

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

### 4.1 INTRODUCTION

The challenge of more opportunities for participation in sport and sport related physical activities and programmes in everyday life, combined with a larger information basis, has resulted in the study of sport and sport related physical activities and programmes being seen as a highly sophisticated topic of discussion. Contemporary societies of the 21<sup>st</sup> century increasingly make more use of free time for creative self-expression in sport and sport related physical activities and programmes. This state of affairs implies that the creation and availability of such activities should be managed. The effect hereof is that a large area which has to be managed was exposed. A profession thus has developed which is directed or aimed at developing and managing these activities. Inevitably this development has an impact on various institutions such as schools, universities, colleges and gymnasiums to name but a few and should be seen against the backdrop of recent trends of society, such as professionalisation, commercialisation, scientification and intensified competition for the recruitment of learners in schools (cf.par. 2.4, p. 70).

The professionalisation of sport (cf. par. 3.4.3, p. 82) has reached the domain of schools as a grass roots incubator for sporting talent and for providing positive experiences that might lead to lifelong engagement in physical activity. It has inevitably also led to the development of specialised human resources such as high quality coaches and well-trained sport managers. The importance of school sport requires the expertise of competent human resources of which the sport manager seems to be the key driver, yet academic programmes lack in providing adequate training for such a specialised position.

The management field of sport management to a large extent bears relation with management as applied in the business world (cf. Chapter 3), but the nature of the activities, the entertainment value of sport, coupled with the unique context of school sport bring to pass that the focus of school sport management requires particular competencies and/or a larger variety (pool) of competencies. It implies amongst others that current and future school sport managers, who want to pursue the management of school sport in South Africa as an occupation, should traverse context-specific sport management programmes for educator training in accordance with the diverse needs of South African schools. Subsequently in this chapter the focus is on international and national sport management training programmes as part of educator training. The sport management training programme of universities, universities of technology, further education and training colleges (FET colleges), private colleges and government programmes are reflected upon. A clear distinction is also made between undergraduate and postgraduate programmes. Before examples of specific

programme content will be looked at, a short historical overview of the development of international and national sport management programmes and the study field of sport management is conveyed.

### 4.2 AN INTERNATIONAL HISTORICAL OVERVIEW

From an extensive literature review it became apparent that very little regarding the development of sport management programmes is known. It would appear as if Parkhouse and Pitts (2005:2-13); Zeigler (2007a:3-43) and Stier (2008:13-14) are the only authors who capture a reasonable description of the development process, while the work of Trenberth and Collins (1999:25-38) presents an overview of the evolution of sport management in New Zealand. Attempts by various other authors like for example Davis (1994:3-4); Chelladurai (2005:3-4); Gillentine and Crow (2005:4-6); Crosset and Hums (2005:15-16) and Parks *et al.* (2007b:5-6) in this regard have only involved the origin of these programmes and not the development effluxion as such.

Before sport management became an academic discipline, great sports figures such as the late Walter O' Malley, owner of the Brooklyn (now Los Angeles) Dodgers Baseball Club, were actively campaigning (as early as 1957) for a specified academic programme that would train professionals to manage sport (Crosset & Hums, 2005:16; Jones *et al.*, 2008:78). History records that the specialised preparation of professional sport managers began in 1966, when the first master's degree programme in Sport Administration was established at Ohio, USA by a collaborated effort of Dr James G. Mason and Walter O' Malley (Parks *et al.*, 2007b:6), who sowed the seeds for the development of sport management as profession and a new field of study. The first undergraduate programme was offered by Biscayne College (now St. Thomas University) and St John's University. A second master's programme was only inaugurated in 1971 by the University of Massachusetts (Parkhouse & Pitts, 2005:5; Stier, 2008:14). Parkhouse and Pitts (2005:4) mention a programme titled "*Baseball Business Administration*" which was offered by the Florida Southern University between 1949 and 1959, but no clear indication of the level on which this programme was presented is evident.

Programmes for professional sport management in the USA have increased gradually in the nearly four decades since the founding of a single master's programme at the Ohio University (Stier, 2008:14-16), and continue to gain popularity, recognition, and creditability. By 1978 there were twenty sport management graduate programmes and three undergraduate programmes in the USA (Parkhouse, 1978:23) and by 1988 there were 109 colleges and universities which offered such programmes. Of these programmes, 51 were directed at undergraduate students, 33 at post graduate students, while 25 institutions offered programmes on both levels (Brassie, 1989a:158-

159). Parkhouse (1987:85), in his study to examine the status of professional sport management, asserted that more than half of the programmes which existed at that time, were less than five years old. Based on this evidence one could thus assert that in a relative short period of time, sport management programmes have increased substantially. In 1993 the number of sport management programmes offered by universities and colleges in the USA, including six doctoral programmes had mushroomed to 201 since their humble beginning in 1966 (Parkhouse & Pitts, 2005:5). Of major concern regarding these programmes is the fact that these programmes showed extensive content differences, while it is also clear that little differentiation existed between undergraduate and postgraduate programmes.

