and responsibility	COM3D	4.991071
15.	Hiring process of employees	COM4C	4.990909
16.	Communication with clientele	COM2C	4.946429
17.	Writing skills	COM2H	4.945946
18.	Time management	COM6I	4.927928
19.	Employee evaluation	COM4A	4.90991
20.	Represent institution at NCAA meetings	COM5I	4.881818
21.	Strategic planning	COM6G	4.855856
22.	Prepares/presents public presentations	COM2F	4.783784
23.	Allocation of Resources	COM1B	4.781818
24.	Handles complaints of customers	COM2D	4.711712
25.	Job analysis	COM4D	4.690909
26.	Fund raising	COM6D	4.684685
27.	Contracting policies and procedures	COM1D	4.675676
28.	Develop/prepare athlete support programs	COM5C	4.625

APPENDIX I - 3 (CONTINUED)

Rank Order/Competency	Variable	Mean
29. Knowledge of sports	COM5G	4.618182
30. Promotion	COM6F	4.540541
31. Facility scheduling	COM3C	4.508929
32. First aid and safety	COM5E	4.441442
33. Marketing	COM1E	4.375
34. Purchasing of supplies and equipment	COM1G	4.333334
35. Coaching techniques	COM5B	4.297298
36. Management of supplies and equipment	COM1F	4.279279
37. Feasibility studies	COM6C	4.279279
38. Other	COM6K	4.166667
39. Supervise student-athlete support programs	COM6H	4.135135
40. Security policies and procedures	COM3G	4.081081
41. Accounting and bookkeeping	COM1A	4.018018
42. Travel arrangements	COM6J	4.018018
43. Pricing fees and charges	COM3F	3.828829
44. Advertising	COM2B	3.810811

APPENDIX I - 3 (CONTINUED)

Rank Order/Competency		Variable	Mean
45.	Facility design	COM3B	3.747748
46.	Maintenance Supervision	COM3E	3.747748
47.	Concession management	COM3A	3.342342

APPENDIX I - 4

RESPONSES FROM DIVISION III

Rank Order/Competency		Variable	Mean
1.	Human Relations	COM2E	5.446429
2.	Enforce NCAA rules	COM5D	5.419643
3.	Staff communications	COM2G	5.410714
4.	Decision making process	COM6A	5.392857
5.	Budget Preparation and control	COM1C	5.324324
6.	Interpret NCAA rules	COM5F	5.234234
7.	Ability to articulate the role of the student athlete	COM2A	5.141593
8.	Represent institution at conference meetings	COM5H	5.115044
9.	Evaluate program	COM6B	5.0625
10.	Supervision of staff and personnel	COM4E	5.026549
11.	Develop program goals and objectives	COM6E	5.008929
12.	Employee motivation	COM4B	5.00885

Rank Order/Competency		Variable	Mean
13.	Hiring process of employees	COM4C	5
14.	Other	COM6K	5
15.	Writing skills	COM2H	4.902655
16.	Employee evaluation	COM4A	4.902655
17.	Time management	COM6I	4.875
18.	Assess student-athlete eligibility	COM5A	4.814159
19.	Facility scheduling	COM3C	4.787611
20.	Knowledge of sports	COM5G	4.787611
21.	Legal liability and responsibility	COM3D	4.734513
22.	Allocation of Resources	COM1B	4.725664
23.	Coaching techniques	COM5B	4.725664
24.	Communication with clientele	COM2C	4.696429
25.	Represent institution at NCAA meetings	COM5I	4.654867
26.	Contracting policies and procedures	COM1D	4.646018
27.	Strategic planning	COM6G	4.642857
28.	Job analysis	COM4D	4.61062

Rank Order/Competency		Variable	Mean
29.	Purchasing of supplies and equipment	COM1G	4.5625
30.	Handles complaints of customers	COM2D	4.522522
31.	Prepares/presents public presentations	COM2F	4.414414
32.	Develop/prepare athlete support programs	COM5C	4.389381
33.	Management of supplies and equipment	COM1F	4.357143
34.	First aid and safety	COM5E	4.348214
35.	Travel arrangements	COM6J	4.107143
36.	Promotion	COM6F	4.044248
37.	Security policies and procedures	COM3G	4.026786
38.	Feasibility studies	COM6C	3.982143
39.	Maintenance Supervision	COM3E	3.892857
40.	Supervise student-athlete support programs	COM6H	3.828829
41.	Facility design	COM3B	3.783784
42.	Accounting and bookkeeping	COM1A	3.63964
43.	Marketing	COM1E	3.5625
44.	Fund raising	COM6D	3.544643

APPENDIX I - 4 (CONTINUED)

Rank Order/Competency		Variable	Mean
45.	Pricing fees and charges	COM3F	3.276786
46.	Advertising	COM2B	3.238938
47.	Concession management	COM3A	2.954955

APPENDIX I - 5

RESPONSES FROM ATHLETIC DIRECTORS

Rank Order/Competency		Variable	Mean
1.	Enforce NCAA rules	COM5D	5.66092
2.	Decision making process	COM6A	5.542857
3.	Staff communications	COM2G	5.52
4.	Budget Preparation and control	COM1C	5.497143
5.	Human Relations	COM2E	5.428571
6.	Interpret NCAA rules	COM5F	5.417143
7.	Employee motivation	COM4B	5.251429
8.	Ability to articulate the role of the student-athlete	COM2A	5.217143
9.	Supervision of staff and personnel	COM4E	5.16763
10.	Hiring process of employees	COM4C	5.148572
11.	Evaluate program	COM6B	5.148572
12.	Develop program goals and objectives	COM6E	5.137931

Rank Order/Competency		Variable	Mean
13.	Represent institution at conference meetings	COM5H	5.137143
14.	Allocation of Resources	COM1B	5.075144
15.	Employee evaluation	COM4A	5.057471
16.	Represent institution at NCAA meetings	COM5I	4.971428
17.	Communication with clientele	COM2C	4.948571
18.	Prepares/presents public presentations	COM2F	4.88
19.	Writing skills	COM2H	4.88
20.	Strategic planning	COM6G	4.863637
21.	Legal liability and responsibility	COM3D	4.850575
22.	Assess student-athlete eligibility	COM5A	4.834286
23.	Job analysis	COM4D	4.774567
24.	Time management	COM6I	4.765714
25.	Handles complaints of customers	COM2D	4.704546
26.	Knowledge of sports	COM5G	4.689655
27.	Contracting policies and procedures	COM1D	4.626437
28.	Fund raising	COM6D	4.619318

APPENDIX I - 5 (CONTINUED)

