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Expectations of Job Responsibilities of Recreation and Sports Managers 康樂體育管理人員對工作責任的期望

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Abstract

The purpose of this study was to identify whether there were differences in the expectations of job responsibilities between different levels of recreation and sports managers towards the same post. The problem was divided into two sub-problems: (1) to determine the relationship in the perceived importance of entry-level managers' job responsibilities between entry-level managers and middle-level managers; and (2) to determine the relationship in the perceived importance of middle-level managers job responsibilities between middle-level managers and top-level managers. Several items were found to have significant difference in the perceptions among the subjects.

摘要

本文章探討不同康體管理人員對工作責任的期望。主要目的是了解初入職、中級階層及高級階層管理人員的看法，促使更有效率的康體管理。

Introduction

Performance discrepancy is something employees all face. Have you ever thought you did a great job but your bosses disagreed? Have your subordinates done things they thought were more important than you did? It is unrealistic to assume that employees know what managers expect. When we speak of a discrepancy, we are simply recognizing that a difference exists between the performance we have and the performance we want. However, we cannot solve the problem if we cannot recognize it. If we could weigh expectations on a scale, we could bring them into balance by subtracting weight from either side.

The purpose of this study was to identify whether there were differences in the expectations of job responsibilities between different levels of recreation and sports managers towards the same post. The problem was divided into two sub-problems: (1) to determine the relationship in the perceived importance of entry-level managers' job responsibilities between entry-level managers and middle-level managers; and (2) to determine the relationship in the perceived importance of middle-level managers' job responsibilities between middle-level managers and top-level

managers? The hypothesis stated that there was no significant difference in the perceived importance of selected job responsibilities between different levels of management towards the same posts.

Procedures

The population for this study comprised the sports and recreation officers working at the Urban Services Department (USD) and Regional Services Department (RSD) of Government of Hong Kong. All subjects were requested to complete a questionnaire called "the perceived importance of selected job responsibilities of sports and recreation managers". The completed questionnaire contained two parts: Part I consisted of demographic and background information, Part II was a listing of 57 selected job responsibilities, and Part III was the same listing of 57 selected job responsibilities for only middle-level managers or top-level managers to complete. The 57 selected job responsibilities were classified into 10 categories. (See Table 1)

To ascertain the perceived importance of a total of 57 job responsibilities, the entry-level and middle-level managers were asked to indicate the level of importance they assigned

to their job skills. Middle-level managers were also asked to indicate the level of importance of the job skills of the entry-level managers. The top-level managers were also only to indicate the level of importance of the job skills of the middle-level managers. The level of importance was measured using a 5-point Likert scale ranging from 1 = "very unimportant" to 5 = "very important." The questionnaire takes approximately thirty minutes to complete.

Results

Profile of the Respondents

A total of 160 questionnaires were returned forming an overall response rate of 74%. Figure 1, 2, & 3 shows that 56.3% of the respondents were female, 50% were years 30 or younger and 49.4% had less than two years of service in their current positions. This implied that they did not have too much experience in their current posts. Figure 4 shows that most of the respondents had completed post-secondary schools or undergraduate studies rather than just meeting the basic entrance requirement: that is having a teacher's certificate. Figure 5, shows the year of service of the respondents, presents an irregular figure. Only 4 respondents (2.5%) fell into the 8-10 year category. This reflected a significant gap in terms of the middle of personnel seniority.

Expectations of Job Responsibilities between Entry-level Managers and Middle-level Managers

The expectations of job responsibilities between entry-level managers (ARSO II) and the middle-level managers (ARSO I) towards the same posts (ARSO II) is showed in Table 2. The null hypothesis (H0) was rejected in 12 out of 57 job responsibilities (21.05%). Significant differences were found in accounting, area and facility management, marketing strategies, recruitment of part-time staff, injury prevention and management, fitness concepts and knowledge, knowledge of sports skills, sports rules and regulations, purchasing and care of supplies and equipment, first aid and safety, word processing and desktop publishing, and database management and spreadsheets. Significant differences were not found in the communication category, and program and event management category. It was easy to note that all the highest mean scores of the items were located in the ARSO I column. This indicated that either the ARSO I weighted the job responsibilities too high or the ARSO II weighted them too low.