In 2003, although 166 institutions were identified by the North American Society for Sport Management (NASSM), there were only 34 undergraduate, 25 master's and a mere two doctoral sport management programmes that were approved through the joint effort of the National Association of Sport and Physical Education (NASPE) and NASSM (Jones *et al.*, 2008:78-79). Today it is estimated that over 200 colleges and universities offer degree programmes in sport management or sport administration (Humphreys & Maxcy, 2007:178; Lambrecht & Kraft, 2009:341), while there are over 250 sport management programmes in North America alone (Baker & Southall, 2007:284). These programmes range from concentrations within other majors to the PhD in sport management, and it would appear that sport management degree programmes are among the fastest growing areas of study in American universities. More and more students want to enrol in these programmes, and universities starving for students, based on reports that numerous doctoral students are able to find a teaching position in a university before or upon graduation, are expanding their programmes to accommodate this great demand (Lambrecht & Kraft, 2009:341).

However, despite the exponential and continuous growth in sport management programmes, the professional preparation in sport management, the validity of approval and accreditation of sport management programmes has recently been called into question by authors such as Cuban, Wysong and Helyar (Baker & Southall, 2007:284). Inevitably it would appear that in accordance with the aims of the current study to develop a sport management training programme for school sport managers in accordance with the diverse needs of South African schools, which is also content and topic specific, most of the questions surrounding sport management programmes in the USA currently evolve around an inability of each programme to ensure that it is indeed a relevant, challenging educational experience from which students emerge with appropriately marketable skills. Coupled with the preceding, there seems to be a lack of substantive evidence of the success of the professional preparation programme and of evidence of the effectiveness of

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

sport management programmes through measurement of actual outcomes relative to intended programmatic objectives.

In brief, in questioning the professional preparation for sport management in the USA a valuable lesson is to be learnt. Without reservation, this lesson should be kept in mind when a sport management programme for educator training for school sport managers in accordance with the diverse needs of South African schools is developed (cf. par. 7.5, p. 546). Inevitably, as was touched upon briefly, the lesson to be learnt presumes that the designated programme should be topic and content specific. Equally important: the programme should prepare current and prospective school sport managers adequately for the task at hand in respect of the required practical skills and competencies and theoretical knowledge.

Synthesizing, sport management programmes in America have witnessed significant growth and popularity due to enormous student interest and demand. In addition, universities are expanding the scope of physical education programmes from a teaching-based model to more holistic sub disciplinary programmes, including exercise physiology, sport and exercise psychology, and sport management. The new PE (kinesiology) has expanded to meet market demands. The historical evolution of sport management programmes in the USA has been called into question by different authors and has moved to a more business-oriented model. Furthermore, despite an apparent lack of text specific content, the significant growth and professional development of the sport management industry have led to the coming into being of professional organisations.

As a result of the increase in sport management programmes and the professional development of the sport management industry, professional organisations were established that became a fertile ground for new agendas, research, theories, applications, practice of management specifically related to sport, exercise (fitness), dance and play and ideas, especially in relation to the development of a curriculum and guidelines for sport management, policies and standards. Because most of the sport management programmes were developed in the USA, reference is made to sport management organisations in this country specifically.

In the USA, two organisations in particular have provided an indispensable service to the sport management profession, namely the North American Society for Sport Management (NASSM) and the National Association for Sport and Physical Education (NASPE). On 4 October 1985, NASSM was established to market and stimulate the sport management profession. This included encouragement to study, research, scholarly writing and professional development of sport

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

managers (Davis, 1994:16; Crosset & Hums, 2005:16). In 1986, NASPE established a sport management task force to begin the process of developing curricular guidelines (Naspe-Nassm Joint Task Force on Sport Management Curriculum and Accreditation, 1993:160). As such the continuous efforts of NASSM in 1986, and the subsequent publication of its research journal, the *Journal of Sport Management*, beginning 1987, marks the birth of sport management as bona fide academic discipline (Humphreys & Maxcy, 2007:178). Whereas NASSM in general focuses on professional development of sport managers, NASPE, an association of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), focuses on curriculum needs. Together these two organisations strive to lay down curriculum guidelines for programmes in sport management. Although these developed guidelines for sport management programmes serve as an American model for curriculum development to prepare students for the sport management profession, in relation to the current study these guidelines would be of immense value because the set guidelines give an indication of appropriate knowledge, skills and competencies (Parkhouse & Pitts, 2005:7) which should be included in a sport management training programme for educators in accordance with the diverse needs of South African schools. Sport management associations are being developed globally to add to the growth of sport management as a profession. Most recently came the announcement of the initiation of the Asian Association for Sport Management, while other examples include the European Association for Sport Management (EASM), the Sport Management Association of Australia and New Zealand (SMAANZ) and the Korean Association for Sport Management (Parkhouse & Pitts, 2005:6).