Rank Order/Competency		Variable	Mean
29.	Develop/prepare athlete support programs	COM5C	4.613637
30.	Promotion	COM6F	4.542857
31.	Marketing	COM1E	4.37931
32.	Facility scheduling	COM3C	4.348571
33.	Feasibility studies	COM6C	4.314286
34.	Management of supplies and equipment	COM1F	4.178161
35.	Security policies and procedures	COM3G	4.155172
36.	First aid and safety	COM5E	4.154286
37.	Purchasing of supplies and equipment	COM1G	4.143678
38.	Coaching techniques	COM5B	4.131429
39.	Other	COM6K	4.105263
40.	Supervise student-athlete support programs	COM6H	4.011428
41.	Facility design	COM3B	3.988439
42.	Advertising	COM2B	3.845714
43.	Pricing fees and charges	COM3F	3.827586
44.	Maintenance Supervision	COM3E	3.816092

Rank Order/Competency	Variable	Mean
45. Accounting and bookkeeping	COM1A	3.763006
46. Travel arrangements	COM6J	3.748571
47. Concession management	COM3A	3.375723

APPENDIX I - 6

RESPONSES FROM PRIMARY WOMEN ADMINISTRATORS

Rank Order/Competency		Variable	Mean
1.	Human Relations	COM2E	5.555555
2.	Enforce NCAA rules	COM5D	5.549707
3.	Staff communications	COM2G	5.415205
4.	Decision making process	COM6A	5.374269
5.	Interpret NCAA rules	COM5F	5.301775
6.	Budget Preparation and control	COM1C	5.270588
7.	Represent institution at conference meetings	COM5H	5.241177
8.	Evaluate program	COM6B	5.141177
9.	Supervision of staff and personnel	COM4E	5.059524
10.	Develop program goals and objectives	COM6E	5.046783
11.	Ability to articulate the role of the student-athlete	COM2A	5.041176
12.	Employee motivation	COM4B	5.005848

APPENDIX I - 6 (CONTINUED)

Rank Order/Competency		Variable	Mean
13.	Writing skills	COM2H	5
14.	Communication with clientele	COM2C	4.982353
15.	Hiring process of employees	COM4C	4.947369
16.	Time management	COM6I	4.917647
17.	Assess student-athlete eligibility	COM5A	4.847059
18.	Employee evaluation	COM4A	4.83041
19.	Represent institution at NCAA meetings	COM5I	4.692308
20.	Legal liability and responsibility	COM3D	4.690059
21.	Strategic planning	COM6G	4.688235
22.	Knowledge of sports	COM5G	4.654971
23.	Allocation of Resources	COM1B	4.649123
24.	Contracting policies and procedures	COM1D	4.649123
25.	Handles complaints of customers	COM2D	4.607143
26.	Other	COM6K	4.6
27.	Job analysis	COM4D	4.558824
28.	Prepares/presents public presentations	COM2F	4.526627

APPENDIX I - 6 (CONTINUED)

Rank Order/Competency		Variable	Mean
29.	Facility scheduling	COM3C	4.520468
30.	Develop/prepare athlete support programs	COM5C	4.459302
31.	Coaching techniques	COM5B	4.298245
32.	Purchasing of supplies and equipment	COM1G	4.239766
33.	Promotion	COM6F	4.192983
34.	First aid and safety	COM5E	4.129412
35.	Fund raising	COM6D	4.117647
36.	Management of supplies and equipment	COM1F	4.052631
37.	Travel arrangements	COM6J	4.04142
38.	Feasibility studies	COM6C	4.041176
39.	Marketing	COM1E	3.877907
40.	Supervise student-athlete support programs	COM6H	3.87574
41.	Security policies and procedures	COM3G	3.805883
42.	Accounting and bookkeeping	COM1A	3.660714
43.	Pricing fees and charges	COM3F	3.476471
44.	Advertising	COM2B	3.467836

APPENDIX I - 6 (CONTINUED)

Rank Order/Competency	Variable	Mean
45. Facility design	COM3B	3.43787
46. Maintenance Supervision	COM3E	3.429412
47. Concession management	COM3A	2.781065

APPENDIX J

RESPONSES TO ITEM COM6K, "OTHER"

RESPONSES TO ITEM COM6K "OTHER" COMPETENCIES

RESPONDENT *	RESPONSE

DIVISION I

45.	Creativity
48.	Everything here is critical
80.	Financial aid procedures/policies
85.	Deal w/higher administration
96.	Group Dynamics
122.	Leadership/judgement
126.	Admin. of all Ath. Financial aid

DIVISION II

146.	Scheduling
158.	Support staff-clerical. Very important because of different management styles.
171.	People skills, how to motivate
237.	Booster club management

DIVISION III

275.	Delegate some responsibilities
282.	Ethics
314.	Scheduling intercollegiate sports.

*Odd numbers are male respondents
Even numbers are female respondents

APPENDIX K

RESULTS OF ANALYSIS OF VARIANCE AND NEWMAN-KEULS TEST FOR
COMPETENCY ITEMS

1. BUSINESS COMPETENCIES

2. COMMUNICATION COMPETENCIES

3. FACILITY SUPERVISION COMPETENCIES

4. PERSONNEL COMPETENCIES

5. ATHLETIC COMPETENCIES

6. ADMINISTRATION COMPETENCIES

7. BUSINESS COMPETENCIES WITH SPECIFIC SEX
   DIFFERENCES BY DIVISION

8. COMMUNICATION COMPETENCIES WITH SPECIFIC
   SEX DIFFERENCES BY DIVISION

9. FACILITY SUPERVISION COMPETENCIES WITH
   SPECIFIC SEX DIFFERENCES BY DIVISION

10. PERSONNEL COMPETENCIES WITH SPECIFIC SEX
    DIFFERENCES BY DIVISION

11. ATHLETIC COMPETENCIES WITH SPECIFIC SEX
    DIFFERENCES BY DIVISION

12. ADMINISTRATION COMPETENCIES WITH SPECIFIC
    SEX DIFFERENCES BY DIVISION

APPENDIX K - 1

BUSINESS COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Accounting and bookkeeping	COM1A	3.4957	4.0180	3.639	5.62	REJECT	D2>D3 D2>D1 D1=D3
Allocation of Resources	COM1B	5.0661	4.7818	4.7256	3.01	FAILED TO REJECT	D1=D2=D3
Budget Preparation and control	COM1C	5.3414	5.4954	5.3243	1.01	FAILED TO REJECT	D1=D2=D3
Contracting policies and procedures	COM1D	4.5950	4.6756	4.6460	0.20	FAILED TO REJECT	D1=D2=D3
Marketing	COM1E	4.4262	4.375	3.5625	17.45	REJECT	D1>D2 D1>D3 D2>D3
Management of supplies and equipment	COM1F	3.7459	4.2792	4.3571	9.34	REJECT	D3>D2 D3>D1 D2>D1

BUSINESS COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Purchasing of supplies and equipment	COM1G	3.7213	4.3333	4.5625	16.35	REJECT	D3>D2 D3>D1 D2>D1