Expectations of Job Responsibilities between Middle-level Managers and Top-level Managers

The expectations of job responsibilities between middle-

level managers (ARSO I) and the top-level managers (RSO) towards the same posts (ARSO I) is showed in Table 3. The null hypothesis (H0) was rejected in 4 out of 57 job responsibilities. Significant differences were found in the advertising, program leadership techniques, knowledge of sports skills, and sports rules and regulations. Significant differences were found in the marketing category, program and event management category, and sports and recreation related knowledge category. It was easy to note that all the highest mean scores of the items were located in the RSO column. This indicated that either the RSO weighted the job responsibilities too high or the ARSO I weighted them too low.

Discussions and Recommendations

What we value leads to what we expect. Lynch (1993) defined value as a sense of what is right and what is wrong. Frigon and Jackson (1996) defined values as the standards that you use to decide what is good, how you satisfy your responsibilities to yourself and others, how you judge your behavior and your accomplishments. Scott, Jaffe and Tobe (1993) stated that "Values represent an organizing principle for our lives, as well as for an organization. What is most important to us to accomplish and to do, at work, in our family and in our personal life and career, can be described in relation to the values we want to achieve." Values and expectations can serve as the engine of human performance. Without knowing what we value, what the expectations are, it would be impossible to make consistent and reasonable performance. To deny the importance of consensus of the expectations in job responsibilities between bosses and subordinates is shortsighted.

To be more understanding about the performance discrepancy, I will explain the different relationships between expectations of bosses and expectations of subordinates (See Fig. 6). The "on target" means the bosses and the subordinates have the same expectations for a specific task. The "on target" in Category II means that the bosses and the subordinates both have low expectations to a specific task. The "on target" in Category IV means that the bosses and the subordinates both have high expectations to a specific task. As the expectations between the bosses and the subordinates are the same, effective and efficient performance will occur. A performance discrepancy is a gap between the expectations of bosses and the expectations of subordinates towards a specific task. The performance discrepancy in Category I means the bosses have higher expectations than the subordinates have. The performance discrepancy in Category III means the bosses have lower expectations than the subordinates have.

Many factors may contribute to performance discrepancy. The most common are miscommunication, unclear task analysis

and skills deficiencies. According to the results of this study, there were no significant differences between the expectations of all different level of managers in the communication category. Therefore, I will discuss the problem in task analysis and skills deficiencies.

Unclear task analysis was the main factor for the performance discrepancy. The problem was common in category III. The subordinates had high expectations of certain tasks but the outcomes were not what the bosses wanted. The performance discrepancy in the perceived importance of job responsibilities in sports rules and regulations, and knowledge of sports skills was the best example for category III. The results showed that all level of the managers had high expectations of their subordinates in perceived importance of job responsibilities in sports rules and regulations, and knowledge of sports skills. However, all the subordinates had low perceived importance of job responsibilities in sports rules and regulations, and knowledge of sports skills. The expectations gap was unusual in the middle-level managers. They had high expectations towards for entry-level managers in the areas of sports rules and regulations, and knowledge of sports skills, however, as the same time, they could not fulfill the expectations of their bosses (top-level managers). We can only solve the problem of unclear task analysis by knowing that what are the steps in task analysis and what competency need to improve.

Task analysis focuses on human performance, job responsibilities, and the competency that are needed in order to perform the task. Task analysis usually follows a basic six-step model (Pareek, 1988). The six steps of task analysis are contextual analysis, activity analysis, task definition, competency analysis, performance analysis, and discrepancy analysis. Contextual analysis is the understanding of the organization's mission. A mission can include elements such as a definition of the business; descriptions of the organization's service; descriptions of the organization's clientele and of its making strategies and statement of the organization's goals. Activity analysis has three major properties. They are observable, descriptive and objective. Three types of people form the primary sources of information for activity analysis. They are job incumbents, role-set members, and outside experts. Several methods can be used to collect information from the three sources. They are individual and group interviews, technical conferences with experienced personnel, survey, direct observation, and organization records. After analyzing the information, a list of behaviorally based and work-related activities can be created. Competency analysis is to identify the background needed to perform a task. The primary purpose of performance analysis is to evaluate job incumbents' performance of the tasks for which they are responsible. Discrepancy analysis is the identification of any difference in data that have emerged during the previous

five steps.