The preceding details further reveal and emphasise the significant growth of sport management programmes originated in the USA and have seen an increase (Lambrecht, 1991:48; Parks, 1991:100) in so far as other countries also started to offer sport management programmes. In 1980 it was reported that Canada offered 21 different programmes (ten undergraduate, nine master's, two doctoral), yet the number has decreased to 19 (ten undergraduate, seven master's, two doctoral) programmes. Whereas the USA programmes are more applied in nature, the Canadian programmes are more theoretical (Parkhouse & Pitts, 2005:5).

Sport management outside the USA continues to grow as well. As sport management becomes more global in nature, universities implementing successful nation-specific (country specific) programmes are producing successful sport managers as well. Universities in Belgium, Germany, Taiwan, France, Korea, Greece, Ireland, Spain and the Netherlands have all introduced sport management programmes to prepare future sport managers (Crosset & Hums, 2005:16). The first

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

undergraduate programme in Australia was offered in 1990 at the Victoria College and was mainly based on guidelines published in 1987 by NASPE (Parkhouse & Pitts, 2001:6).

Sport management programmes are also thriving in Japan. Parkhouse and Pitts (2005:6) advocate the belief that sport management programmes in Japan have undergone significant transformation as a result of the decreasing demand for PE educators and the increasing need for personnel in the commercial sector. Analogous to Parkhouse and Pitts one can also discern that this phenomenon or trend is possibly the reason for the rapid extension and growth of sport management programmes worldwide. As was alluded to earlier, one could thus say that curricular standards developed for the preparation of students for the sport management profession based on the American model for curriculum development should, as sport management becomes more global in nature, be adapted to the specific needs of both the country and industry. In so doing the needs of the global industry will be met. Hence, this view is in accordance with the purpose of this study (cf. par. 1.3.2, p. 12), namely to develop a sport management programme which is topic and content specific, for educator training in accordance with the diverse needs of South African schools (Crosset & Hums, 2005:16).

From the rapid increase in sport management programmes globally, as well as the establishment of professional associations and bodies, numerous subject magazines has seen the light. The most well-known are the *Journal of Sport Management*, *International Journal of Sport Management*, *Sport Management Review*, *Sport Marketing Quarterly*, *Cyber Journal of Sport Marketing*, *Legal Aspects of Sport and Physical Activity Journal*, *Journal of Sport Economics*, *Journal of Sport Tourism*, *European Sport Management Quarterly* (formerly the *European Journal of Sport Management*), *Marquette Journal of Sports Law* and the *Seton Hall Journal of Sports Law* (Parkhouse & Pitts, 2005:7).

To summarise, sport management has grown globally grown tremendously as an academic field of study in a short period of time. Equally important, the fact is that education and training as a global phenomenon cannot be doubted. It is furthermore clear that although sport management is relatively new to academia, its acceptance as a legitimate area of study is well documented in the literature. Additionally the need for sport management programmes stem from an increasing commercialisation of sport and sport related industries (cf. par. 2.4.6, p. 90). Inevitably this trend also had an impact on the South African sporting environment, in particular when professional sport increasingly became a reality after years of isolation from sport and international participation.

Subsequently a broad overview of the evolution and development of sport management programmes in South Africa is provided.

### 4.3 HISTORICAL OVERVIEW OF SPORT MANAGEMENT IN SOUTH AFRICA

The emergence of sub-disciplines within the scientific inquiry of movement phenomena has opened new avenues for cross-disciplinary scholarly activity and research. Especially the development and institutionalisation of the study of sport as a management phenomenon with sport management has provided the context for other disciplinary developments. Currently South Africa is the only country in Africa that offers formal training and development in sport management. However, there is a vacuum in the South African sport management literature regarding the study field of school sport management and competencies of sport managers, specifically regarding a scientific description of the competencies and requirements for the training of school sport managers (cf. par. 1.2.3, p. 7; par. 1.3.2, p. 12). Two factors nevertheless have probably made the formal training and development in sport management possible. Firstly, the commercialisation (cf. par. 2.4.6, p. 90) and professionalisation (cf. par. 2.4.3, p. 82) of sport have caused that the amateur basis on which sport was practised prior to 1988, was no longer sufficient and relevant. According to Hollander (2000:4) the extension of sport related services is increasingly going to require professionally trained persons in the sport industry in order to offer sufficient quality products and services to the consumer. Analogous to Hollander (2000:4), De Viliers (2003:2) and Burger *et al.* (2008:253) also reiterate the importance of professionally trained sport managers in the sport industry. Burger *et al.* (2008:253) in particular criticize virulently the inability of sport governing bodies to cope with the demands of the current local sport environment. They continue to allege that the reality seems to be that South African sport managers are ill-equipped to navigate the greater sport landscape, and tertiary preparation for sport management as profession does not deliver on the promise to produce sport managers who can position sport organisations optimally in the sport business environment. This particular view of Burger *et al.* (2008:253) is also supported by findings of this study in that the attention and importance assigned to the need for policy, procedures and systems signifies an urgent outcry for more support from the government and the DBE as a leading partner to deal with governance, policy and the delivery of well-equipped school sport managers in collaboration with HEIs and other partners (cf. par. 6.2.7, p. 408; 6.3.3, p. 492). The need for professional sport managers also grew from the second factor regarding formal training and development in sport management, namely the normalisation and internationalisation of sport after 1992. The International Olympic Committee's (IOC) acceptance of the South African National Olympic Committee (NOCOSA) probably instigated the growth of training and development in sport management.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