APPENDIX K - 2

COMMUNICATION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Ability to articulate the role of the student athlete	COM2A	5.1074	5.1441	5.1415	0.06	FAILED TO REJECT	D1=D2=D3
Advertising	COM2B	3.9098	3.8108	3.2389	12.70	REJECT	D2>D3 D1>D3 D2=D1
Communication with clientele	COM2C	5.2314	4.9464	4.6964	8.74	REJECT	D3=D2 D1>D3 D1>D2
Handles complaints of customers	COM2D	4.7295	4.7117	4.5225	1.16	FAILED TO REJECT	D1=D2=D3
Human Relations	COM2E	5.5249	5.5	5.4464	0.38	FAILED TO REJECT	D1=D2=D3
Prepares/presents public presentations	COM2F	4.9016	4.7837	4.4144	6.17	REJECT	D1=D2 D2>D3 D1>D3

APPENDIX K - 2 (CONTINUED)

COMMUNICATION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Staff communications	COM2G	5.5245	5.4642	5.4107	0.63	FAILED TO REJECT	D1=D2=D3
Writing skills	COM2H	4.9672	4.9459	4.9026	0.16	FAILED TO REJECT	D1=D2=D3

APPENDIX K - 3

FACILITY SUPERVISION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Concession management	COM3A	2.9583	3.3423	2.9549	3.66	REJECT	D1=D3 D2>D1 D2>D3
Facility design	COM3B	3.625	3.7477	3.7837	0.49	FAILED TO REJECT	D1=D2=D3
Facility scheduling	COM3C	4.0330	4.5089	4.7876	11.49	REJECT	D3=D2 D3>D1 D2>D1
Legal liability and responsibility	COM3D	4.6	4.9910	4.7345	3.42	REJECT	D2>D3 D2>D1 D3=D1
Maintenance Supervision	COM3E	3.2644	3.7477	3.8928	8.20	REJECT	D3=D2 D3>D1 D2>D1

FACILITY SUPERVISION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Pricing fees and charges	COM3F	3.8429	3.8288	3.2767	8.88	REJECT	D1=D2 D1>D3 D2>D3
Security policies and procedures	COM3G	3.8512	4.0810	4.0267	1.14	FAILED TO REJECT	D1=D2=D3

APPENDIX K - 4

PERSONNEL COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Employee evaluation	COM4A	5.0165	4.9091	4.9026	0.37	FAILED TO REJECT	D1=D2=D3
Employee motivation	COM4B	5.2396	5.1339	5.0088	1.54	FAILED TO REJECT	D1=D2=D3
Hiring process of employees	COM4C	5.1463	4.9909	5	0.85	FAILED TO REJECT	D1=D2=D3
Job analysis	COM4D	4.7	4.6909	4.6106	0.30	FAILED TO REJECT	D1=D2=D3
Supervision of staff and personnel	COM4E	5.2352	5.0733	5.0265	1.66	FAILED TO REJECT	D1=D2=D3

APPENDIX K -5

ATHLETIC COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Assess student-athlete eligibility	COM5A	4.5950	5.1351	4.8141	6.33	REJECT	D2>D3 D2>D1 D1=D3
Coaching techniques	COM5B	3.6639	4.2972	4.7256	26.40	REJECT	D3>D2 D3>D1 D2>D1
Develop/prepare athlete support programs	COM5C	4.5934	4.625	4.3893	1.64	FAILED TO REJECT	D1=D2=D3
Enforce NCAA rules	COM5D	5.6280	5.7678	5.4196	5.90	REJECT	D2>D1 D2>D3 D1>D3
First aid and safety	COM5E	3.6803	4.4414	4.3482	11.50	REJECT	D2>D3 D2>D1 D3>D1

APPENDIX K -5 (CONTINUED)

ATHLETIC COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Interpret NCAA rules	COM5F	5.3114	5.5405	5.2342	3.78	REJECT	D2>D1 D2>D3 D1>D3
Knowledge of sports	COM5G	4.6147	4.6181	4.7876	1.21	FAILED TO REJECT	D1=D2=D3
Represent institution at conference meetings	COM5H	5.2131	5.2363	5.1150	0.61	FAILED TO REJECT	D1=D2=D3
Represent institution at NCAA meetings	COM5I	4.9586	4.8818	4.6548	2.07	FAILED TO REJECT	D1=D2=D3

APPENDIX K - 6

ADMINISTRATION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES 1	2	3	COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
Decision making process	COM6A	5.5163	5.4642	5.3928	0.80	FAILED TO REJECT	D1=D2=D3
Evaluate program	COM6B	5.2213	5.1441	5.0625	1.03	FAILED TO REJECT	D1=D2=D3
Feasibility studies	COM6C	4.2704	4.2792	3.9821	2.75	FAILED TO REJECT	D1=D2=D3
Fund raising	COM6D	4.8455	4.6846	3.5446	37.83	REJECT	D1>D2 D1>D3 D2>D3
Develop program goals and objectives	COM6E	5.1735	5.0892	5.0089	1.09	FAILED TO REJECT	D1=D2=D3
Promotion	COM6F	4.5163	4.5405	4.0442	7.87	REJECT	D2>D1 D2>D3 D1>D3

APPENDIX K - 6 (CONTINUED)

ADMINISTRATION COMPETENCIES

COMPETENCY	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Strategic planning	COM6G	4.8292	4.8558	4.6428	1.56	FAILED TO REJECT	D1=D2=D3
Supervise student-athlete support programs	COM6H	3.8770	4.1351	3.8288	2.43	FAILED TO REJECT	D1=D2=D3
Time management	COM6I	4.7295	4.9279	4.875	1.25	FAILED TO REJECT	D1=D2=D3
Travel arrangements	COM6J	3.5785	4.0180	4.1071	6.06	REJECT	D3>D2 D3>D1 D2>D1

BUSINESS COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Accounting and bookkeeping	COM1A	FAILED TO REJECT	AD=PWA			
Allocation of Resources	COM1B	REJECT	AD=PWA	AD=PWA	AD>PWA	AD>PWA
Budget Preparation and control	COM1C	REJECT	AD=PWA	PWA>AD	AD>PWA	AD>PWA
Contracting policies and procedures	COM1D	FAILED TO REJECT	AD=PWA			
Marketing	COM1E	REJECT	AD=PWA	AD>PWA	AD=PWA	AD>PWA
Management of supplies and equipment	COM1F	FAILED TO REJECT	AD=PWA			

BUSINESS COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Purchasing of supplies and equipment	COM1G	FAILED TO REJECT	AD=PWA			

APPENDIX K - 8

COMMUNICATION COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Ability to articulate the role of the student athlete	COM2A	FAILED TO REJECT	AD=PWA			
Advertising	COM2B	REJECT	AD=PWA	AD>PWA	AD=PWA	AD>PWA
Communication with clientele	COM2C	FAILED TO REJECT	AD=PWA			
Handles complaints of customers	COM2D	FAILED TO REJECT	AD=PWA			
Human Relations	COM2E	FAILED TO REJECT	AD=PWA			
Prepares/presents public presentations	COM2F	REJECT	AD=PWA	AD=PWA	AD=PWA	AD>PWA