Skills deficiency is another main factor for the first category of performance discrepancy, high expectations of bosses but low expectations of the subordinates. According to Mager and Pipe (1997), training is an appropriate solution to performance deficiency only if the deficiency is the direct result of skills deficiency. Unfortunately, from the result of this study, we just could only identify the areas of performance discrepancy but not the cause. I highly recommended conducting another research studies for identifying the cause of the performance discrepancy based on results of this study. Moreover, if the cause of the performance discrepancy is due to skills deficiency, we need to conduct another study for in-service training model for sports and recreation managers in Hong Kong.

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Table 1. 57 selected job responsibilities were classified into 10 categories

<p>FISCAL MANAGEMENT</p> <ul style="list-style-type: none"> • BUDGET CONTROL • BUDGET PREPARATION • BUDGET REVIEW • FUND RAISING & SPONSORSHIP • ACCOUNTING <p><u>Facility management</u></p> <ul style="list-style-type: none"> • AREA & FACILITY MANAGEMENT • FACILITY SCHEDULING <p><u>Marketing</u></p> <ul style="list-style-type: none"> • MARKETING STRATEGIES • PUBLICITY PROMOTION • ADVERTISING • PRICING, FEES & CHARGES • PUBLIC RELATIONS <p><u>Communication</u></p> <ul style="list-style-type: none"> • INTERNAL COMMUNICATION – ORAL • INTERNAL COMMUNICATION --WRITTEN • EXTERNAL COMMUNICATION – ORAL • EXTERNAL COMMUNICATION -- WRITTEN <p>Personnel management and supervision</p> <ul style="list-style-type: none"> • PERFORMANCE MEASURES • EMPLOYEE APPRAISAL • STAFF & PERSONNEL SUPERVISION 	<p><u>Program and event management</u></p> <ul style="list-style-type: none"> • PROGRAM GOALS & OBJECTIVES • GENERAL PROGRAM PLANNING & MANAGEMENT • EVALUATION OF PROGRAMS & SERVICES • SPECIAL EVENT/LARGE SCALE EVENT PLANNING & MANAGEMENT • PROGRAM LEADERSHIP TECHNIQUES • PROGRAMMING FOR SPECIAL GROUP'S POPULATIONS <p>Sports and recreation related knowledge</p> <ul style="list-style-type: none"> • INJURY PREVENTION & MANAGEMENT • EXERCISE PHYSIOLOGY • NUTRITION • FITNESS CONCEPTS AND KNOWLEDGE • NEW TREND OF SPORTS AND RECREATION • SPORTS RULES & REGULATIONS • STRESS MANAGEMENT • SOCIOLOGY OF SPORTS AND RECREATION • PHILOSOPHY OF SPORTS AND RECREATION • DEVELOPMENT OF SPORTS AND RECREATION IN HONG KONG • KNOWLEDGE OF MODERN SPORTS FACILITIES EQUIPMENT • KNOWLEDGE OF SPORTS SKILLS 	<p><u>Basic managerial skills</u></p> <ul style="list-style-type: none"> • COMPLIANT HANDLING • MEETING TECHNIQUES • TIME MANAGEMENT • RESOURCES ALLOCATION • PROBLEM SOLVING TECHNIQUES • DECISION MAKING • CONFLICT MANAGEMENT • PURCHASING & CARE OF SUPPLIES AND EQUIPMENT • INTERPERSONAL RELATIONSHIPS (STAFF) • TEAM BUILDING <p><u>Legal Liability, and risk management</u></p> <ul style="list-style-type: none"> • FIRST AID & SAFETY • RISK MANAGEMENT • HANDLING EMERGENCY • ORDINANCE AND PRECEDENCE ESTABLISH <p><u>Computer and research techniques</u></p> <ul style="list-style-type: none"> • WORD PROCESSING & DESKTOP PUBLISHING • DATABASE MANAGEMENT & SPREADSHEETS • STATISTIC SKILLS/DATA ANALYSIS • RESEARCH TECHNIQUES
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Table 2. Results of the t-test for Perceived Importance of Job Responsibilities between ARSOII and ARSOI.