That the responsible management of sport in the light of the preceding broad outline (cf. also par. 1.2.2, p. 5-1.2.5, p. 10) has become of vital importance, despite sport management as a profession (Gouws, 2001:228) still being relatively young in spite of initiatives taken worldwide and in South Africa, is obvious. Because South Africa was isolated from the international sporting world through political boycotts, the national sport industry seemed to have stagnated. As a result, specialised sport management courses only gained momentum in the first half of the 1990s (Burger *et al.*, 2008:253). Nonetheless, the scenario remains where former players and coaches, in particular those who are well-known or have played or coached at different levels (provincial, national and international), are deployed in sport management positions, based more on formal athletic prowess and on their reputation or celebrity status, than managerial acumen and formal preparation. Career preferences in the sport management industry also seem to gravitate more towards natural sciences than the management sciences. As a matter of fact, nearly all South African universities offer formal sport and exercise related qualifications, yet less than 15% of these offer formal sport management degrees. In 2005 only a single institution had accreditation for a formal post-graduate sport management qualification, i.e. MBA in Sport Management (Burger *et al.*, 2008:253). However, no scientific-based and practice-directed sport management programmes for educator training currently exist for the management of school sport (cf. par 1.1, p. 1).

The latent need for formal sport management can further be seen in increased formal requests made to academic institutions for training and education in general sport management and specialised areas of sport management, which include sport governance, facility management and event management, including requests from national and regional sport governing bodies, state departments and national sport councils of other African countries. In fact, the need for formal, specialist sport management training in South Africa was already expressed in 1975 by the so called corner report by the Department Sport and Recreation, and addressed in 1982 in an investigation by the Council for Social Science Research (CSSR) according to Otto (1995:2).

Prior to 1988 formal and informal training in human movement studies and sport management as part of the curriculum of physical education was offered by universities, sport bodies, government institutions and tertiary bodies (Gouws, 1993:244; Otto, 1995:2). In 1988 the Rand Afrikaans University (RAU), now known as University of Johannesburg (UJ) took a strategic decision to introduce a chair of sport management in the Faculty of Economic and Management Sciences to which human movement studies were shifted (Gouws, 1993:244). Hence, RAU is widely credited as the first South African institution to introduce a sport management programme when they introduced a B.Com degree in Sport Management, based on the assumption that South Africa



#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

would be allowed back into the international sporting arena which would create a need for effective sport managers (Gouws, 2001:xvi). These programmes already range from undergraduate to doctoral level, and also include a certificate in Sport Administration and a certificate in Sport Coaching, as well as a National Diploma in Sport Management (University of Johannesburg, 2011). Ever since, numerous HEIs have started to offer related sport management programmes. Initially the biggest role players on national level were the technikons<sup>50</sup> of which there were seven that offered the National Diploma (ND) in Sport administration and Marketing. In 2000 the name of this programme changed to the ND in Sport Management. In this regard the former known Port Elizabeth Technikon<sup>51</sup> could be regarded as the pioneer who took the lead introducing formal training programmes in sport management. There were also Technical Colleges (Border and Tygerberg)<sup>52</sup> as well as Private Colleges (Varsity and Boston College) who offered a certificate in sport management.

Despite rejections of proposals for the radical restructuring of the Higher Education landscape based on findings from a task team of the Council of Higher Education (CHE) that the Higher Education sector was insufficient, unaffordable and ill-equipped to prepare students, the FET college sector in particular underwent major transformation and sport management programmes are still offered. Currently the HEI landscape consists of 23 institutions,<sup>53</sup> while work towards the

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<sup>50</sup>In the South African context, technikons were a uniquely South African invention and as such no longer exist. They were part of a transformation process of the South African education system. Technikons are now called universities of technology, i.e. institutions characterized by being research informed rather than research driven where the focus is on strategic and applied research that can be translated into professional practice. Furthermore, research output is commercialized, thus providing a source of income for the institution. Learning programmes, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles as defined by industry and the professions. See also subsequent notes and ensuing paragraphs (Du Pré, 2010:1-2,7, 9-10, 14-27)

<sup>51</sup>PE Technikon in its original form no longer exist and is now incorporated in the NMMU