COMMUNICATION COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Staff communications	COM2G	FAILED TO REJECT	AD=PWA			
Writing skills	COM2H	FAILED TO REJECT	AD=PWA			

FACILITY SUPERVISION COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Concession management	COM3A	REJECT	AD=PWA	AD>PWA	AD>PWA	AD>PWA
Facility design	COM3B	REJECT	AD=PWA	AD>PWA	AD>PWA	AD=PWA
Facility scheduling	COM3C	FAILED TO REJECT	AD=PWA			
Legal liability and responsibility	COM3D	FAILED TO REJECT	AD=PWA			
Maintenance Supervision	COM3E	REJECT	AD=PWA	AD=PWA	AD=PWA	AD>PWA
Pricing fees and charges	COM3F	REJECT	AD=PWA	DIFFERENCES COULD NOT BE DETECTED		
Security policies and procedures	COM3G	REJECT	AD=PWA	AD=PWA	AD=PWA	AD>PWA

PERSONNEL COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Employee evaluation	COM4A	FAILED TO REJECT	AD=PWA			
Employee motivation	COM4B	REJECT	AD>PWA	AD=PWA	AD=PWA	AD>PWA
Hiring process of employees	COM4C	FAILED TO REJECT	AD=PWA			
Job analysis	COM4D	FAILED TO REJECT	AD=PWA			
Supervision of staff and personnel	COM4E	FAILED TO REJECT	AD=PWA			

ATHLETIC COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Assess student-athlete eligibility	COM5A	FAILED TO REJECT	AD=PWA			
Coaching techniques	COM5B	FAILED TO REJECT	AD=PWA			
Develop/prepare athlete support programs	COM5C	FAILED TO REJECT	AD=PWA			
Enforce NCAA rules	COM5D	FAILED TO REJECT	AD=PWA			
First aid and safety	COM5E	FAILED TO REJECT	AD=PWA			
Interpret NCAA rules	COM5F	FAILED TO REJECT	AD=PWA			

ATHLETIC COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Knowledge of sports	COM5G	FAILED TO REJECT	AD=PWA			
Represent institution at conference meetings	COM5H	FAILED TO REJECT	AD=PWA			
Represent institution at NCAA meetings	COM5I	REJECT	AD=PWA	AD=PWA	AD>PWA	AD=PWA

APPENDIX K - 12

ADMINISTRATION COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Decision making process	COM6A	FAILED TO REJECT	AD=PWA			
Evaluate program	COM6B	FAILED TO REJECT	AD=PWA			
Feasibility studies	COM6C	REJECT	AD=PWA	AD=PWA	AD=PWA	AD>PWA
Fund raising	COM6D	REJECT	AD=PWA	AD>PWA	AD>PWA	AD>PWA
Develop program goals and objectives	COM6E	FAILED TO REJECT	AD=PWA			
Promotion	COM6F	REJECT	AD=PWA	AD=PWA	AD=PWA	AD>PWA
Strategic planning	COM6G	FAILED TO REJECT	AD=PWA			

ADMINISTRATION COMPETENCIES WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COMPETENCY	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Supervise student-athlete support programs	COM6H	FAILED TO REJECT	AD=PWA			
Time management	COM6I	FAILED TO REJECT	AD=PWA			
Travel arrangements	COM6J	FAILED TO REJECT	AD=PWA			

APPENDIX L

COURSE CONTENT RANKINGS

1. RESPONSES FROM TOTAL SAMPLE

2. RESPONSES FROM DIVISION I

3. RESPONSES FROM DIVISION II

4. RESPONSES FROM DIVISION III

5. RESPONSES FROM ATHLETIC DIRECTORS

6. RESPONSES FROM PRIMARY WOMEN
    ADMINISTRATORS

RESPONSES FROM TOTAL SAMPLE

Rank/Course Content Area		Variable	Mean	Have You Taken? %Yes	%No
1.	Public relations	CCA2A	5.212828	58.4	41.6
2.	Speech	CCA2C	5.190616	87.7	12.1
3.	Writing	CCA2D	5.096491	83.7	16.3
4.	Organization/administration of college athletics	CCA4H	4.979472	72.3	27.7
5.	Administration of sport	CCA4A	4.932748	84.6	15.4
6.	Budgeting	CCA1B	4.832845	37.9	62.1
7.	Legal aspects of sports	CCA3B	4.653061	36.5	63.5
8.	Computer application and utilization	CCA5A	4.575668	34.3	65.7
9.	Theory and ethics of coaching	CCA4N	4.545189	70.4	29.6
10.	Business management	CCA1D	4.491228	39.5	60.6
11.	Introduction to sport management	CCA4G	4.4375	48.6	51.4
12.	Other (count=34)	CCA5D	4.368421	32.4	67.6

RESPONSES FROM TOTAL SAMPLE

Rank/Course Content Area		Variable	Mean	Have You Taken? %Yes	%No
13.	Philosophy of sport	CCA4I	4.358823	73.3	26.7
14.	Marketing	CCA1G	4.341177	33.1	66.9
15.	Internship	CCA4F	4.322388	38.8	61.2
16.	Facilities and equipment management	CCA4C	4.302941	51.4	48.6
17.	Psychology of sport	CCA4K	4.3	74.5	25.5
18.	Sales communication	CCA2B	4.194118	19.7	80.3
19.	Program planning	CCA5C	4.172727	41.6	58.4
20.	Facility design	CCA4B	4.125731	47.8	52.2
21.	Human Development	CCA4E	4.085799	75.7	24.3
22.	Sociology of sport	CCA4M	3.885631	61.9	38.1
23.	Finance	CCA1F	3.85503	24	76
24.	Research interpretation and utilization	CCA4L	3.814159	66.2	33.8
25.	Physiology of exercise	CCA4J	3.808824	79.4	20.6

RESPONSES FROM TOTAL SAMPLE

Rank/Course Content Area		Variable	Mean	Have You Taken? %Yes	%No
26.	Business law	CCA3A	3.80117	28.9	71.1
27.	Accounting	CCA1A	3.760355	33.3	66.7
28.	Health	CCA4D	3.711765	85.1	14.9
29.	Business labor relations	CCA1C	3.688047	20.2	79.8
30.	Economics	CCA1E	3.415929	41.1	58.9
31.	Hotel and restaurant management	CCA5B	2.168168	03.2	96.8

APPENDIX L - 2

RESPONSES FROM DIVISION I

Rank Order/Course Content Area		Variable	Mean
1.	Public relations	CCA2A	5.245763
2.	Speech	CCA2C	5.193277
3.	Writing	CCA2D	5.067227
4.	Organization/administration of college athletics	CCA4H	4.766667
5.	Administration of sport	CCA4A	4.70339
6.	Budgeting	CCA1B	4.675
7.	Business management	CCA1D	4.554622
8.	Marketing	CCA1G	4.537815
9.	Computer application and utilization	CCA5A	4.398305
10.	Sales communication	CCA2B	4.338983
11.	Legal aspects of sports	CCA3B	4.336134
12.	Introduction to sport management	CCA4G	4.321739
13.	Internship	CCA4F	4.271186