Selected Job Responsibilities	ARSOII Mean	n	ARSOI Mean	n	Mean Diff.	SE Diff.	t	p
Accounting	2.82	85	3.22	45	-.39	.18	-2.16	.03
Area & Facility Management	3.24	85	3.66	45	-.41	.20	-2.03	.04
Database & Spreadsheet	3.08	84	3.50	44	-.41	.16+	-2.59	.01
First aid & safety	4.14	84	4.43	44	-.28	.12	-2.28	.02
Fitness knowledge	3.72	85	4.09	44	-.36	.14	-2.45	.01
Injury prevention	3.97	85	4.40	44	-.43	.13	-3.29	.00
Sport skill knowledge	3.90	85	4.25	44	-.38	.14	-2.69	.00
Marketing strategies	3.37	85	3.73	44	-.35	.16	-2.12	.03
Purchase & care of supplies & equipment	3.82	85	4.22	45	-.40	.14	-2.75	.00
Recruitment of part-time staff	4.17	84	4.47	44	-.29	.13	-2.21	.02
Sports rules	4.04	85	4.43	44	-.38	.13	-2.89	.00
Word processing	3.52	84	3.86	44	-.33	.16	-2.12	.03

Note. Level of significance at 0.05

Figure 1. Distribution of Gender of Respondents

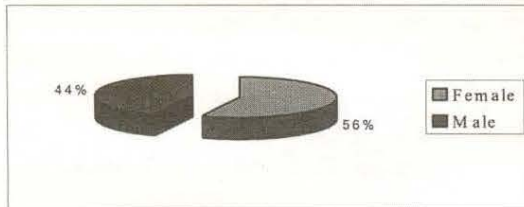


Figure 4. Distribution of Highest Level of Education of Respondents

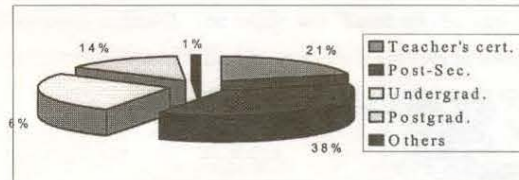


Figure 2. Distribution of Age of Respondents

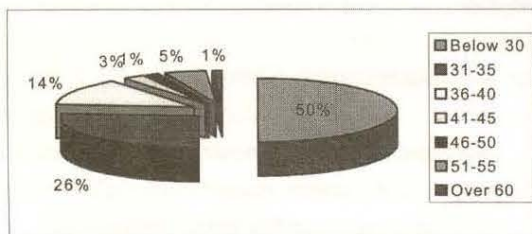


Figure 5. Distribution of years of Services in the USD and RSD of Respondents

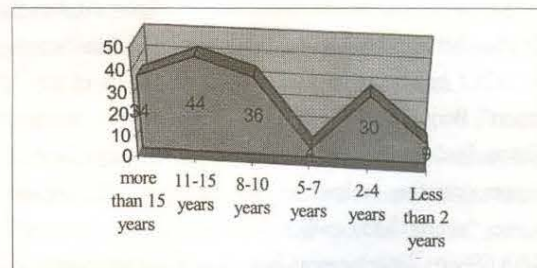


Figure 3. Distribution of Years of Services in Current Post of Respondents

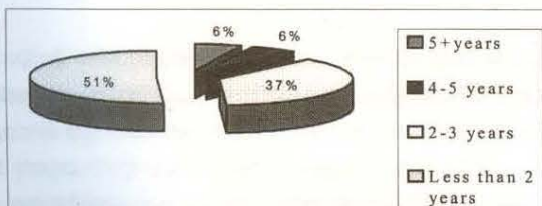


Figure 6. Relationships between expectations of bosses and expectations of subordinates

High Expectations of Bosses	(Category I) Performance Discrepancy	(Category IV) On Target
Low Expectations of Bosses	(Category II) On Target	(Category III) Performance Discrepancy
	Low Expectations of Subordinates	High Expectations of Subordinates