<sup>52</sup>The educational landscape in South Africa changed after 1994 and technical colleges as such no longer exist. They were replaced by Further Education and Training Colleges (FET Colleges)

<sup>53</sup>These institutions are the University of the Witwatersrand (Wits); University of Cape Town (UCT); Rhodes University; Stellenbosch University; University of the Western Cape (incorporating the Dental Faculty of Stellenbosch University); University of Zululand; University of Venda; University of the Free State (incorporating the QwaQwa Campus of the University of the North and the Bloemfontein Campus of Vista University); North-West University (from the merger of the universities of Potchefstroom, and Vista Sebokeng Campus with North-West); University of Pretoria (incorporating the Mamelodi Campus of Vista University); University of KwaZulu-Natal (from the merger of the University of Natal and the University of Durban-Westville); University of South Africa (Unisa) (after the merger of Unisa, which incorporated the Vista University Distance Education Campus with Technikon SA); Tswane University of Technology (from the merger of Pretoria North-West and the Northern Gauteng Technikons); Durban University of Technology [formerly Durban Institute of Technology (from the merger of Natal Technikon and Technikon ML Sultan)], Central University of Technology [(CUT), formerly Technikon Free State]; Mangosuthu University of Technology (formerly Mangosuthu Technikon); University of Johannesburg (from the merger of Rand Afrikaans University, which incorporated the Soweto and East Rand campuses of Vista University with Technikon Witwatersrand); University of Limpopo (from the merger of the Medical University of South Africa and the University of the North); Nelson Mandela Metropolitan University (from the merger of the University of Port Elizabeth, which incorporated the Port Elizabeth

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

establishment of universities in Mpumalanga and the Northern Cape is continued (Burger, 2011:155). Of these most offer programmes in sport management ranging from a certificate to doctoral studies, while FET colleges offer a diploma in sport management and private colleges like Boston College, Varsity College and Centurion Academy also offer certificates and diplomas in sport management.

It is also interesting to take cognisance of the different names as they manifested during this development time. Most institutions use the name sport management, but names such as sport administration or sport marketing were also come across. The proliferation of programmes took place within a short period of time, and probably led to the oversaturation of the labour market. Despite the popularity of the programmes, it is contentious whether there are work opportunities for all those ones who have completed their studies, especially given the high unemployment rate of 25% according to the Quarterly Labour Force Survey by Stats SA (Burger, 2011:126).<sup>54</sup> Lack of working opportunities for sport management graduates is evident particularly on a regional level or a specific town within a province in South Africa. To substantiate this point, De Villiers (2003:52) cites as a classic example the Western Cape Province of South Africa which has a university, university of technology, FET college and two private FET Colleges in Cape Town which collectively offer sport management programmes and have an estimated 200 students who annually complete their studies. Based on feedback from SASCOC and other sport stakeholders during various skills planning stakeholder workshops, a similar view to that of De Villiers is held by Cathsseta (2012:64). The reason why the number of students being produced with a Sport Management degree far exceeds the demand, which is virtually non-existent, can according to Cathsseta, be attributed to the volunteer nature of sport in South Africa. As will be seen later, the content of these programmes differ in breadth and depth.

The demand for sport management training programmes should be market related and topic and subject specific, because the supply (provision) of all sport management training programmes is to a large extent determined by the demand, need and desire thereof. It is thus imperative to investigate the sustainability, relevance and relatedness of sport management training

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Campus of Vista University with Port Elizabeth Technikon); Walter Sisulu University in the Eastern Cape (from the merger of the University of Transkei, Border Technikon and Eastern Cape Technikon); University of Fort Hare (which incorporated the East London Campus of Rhodes University); Cape Peninsula University of Technology (from the merger of the Cape and Peninsula Technikons); Northern Cape Institute of HE, Mpumalanga Institute of HE and Vaal University of Technology (formerly Vaal Technikon) (Burger, 2010:165-166; Du Pré, 2010a:2-5)

<sup>54</sup> Steps by government to give sport in schools its rightful place and to promote P.E. as a standalone subject would change this point of view of Burger *et al.* and result in a bigger demand for specialist school sport managers who are able to teach sport and related activities and programmes such as P.E. (Edwards, 2011; Naidoo, 2012a; Van der Spuy, 2012)

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

programmes. This current study takes possession of the development of a sport management programme for educator training in accordance with the diverse needs of South African schools, based upon topic specific information from education authorities and from academics about the needs and competencies related to school sport management (cf. par. 1.3.2, p. 12, research aim 4 and 5, par. 6.2.3, p. 372). Other factors not within the scope of this study, but which inevitably play a role in the sustainability of sport management programmes for educator training include the selection of students, admission requirements, job opportunities, financing of various sport management programmes for educator training at HEIs, as well as the current state of affairs and needs in schools specifically for well-trained and equipped sport managers in accordance with the diverse needs of South African schools.