RESPONSES FROM DIVISION I

Rank Order/Course Content Area		Variable	Mean
14.	Theory and ethics of coaching	CCA4N	4.210084
15.	Philosophy of sport	CCA4I	4.194915
16.	Psychology of sport	CCA4K	4.067797
17.	Facilities and equipment management	CCA4C	4.058824
18.	Program planning	CCA5C	4.034188
19.	Facility design	CCA4B	4.016949
20.	Finance	CCA1F	3.974359
21.	Sociology of sport	CCA4M	3.805085
22.	Human Development	CCA4E	3.788136
23.	Business law	CCA3A	3.75
24.	Research interpretation and utilization	CCA4L	3.732759
25.	Business labor relations	CCA1C	3.647059
26.	Accounting	CCA1A	3.558333
27.	Physiology of exercise	CCA4J	3.537815
28.	Economics	CCA1E	3.425

APPENDIX L - 2 (CONTINUED)

RESPONSES FROM DIVISION I

Rank Order/Course Content Area	Variable	Mean
29. Health	CCA4D	3.398305
30. Other	CCA5D	3.25
31. Hotel and restaurant management	CCA5B	2.183333

APPENDIX L - 3

RESPONSES FROM DIVISION II

Rank Order/Course Content Area	Variable	Mean
1. Public relations	CCA2A	5.339286
2. Speech	CCA2C	5.183487
3. Organization/administration of college athletics	CCA4H	5.118182
4. Writing	CCA2D	5.109091
5. Budgeting	CCA1B	5.018349
6. Administration of sport	CCA4A	4.963964
7. Legal aspects of sports	CCA3B	4.892857
8. Computer application and utilization	CCA5A	4.761468
9. Theory and ethics of coaching	CCA4N	4.607143
10. Marketing	CCA1G	4.550459
11. Business management	CCA1D	4.513514
12. Introduction to sport management	CCA4G	4.449541
13. Other	CCA5D	4.444445

RESPONSES FROM DIVISION II

Rank Order/Course Content Area	Variable	Mean
14. Sales communication	CCA2B	4.436364
15. Facilities and equipment management	CCA4C	4.387387
16. Philosophy of sport	CCA4I	4.383929
17. Psychology of sport	CCA4K	4.342342
18. Program planning	CCA5C	4.310679
19. Internship	CCA4F	4.229358
20. Facility design	CCA4B	4.144144
21. Human Development	CCA4E	4.091743
22. Finance	CCA1F	4.083334
23. Business law	CCA3A	4.027523
24. Accounting	CCA1A	3.990741
25. Sociology of sport	CCA4M	3.936937
26. Physiology of exercise	CCA4J	3.936364
27. Research interpretation and utilization	CCA4L	3.90991
28. Business labor relations	CCA1C	3.900901

RESPONSES FROM DIVISION II

Rank Order/Course Content Area	Variable	Mean
29. Health	CCA4D	3.872727
30. Economics	CCA1E	3.607477
31. Hotel and restaurant management	CCA5B	2.32381

APPENDIX L - 4

RESPONSES FROM DIVISION III

Rank/Course Content Area	Variable	Mean
1. Speech	CCA2C	5.19469
2. Administration of sport	CCA4A	5.141593
3. Writing	CCA2D	5.115044
4. Organization/administration of college athletics	CCA4H	5.072072
5. Public relations	CCA2A	5.053097
6. Other	CCA5D	5
7. Theory and ethics of coaching	CCA4N	4.839286
8. Budgeting	CCA1B	4.821429
9. Legal aspects of sports	CCA3B	4.75
10. Computer application and utilization	CCA5A	4.581818
11. Introduction to sport management	CCA4G	4.544643
12. Philosophy of sport	CCA4I	4.509091
13. Psychology of sport	CCA4K	4.504505

RESPONSES FROM DIVISION III

Rank/Course Content Area		Variable	Mean
14.	Facilities and equipment management	CCA4C	4.481818
15.	Internship	CCA4F	4.472222
16.	Business management	CCA1D	4.401786
17.	Human Development	CCA4E	4.396396
18.	Facility design	CCA4B	4.221239
19.	Program planning	CCA5C	4.190909
20.	Physiology of exercise	CCA4J	3.972973
21.	Marketing	CCA1G	3.928572
22.	Sociology of sport	CCA4M	3.919643
23.	Health	CCA4D	3.883929
24.	Sales communication	CCA2B	3.803572
25.	Research interpretation and utilization	CCA4L	3.803572
26.	Accounting	CCA1A	3.754546
27.	Business law	CCA3A	3.637168
28.	Business labor relations	CCA1C	3.522124

RESPONSES FROM DIVISION III

Rank/Course Content Area	Variable	Mean
29. Finance	CCA1F	3.513274
30. Economics	CCA1E	3.223214
31. Hotel and restaurant management	CCA5B	2

APPENDIX L - 5

RESPONSES FROM ATHLETIC DIRECTORS

Rank Order/Course Content Area	Variable	Mean
1. Public relations	CCA2A	5.196532
2. Speech	CCA2C	5.186047
3. Writing	CCA2D	5.046512
4. Budgeting	CCA1B	4.815029
5. Organization/administration of college athletics	CCA4H	4.813953
6. Administration of sport	CCA4A	4.768786
7. Legal aspects of sports	CCA3B	4.5
8. Business management	CCA1D	4.442529
9. Marketing	CCA1G	4.439306
10. Computer application and utilization	CCA5A	4.431953
11. Theory and ethics of coaching	CCA4N	4.375722
12. Sales communication	CCA2B	4.267442
13. Philosophy of sport	CCA4I	4.236994

RESPONSES FROM ATHLETIC DIRECTORS

Rank Order/Course Content Area	Variable	Mean
14. Introduction to sport management	CCA4G	4.209302
15. Facilities and equipment management	CCA4C	4.132948
16. Program planning	CCA5C	4.12963
17. Psychology of sport	CCA4K	4.075144
18. Internship	CCA4F	4.023669
19. Facility design	CCA4B	4.023121
20. Finance	CCA1F	3.994152
21. Human Development	CCA4E	3.982456
22. Business law	CCA3A	3.833333
23. Accounting	CCA1A	3.74269
24. Research interpretation and utilization	CCA4L	3.72093
25. Business labor relations	CCA1C	3.695402
26. Health	CCA4D	3.674419
27. Sociology of sport	CCA4M	3.66474
28. Physiology of exercise	CCA4J	3.581395

RESPONSES FROM ATHLETIC DIRECTORS

Rank Order/Course Content Area	Variable	Mean
29. Economics	CCA1E	3.546512
30. Other	CCA5D	3.125
31. Hotel and restaurant management	CCA5B	2.281437

APPENDIX L - 6

RESPONSES FROM PRIMARY WOMEN ADMINISTRATORS

Rank Order/Course Content Area	Variable	Mean
1. Other	CCA5D	5.272728
2. Public relations	CCA2A	5.229412
3. Speech	CCA2C	5.195266
4. Organization/administration of college athletics	CCA4H	5.147929
5. Writing	CCA2D	5.147059
6. Administration of sport	CCA4A	5.100592
7. Budgeting	CCA1B	4.851191
8. Legal aspects of sports	CCA3B	4.807017
9. Computer application and utilization	CCA5A	4.720238
10. Theory and ethics of coaching	CCA4N	4.717647
11. Introduction to sport management	CCA4G	4.676829
12. Internship	CCA4F	4.626506
13. Business management	CCA1D	4.541667

RESPONSES FROM PRIMARY WOMEN ADMINISTRATORS

Rank Order/Course Content Area		Variable	Mean
14.	Psychology of sport	CCA4K	4.532934
15.	Philosophy of sport	CCA4I	4.48503
16.	Facilities and equipment management	CCA4C	4.479042
17.	Marketing	CCA1G	4.239521
18.	Facility design	CCA4B	4.230769
19.	Program planning	CCA5C	4.214286
20.	Human Development	CCA4E	4.191617
21.	Sales communication	CCA2B	4.119048
22.	Sociology of sport	CCA4M	4.113095
23.	Physiology of exercise	CCA4J	4.041667
24.	Research interpretation and utilization	CCA4L	3.91018
25.	Accounting	CCA1A	3.778443
26.	Business law	CCA3A	3.767857
27.	Health	CCA4D	3.75
28.	Finance	CCA1F	3.712575

APPENDIX L - 6 (CONTINUED)

RESPONSES FROM PRIMARY WOMEN ADMINISTRATORS

Rank Order/Course Content Area	Variable	Mean
29. Business labor relations	CCA1C	3.680473
30. Economics	CCA1E	3.281437
31. Hotel and restaurant management	CCA5B	2.054217

APPENDIX M

RESPONSES TO ITEM CCA5D, "OTHER"

RESPONSES TO ITEM CCA5D, "OTHER" COURSEWORK

RESPONDENT *   RESPONSE

DIVISION I

43.   Broadcasting

126.   "Athletic Administrator" Depends on what admin. pos. you are referring to.

130.   Problem Solving and creative solution and conflict resolution.

DIVISION II

146.   How to plan travel, how to pick uniforms, How to provide in-house training.

148.   Accounting, Financing

158.   Leadership styles

172.   Managerial Decision Making

210.   First aid & Safety

237.   Facility-equipment maintenance

DIVISION III

282.   Seminar in Higher Education Administration

314.   Human Resources Mgmt

374.   Collective Behavior (sociology)

*Odd numbers are male respondents
Even numbers are female respondents

APPENDIX N

RESULTS OF ANALYSIS OF VARIANCE AND NEWMAN-KEULS TEST FOR
COURSE CONTENT AREA ITEMS

1. BUSINESS COURSEWORK

2. COMMUNICATION COURSEWORK/LAW
   COURSEWORK

3. HEALTH AND PE COURSEWORK

4. OTHER COURSEWORK

5. BUSINESS COURSEWORK WITH SPECIFIC SEX
   DIFFERENCES BY DIVISION

6. COMMUNICATION COURSEWORK/LAW
   COURSEWORK WITH SPECIFIC SEX DIFFERENCES
   BY DIVISION

7. HEALTH AND PE COURSEWORK WITH SPECIFIC SEX
   DIFFERENCES BY DIVISION

8. OTHER COURSEWORK WITH SPECIFIC SEX
   DIFFERENCES BY DIVISION

BUSINESS COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Accounting	CCA1A	3.5583	3.9907	3.7545	3.85	REJECT	D1=D3 D2>D3 D2>D1
Budgeting	CCA1B	4.675	5.0183	4.8214	3.00	FAILED TO REJECT	D1=D2=D3
Business Labor Relations	CCA1C	3.6470	3.9009	3.5221	3.09	FAILED TO REJECT	D1=D2=D3
Business management	CCA1D	4.5546	4.5135	4.4017	0.67	FAILED TO REJECT	D1=D2=D3
Economics	CCA1E	3.425	3.6074	3.2232	3.60	REJECT	D3=D1 D1=D2 D2>D3
Finance	CCA1F	3.9743	4.0833	3.5132	8.03	REJECT	D1=D2 D1>D3 D2>D3
Marketing	CCA1G	4.5378	4.5504	3.9285	11.15	REJECT	D1=D2 D1>D3 D2>D3

APPENDIX N - 2

COMMUNICATION COURSEWORK/LAW COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Public relations	CCA2A	5.2457	5.3392	5.0530	3.13	REJECT	D1=D3 D1=D2 D2>D3
Sales communication	CCA2B	4.3389	4.4363	3.8035	10.26	REJECT	D1=D2 D1>D3 D2>D3
Speech	CCA2C	5.1932	5.1834	5.1946	0.01	FAILED TO REJECT	D1=D2=D3
Writing	CCA2D	5.0672	5.1090	5.1150	0.12	FAILED TO REJECT	D1=D2=D3

LAW

COURSEWORK	VARIABLE	1	2	3	COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
Business law	CCA3A	3.75	4.0275	3.6371	3.83	REJECT	D1=D3 D1=D2 D2>D3
Legal aspects of sports	CCA3B	4.3361	4.8928	4.75	9.13	REJECT	D2>D3 D2>D1 D3>D1

APPENDIX N - 3

HEALTH AND PE COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Administration of sport	CCA4A	4.7033	4.9639	5.1415	5.64	REJECT	D3>D2 D3>D1 D2>D1
Facility design	CCA4B	4.0169	4.1441	4.2212	1.18	FAILED TO REJECT	D1=D2=D3
Facilities and equipment management	CCA4C	4.0588	4.3873	4.4818	5.33	REJECT	D3>D2 D3>D1 D2>D1
Health	CCA4D	3.3983	3.8727	3.8839	6.34	REJECT	D3>D2 D3>D1 D2>D1
Human Development	CCA4E	3.7881	4.0917	4.3963	7.69	REJECT	D3>D2 D3>D1 D2>D1
Internship	CCA4F	4.2711	4.2293	4.4722	1.24	FAILED TO REJECT	D1=D2=D3

161

APPENDIX N - 3 (CONTINUED)