Although sport management is a relatively new concept in South Africa, and in particular in relation to school sport, the impact thereof (in particular regarding student numbers) is of such a nature that its importance and acceptance as a profession and as field of study in school sport, can no longer be ignored. It is envisaged that the demand for context and topic specific sport management training for school sport managers will increase with the concomitant increase in institutions offering sport management programmes specifically for educator training, given the recent announcement of the re-introduction of PE as standalone school subject. The changing demands, needs and desires of the sport industry and consumers further necessitate institutions currently offering such programmes to continually expose them to the market in order to ensure their sustainability.

In so far as this study is explorative in nature, it is imperative to compare examples of sport management and educator training programmes (cf. par. 1.3.2, p. 12, research aim 3 ). Examples of selected current sport management programmes enabled the researcher to explore the problematic surrounding the development of a programme and which is possibly historical in nature. Equally important, as was touched upon in Chapter Three (cf. par.3.7, p. 198), examples of different HEIs sport management training programmes can be compared with current and existing literature. Through this a framework of content and competencies could be established, which could offer a point of departure for development of possible questions asked during the interview with education specialists and experts in sport management from HEIs (cf. par. 1.4, p. 13 and par. 5.4, p. 316). This framework can be further refined in the unique South African context to develop a context-specific sport management training programme for educators in accordance with the diverse needs of South African schools (cf. Chapter 7).

#### 4.4 COMPARISON OF SPORT MANAGEMENT PROGRAMMES

As should be quite clear by now from preceding paragraphs, there are numerous institutions offering sport management programmes. Ultimately this state of affairs makes it impossible to view all the different sport management programmes, let alone compare them with one another. A selection of programmes from different institutions and on different levels was thus made to point out possible problem areas and possible weaknesses and threats. International programmes were selected on grounds of availability of programmes and content, but it was the endeavour of the researcher to target institutions that are regarded as leaders and experts in sport management training. For the South African perspective, they are those institutions representative of the type of programme (sport science or business orientated) or which are widely regarded as taking the lead and initiative regarding the terrain of sport management training.

From a brief overview of post graduate programmes, it became evident that sport management is a growing discipline and should continuously change to adapt to the ever changing demands and needs to be sustainable. An overview was necessary to look into the future and determine the possibilities and options available for further study, should a school sport manager wish to do so. More specifically in relation to the current study, it is imperative to take a look at current undergraduate sport management programmes.

##### 4.4.1 Undergraduate programmes

From the available information and review of related literature, it is quite clear that postgraduate studies were offered before there was an attempt to start with undergraduate studies (Parkhouse, 1991:6). Abroad undergraduate programmes in Sport Management normally result in students obtaining a B.A. (Sport Management)-degree or a Bachelor in Business Administration. To substantiate this point one has to look no further than the St Thomas University in Miami which offers both these programmes (St. Thomas University, 2011c). This particular university was the first to begin undergraduate programmes in 1973. Programmes of St Thomas University are a mixture of business and sport administration subjects. The following table (cf. Table 4, p. 213 below) presents a comparison of the BA degree in Sports Administration and the B Business Administration in Sports Administration of the St Thomas University.

Once more, it is clear that in accordance with the trend on postgraduate level, those similarities exist between the different programmes. These modules coincide with the ones of the post graduate modules. It should however be pointed out that in most of these modules there is also a difference in depth. Further, the content of the different modules is only given as an outline with

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

little or no in-depth examination of content, because the intent is not to criticize the content of the programmes, but merely to gain an understanding of existing programme content. It is further remarkable that none of these programmes make provision for any specialisation in a specific sport (sport code) or any modules that has to do with sport science or human movement science.