HEALTH AND PE COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES 1	2	3	COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
Introduction to sport management	CCA4G	4.3217	4.4495	4.5446	1.40	FAILED TO REJECT	D1=D2=D3
Organization/ administration of college athletics	CCA4H	4.7666	5.1181	5.0720	4.43	REJECT	D2=D3 D2>D1 D3>D1
Philosophy of sport	CCA4I	4.1949	4.3839	4.5090	2.25	FAILED TO REJECT	D1=D2=D3
Physiology of exercise	CCA4J	3.5378	3.9363	3.9729	4.49	REJECT	D2=D3 D2>D1 D3>D1
Psychology of sport	CCA4K	4.0677	4.3423	4.5045	5.13	REJECT	D2=D3 D2>D1 D3>D1

APPENDIX N - 3 (CONTINUED)

HEALTH AND PE COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Research interpretation and utilization	CCA4L	3.7327	3.9099	3.8035	0.77	FAILED TO REJECT	D1=D2=D3
Sociology of sport	CCA4M	3.8050	3.9369	3.9196	0.54	FAILED TO REJECT	D1=D2=D3
Theory and ethics of coaching	CCA4N	4.2100	4.6071	4.8392	10.09	REJECT	D2=D3 D2>D1 D3>D1

APPENDIX N - 4

OTHER COURSEWORK

COURSEWORK	VARIABLE	DIVISION MEAN SCORES			COMPUTED F VALUE	HYPOTHESIS DECISION	DIVISION COMPARISON
		1	2	3			
Computer application and utilization	CCA5A	4.3983	4.76146	4.5818	3.21	REJECT	D1=D3 D2=D3 D2>D1
Hotel and restaurant management	CCA5B	2.1833	2.3238	2	2.42	FAILED TO REJECT	D1=D2=D3
Program planning	CCA5C	4.0341	4.3106	4.1909	1.69	FAILED TO REJECT	D1=D2=D3
Other	CCA5D	3.25	4.4444	5	1.61	FAILED TO REJECT	D1=D2=D3

BUSINESS COURSEWORK WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COURSEWORK	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Accounting	CCA1A	FAILED TO REJECT	AD=PWA			
Budgeting	CCA1B	FAILED TO REJECT	AD=PWA			
Business Labor Relations	CCA1C	FAILED TO REJECT	AD=PWA			
Business management	CCA1D	FAILED TO REJECT	AD=PWA			
Economics	CCA1E	REJECT	AD≠PWA	AD=PWA	AD=PWA	AD>PWA
Finance	CCA1F	REJECT	AD≠PWA	AD=PWA	AD>PWA	AD=PWA
Marketing	CCA1G	FAILED TO REJECT	AD=PWA			

APPENDIX N - 6

COMMUNICATION COURSEWORK/LAW COURSEWORK WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COURSEWORK	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Public relations	CCA2A	FAILED TO REJECT	AD=PWA			
Sales communication	CCA2B	FAILED TO REJECT	AD=PWA			
Speech	CCA2C	FAILED TO REJECT	AD=PWA			
Writing	CCA2D	FAILED TO REJECT	AD=PWA			

LAW COURSEWORK WITH DIVISION DIFFERENCES

Business law	CCA3A	FAILED TO REJECT	AD=PWA			
Legal aspects of sports	CCA3B	REJECT	PWA≠AD	DIFFERENCES COULD NOT BE DETECTED		

HEALTH AND PE COURSEWORK WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COURSEWORK	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Administration of sport	CCA4A	REJECT	PWA≠AD	PWA>AD	PWA=AD	PWA=AD
Facility design	CCA4B	FAILED TO REJECT	AD=PWA			
Facilities and equipment management	CCA4C	REJECT	PWA≠AD	PWA=AD	PWA=AD	PWA>AD
Health	CCA4D	FAILED TO REJECT	AD=PWA			
Human Development	CCA4E	FAILED TO REJECT	AD=PWA			
Internship	CCA4F	REJECT	PWA≠AD	PWA>AD	PWA=AD	PWA>AD
Introduction to sport management	CCA4G	REJECT	PWA≠AD	PWA>AD	PWA=AD	PWA>AD
Organization/ administration of college athletics	CCA4H	REJECT	PWA≠AD	PWA=AD	PWA>AD	PWA>AD

HEALTH AND PE COURSEWORK WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COURSEWORK	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Philosophy of sport	CCA4I	REJECT	PWA≠AD	PWA=AD	PWA=AD	PWA>AD
Physiology of exercise	CCA4J	REJECT	PWA≠AD	PWA=AD	PWA=AD	PWA>AD
Psychology of sport	CCA4K	REJECT	PWA≠AD	PWA=AD	PWA>AD	PWA>AD
Research interpretation and utilization	CCA4L	FAILED TO REJECT	AD=PWA			
Sociology of sport	CCA4M	REJECT	PWA≠AD	PWA>AD	PWA=AD	PWA>AD
Theory and ethics of coaching	CCA4N	REJECT	PWA≠AD	PWA=AD	PWA=AD	PWA>AD

APPENDIX N - 8

OTHER COURSEWORK WITH SPECIFIC SEX DIFFERENCES BY DIVISION

COURSEWORK	VARIABLE	SEX HYPOTHESIS DECISION	COMPARISON	DIV1	DIV2	DIV3
Computer application and utilization	CCA5A	REJECT	PWA≠AD	PWA>AD	PWA=AD	PWA=AD
Hotel and restaurant management	CCA5B	FAILED TO REJECT	AD=PWA			
Program planning	CCA5C	FAILED TO REJECT	AD=PWA			

APPENDIX O

RESPONSES TO ITEM PER6, "Is there anything else that you would like to note
concerning your experience as an athletic administrator?"

RESPONSES TO ITEM PER6, "Is there anything else that you would like to note concerning your experience as an athletic administrator?"

RESPONDENT *   RESPONSES

DIVISION I

4.   General ath. admin. courses are "soft" weak - better to take MBA courses and apply knowledge/experience of athletics to the content.

6.   I definitely feel that an athletic administrator a needs good sports background so that tournaments etc. are run smoothly. Today also I feel a good business background is helpful and computer knowledge.

11.   yes- Too many often put themselves upon a throne and forget where they came from.

22.   On hand experience beats all the courses in the world!

32.   My role pertaining to my answers is that of Assistant Ad/men's and women's sport. Head coach women's basketball.

35.   While your questions hit on the central issues of athletic administration, I believe the responses do not necessarily indicate what you may be seeking. Some institutions have enough access to professional staff in such specific areas as law, concessions, facility management, etc., that the athletic administrator does not need the expertise. You hire people who have that expertise. Obviously, if an administrator needs to be all things, then he or she must have a specific background in every area. The answers to several questions would vary, depending on the extent and administrative complexity of the program.

             One other factor that is not addressed in this format is the value of experience. This can have a greater impact than formal education.

45.   Responses will vary depending on level of athletic competition.

48.   This questionnaire is misleading - all items are important by A.D. Must know and hire someone w/expertise to carry out the responsibilities. (In Facilities, Budgeting etc., Coaching)

52.   One can hire people to manage budget but you can (not) have someone communicate for you.

56.   Much is gained from experience rather than coursework. I would suggest internships and volunteer work with college administrators for students who wish to pursue an athletic administration career.