**Table 4: Comparison of the two undergraduate Sport Management programmes of the St Thomas University**

| <b>B. DEGREE IN BUSINESS ADMINISTRATION (SPORTS ADMINISTRATION)</b>          | <b>B.A. DEGREE IN SPORT ADMINISTRATION</b>          |
|--|---|
| Introduction to Sports Administration  | Introduction to Sports Administration               |
| Sports Financial Management  | Sports Financial Management                         |
| Legal Aspects in Sports Administration                                       | Legal Aspects in Sports Administration              |
| Sports Marketing and Promotions  | Sports Marketing and Promotions                     |
| Seminar in Sports Administration   | Seminar in Sports Administration                    |
| Sports Information and Public Relations                                      | Sports Information and Public Relations             |
| Stadium/Arena Management   | Stadium/Arena Management                            |
| Principles of Leisure Services Management                                    | Principles of Leisure Services Management           |
| Sports Psychology  | Sports Psychology                                   |
| Governance of Intercollegiate Athletics                                      | Governance of Intercollegiate Athletics             |
| Sports Tourism   | Sports Tourism                                      |
| Conventions, Trade Show and Destinations Management                          | Conventions, Trade Show and Destinations Management |
| Directed Study in Sports Administration                                      | Directed Study in Sports Administration             |
| Seminar: Special Topics  | Seminar: Special Topics                             |
| Principles of Marketing  | Principles of Marketing                             |
| Food and Beverage Management   | Food and Beverage Management                        |
| Sports Administration Internship I   | Sports Administration Internship I                  |
| Sports Administration II   | Sports Administration Internship II                 |
| Principles of Administration and Organisation                                | Sports Administration Internship III                |
| Principles of Accounting I   | Principles of Accounting I                          |
| Business Communication and Report Writing                                    | Business Communication and Report Writing           |
| Applied Sports Science   | Applied Sports Science                              |
| Principles of Macro-economics  | Principles of Macro-economics                       |
| Pre-Calculus   | Pre-Calculus  |
| Management Information Systems   | Microcomputer Applications                          |
| International/Multinational Management                                       | News Reporting                                      |
| Quantitative Analysis for Decision making                                    |   |
| Organisational Behaviour   |   |
| Principles of Microeconomics/Principles of Macro and Environmental Economics |   |
| Micro Computer Applications  |   |
| Principles of Accounting II/Principles of Managerial Accounting              |   |
| Financial Administration   |   |

(St. Thomas University, 2011d; 2011a; 2011b)

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Compared with trends in South African programmes, it is thus conspicuous that most of the local programmes make provision for specialisation in a specific sport (sport code) where specific sport studies are indeed dealt with. Gouws (1993:245) propounds that it is in stark contrast with trends at North American universities. He further adds that the emphasis should nevertheless be on management aspects and that sport directed content should not necessarily be prevailing.

In South Africa undergraduate programmes are offered on appreciably different levels by various institutions. In the ensuing discussion, programmes are discussed exemplary of an university which offers a programme in the Department of Sport Science, a university that presents a programme in the School of Human Movement Science and Recreation Science,<sup>55</sup> an university that offers a programme in the Department of Sport and Movement Studies; an university of technology, two FET Colleges and three private colleges that offer a one year programme. The selected examples were chosen on grounds of difference in origin as well as difference of level within higher education. These programmes include the following:

- B.A. (Sport Science) with Psychology at University of Stellenbosch;
- B.A. (Sport-, Health- and Leisure Science) at North-West University;
- B.Com (Sport Management) at UJ;
- ND: Sport Management at the Cape Peninsula University of Technology;
- Higher Diploma (Sport Management and Coaching at North Link College (Tygerberg Campus)
- National Certificate (Sport Management) at Boland College in collaboration with Exercise and Training Academy [(ETA)];
- Diploma (Sports Administration) at Boston City Campus and Business College;
- Diploma (Sport Management) at Varsity College;
- Diploma (Sport Management) at Centurion Akademie (Klerksdorp Campus);
- Government programmes

### **4.4.1.1 Stellenbosch University**

Students that enrol for a B.A. programme in Sport Science have an option between four packages, namely Sport Science with: (i) Geo Environmental Science; (ii) Psychology; (iii) English Studies and (iv) Afrikaans and Dutch. According to an earlier study by De Villiers (2003:64) this programme was previously also offered with Business Management, but a recent literature review and search on the web page of the Stellenbosch University clearly indicates that only the four

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<sup>55</sup>At the North-West University the Faculty of Health Science is structured into five schools, one research centre, two research units and three niche areas (North West University, 2011b:2)

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

mentioned options for a B.A. (Sport Science) were available (Stellenbosch University, 2011b:80; 2011a). After three years of full time studies, students are awarded the B.A (Sport Science) degree if they meet the requirements. For purposes of this study the content of a B.A programme (Sport Science) with Psychology is accounted for in Table 5.

**Table 5: Stellenbosch University B.A. (Sport Science) with Psychology**

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR  |
|--|---|---|
| Physiology<br>Information Skills<br>Psychology<br>Sociology<br>Sport Science:<br><ul style="list-style-type: none"> <li>• Applied Anatomy</li> <li>• Administration of sport and recreation</li> <li>• The sport experience</li> </ul> Afrikaans and<br>Nederlands/English Studies/Geo-<br>Environmental Science | Sport Science:<br><ul style="list-style-type: none"> <li>• Motor Learning</li> <li>• Sport Psychology</li> <li>• Movement Physiology</li> <li>• Applied Biomechanics</li> </ul> Movement Studies, Sport and<br>Recreation:<br><ul style="list-style-type: none"> <li>• Teaching and Programme Development</li> <li>• Adapted movement programmes</li> <li>• Sport and Recreation Management</li> <li>• Structure of Physical Activities</li> </ul> Psychology<br>English Studies or Sociology | Psychology<br>Sport Science:<br><ul style="list-style-type: none"> <li>• Sport Physiology and sport injuries</li> <li>• Peak Performance</li> <li>• Sport History</li> <li>• Sport Psychology – and sociology</li> <li>• Values and ethics in sport and physical activity</li> <li>• Professional Application</li> <li>• Tests and Measurement</li> </ul> Applied Kinesiology (students choose only one from adapted physical activity, sport coaching or fitness industry) |