70.   "Importance" answers reflect current <u>specific</u> areas of responsibility, rather than general broad knowledge shared as input or in special projects in other supervisor's areas. This does not imply that they are not of importance to someone in the dept. or the dept. as whole. Preparation for such a career has obviously changed in both men's and women's athletics in both curriculum availability and emphasis in business, management techniques. Obviously, some of us have acquired the knowledge and competencies via experience rather than formal education.

74.   Be willing to put in the time to do the job. It is <u>not</u> an 8 to 5 job or 5 days a week. Good intern program is important

80.   I am happy to see research in this specific area. At times, I have felt very very unprepared for some situations I have had to deal with using my own common sense. Many times I have taken courses in areas I feel inadequate.

The business and communications skills are extremely important. The marketing of a program and analyzing such a campaign are foremost in my position.

The coaching staff needs limited supervision. These people are professionals and very self-motivated and competitive. They need more direction than supervision.

Being and athletic administrator, I've become very creative and resourceful. Networking is a must.

Today, you have to "sell" your program to the university community, the neighborhood community and to the general public as well as corporations. It's much more complicated than X's and O's.

Also, athletics is an emotional profession. A person must have played or coached to understand the "LIFE CONSUMING" commitment of intercollegiate athletics, not "time-consuming" commitment. Athletics is not a black or white but a gray area and an understanding administrator is a must.

Our vocation is other people's avocation.

My biggest frustration with intercollegiate athletics is the lack of advancement opportunities for women. Also women should experience and explore the sports world of men's and women's athletics. How are we to know the ins and outs of bigtime TV/RADIO contracts unless we learn from someone else.

116.   Teaching, coaching, business, and management experience would be a good blend.

126.   Sorry, I've been out of town.

128.   On the job experience in every area of program is a equally if not more valuable than classroom experience/courses.

130.   On hands experiences are invaluable. Role models are very important. Different skills needed for different positions and for different sized department.

136.   Need to develop and enhance personal qualities.
Professionalism: morally - ethically
Communication:
Humanisms:
Loyalty and Commitment:

DIVISION II

138.   Internships are very important to get a start. Public Speaking is something that everyone ends up doing and sometimes there is little preparation in college program for it.

146.   Academically nobody tells you - what you need to create arena of success. What supplies you'll need. How collegiate schedules work, what factors go into budgets. How to handle coaching staffs, How to train coaches, How to keep them.

149.   Management, people and things! Entrepreneur attitude.

171.   Involvement with regional and national organizations. Committee activities are extremely important in gaining knowledges and development of relationships. Very Important!

175.   Takes a tremendous amount of energy.

179.   Spent 21 years in pro baseball. Coach 13 years in college.

199.   Often have to rely on intuitions - gut feelings. Operate on basic principles of honesty, ethical conduct, "class", interest in student athletes and college I represent.

200.   My position is Assoc. A.D., I have no power with budgets or hiring or firing. I am in charge of scheduling transportation and facilities and attending conference meetings. Also any other job the A.D. gives me to do. Many responsibilities - no power.

206.   Very little control of monies, as associate A.D.

222.   The level (NCAA I, II, III or NAIA, NJCAA) very radically affects the answers to this survey for the needs and job responsibilities are so different.

232.   Communicate with faculty and parents.

233.	Many of these responses depend on the size of your athletic department and number of assistant A.D.'s.
240.	It's been very interesting.
242.	Although I have the Title of an Administrator I do not have any decision making powers.
247.	Formally I have been trained in the Fine Arts. I have been a chair for 5 years, a dean for 1 year, and A.D. for 16 years and a vice president for 2 years.

DIVISION III

275.	I have worked my entire career at one college---Div III
282.	Token Woman
286.	I returned the past survey (and this one) with a note telling you that I am not the Athletic Director at XXXX College nor am I an administrator. I am an associate professor of P.E. and a coach. I do not feel that it is appropriate nor am I qualified to complete your survey. Good Luck!
294.	No authority or input into the real decision making.
298.	It is a job of communication and organization. There have to be guidelines for procedure and then it runs very smoothly.
305.	Playing experience, coaching experience, a good liberal arts education, a love for people, ability to get along with others and common sense will make a good athletic administrator.
330.	Current position as Primary Women's Director - Coach. All duties acquiesce to men's Director and hold no real decision making responsibilities.
333.	I did a similar study in 1975.
337.	Div III is an entirely different world than Div I. Div III is amateur athletics as it should be: Play not business.
339.	Organizational design and staff capabilities have a profound effect on the responsibilities assumed by the Athletic Director.
345.	I was fortunate to be both a coach and an administrator at the same time. Greatly assisted my perspective of events and athletics.
352.	At a small college, you need to do all things: Teach, coach, administrate.

354.   Responsibility of a Division III Administrator is different than those of Division I. Division III is more responsible for operation of athletics as an extension of classroom. Division II(I) is more responsible for Business side of sport - Fundraising, Mkting - promotions. The peripheral aspect of sport as a business. Division III is interested in the care of sport as a laboratory for teaching higher skilled athletes.

358.   I am considered the Primary Women's Athletic Director.

365.   I question validity of survey because being Ath. Dir. at Div I and Div III schools are as different as Day and Night. My answers reflect Div III - Div I would call for drastically different answers.

373.   help.

374.   In terms of my present situation, the administrative portion of my job has been one of many 'hats' that I wear. I have observed women in administration to have a greater number of "other" responsibilities than does the male counterpart. If I were solely concentrated in only administration, my responses on the above questions may differ. THANK YOU FOR YOUR EFFORTS!

376.   No- but would be curious as to male-female respondents and if they look at the job differently. Assuming your NCAA Directory lists A.D. and PWA - will be interesting.

384.   I am the associate AD

390.   I am one of those women who is listed in the NCAA Directory as the PWA but I do am not an administrator by any stretch of the imagination. It is my belief that this institution just uses my name because that is what the NCAA tells them to do. Maybe I'm naive or maybe just gullible but for sure I am not and administrator. Sorry I can not help you out.

395.   Because of the layered structure of intercollegiate athletics = Division I-II-III = the responses are going to vary as to importance as expectations at the various levels are different.

396.   Good luck w/your study.

400.   My apologies for not replying sooner - However I am not in the area of athletic administration. I am presently in charge of the Physical Education program.

404.   One of the basic problems for the female administrator is how to continue to cope with male dominated Administrative structure. When you find yourself out there alone, the stress..frustration reach a magnitude - How do you cope?

Interested in Burnout rate for Women A.D.'s and how many go back to teaching or leave admin altogether.

Age level may make some difference. Age 30-40 may have fought enough battles so 25-30 may have it easier. But what happens to 40 year old athletic administrator, who may have become burned out?

*Odd numbers are male respondents
Even numbers are female respondents