(Stellenbosch University, 2011b:82-83; 149-150; 193-194; 202-203; 2011c:148-151)

If the content of the above mentioned programme is compared with other available programmes in the department Sport Science of this particular University, it can be observed that the exclusion of Business Management from the original programme referred to earlier makes a big difference. This finding demonstrates that the programme outlined in Table 5 in all likelihood represents an adapted Human Movement Science/Sport Science programme and is not necessarily aimed and directed at the requirements of the sport industry, and for that matter school sport. The subject sport science consists of modules which also include sport management, yet the focus remains on the movement aspects. The focus of the B.A (Sport Science) with Psychology programme thus seems to be twofold. Firstly to be leaders in the professional terrain of sport, recreation, movement education, fitness and health management, and sport and physical activities for disabled persons both locally and internationally. Secondly to provide students with an academic knowledge base of degree programmes for research in sport science or a related field (Stellenbosch University, 2011b:84). It is further hinted that the B.A (Sport Science) with Psychology programme is structured around a progression of professional skills, presented in the first year of study and refined and extended in the second year. A particular strength of the said programme would appear to be the re-exploration of topics in sport psychology, motor learning and exercise

physiology at progressive levels of academic complexity over the course of this study, while the selection of one area of specialisation in the third year should be applauded. On the whole, although the scope of the undergraduate study is based on international standards, one is inclined to observe a definite bias towards human movement, with an apparent lack of the required management skills and competencies (which in my humble opinion is at the heart of any successful programme), and in the case of the current study, school sport and sport related activities and programmes. The exclusion thus of related management modules reiterates the view expressed earlier that current sport management programmes are one dimensional and lack depth in content and topic specific information.

### ***4.4.1.2 North-West University (NWU)***

The NWU offers students the opportunity to obtain a B.A. (Sport, Health and Leisure Science)-degree in Human Movement Science and Recreation Science. The content of this programme in no uncertain terms indicates that it was developed from a Human Movement Science background, which integrates well-rounded and systematic knowledge of and skills involving human movement with the principles of psychology applicable to sport, health and human development. Through the integration of the afore-mentioned, it is envisaged that students should acquire appropriate competencies by solving problems, carrying out projects, dealing with real-life cases and practice-oriented scenarios. The programme does incorporate management knowledge and management competencies specifically for the health, sport and leisure sector, but offers neither generic (basic) management knowledge- and competencies nor context and content specific management knowledge and competencies for school sport managers. The content of the B.A. (Sport, Health and Leisure Science)-degree in Human Movement Science and Recreation Science (Sport Science) is depicted in Table 6 below (cf. p. 217).



**Table 6: NWU, BA (Sport, Health and Leisure Science), Human Movement Science and Recreation Science**

| FIRST YEAR  | SECOND YEAR  | THIRD YEAR  |
|---|--|---|
| Introduction to academic literacy <sup>56</sup><br>Language proficiency <sup>57</sup><br>Applied Anatomy  | Know and understand the world of health<br>Developmental Psychology<br>Sport Science   | Applied ethics: Business ethics, biomedical ethics, ethics of sports and recreation<br>Recreation Science:<br>• Professional issues in Recreation Science |
| Functional Anatomy<br>Human Movement Science:<br>• Motor Learning<br>• Sport organisation and administration<br>Introductory Physiology<br>Muscle Physiology<br>Recreation Science:<br>• Introduction to Recreation Science<br>• Introduction to Outdoor Recreation<br>Sport Science<br>• Generic Sport Science | • Coaching Science in, Athletics, Swimming, Tennis or Netball (Students choose one)<br>• Coaching Science in Gymnastics, Hockey, Cricket or Rugby (Students choose one)<br>Recreation Science:<br>• Recreation Leadership<br>• Applied Recreation Practice | • Leisure Time Facilitation<br>• Leisure Time Programming<br>• Recreation Management  |

(North West University, 2011b:62-63).

**4.4.1.3 University of Johannesburg**

The University of Johannesburg offers a B.Com degree in Sport Management. On closer examination of the content of this programme, depicted in Table 7 (cf. p. 218 below), it becomes apparent that the programme was developed from a Human Movement Science background and perspective, adapted to incorporate more management knowledge and management competencies. The greatest advantage of structuring the programme this way lies in the variety of career choices it offers students. By majoring in business management, students qualify for jobs in marketing and selling. Similarly, the study of industrial psychology is a prerequisite for jobs in human resource management, industrial psychology, management training, and labour relations. Accountancy and Economics allow students to take up jobs as accountants and economists. Students are thus also able to take up jobs outside of sport, because it would seem that the developed sport management competencies will be useful to students when they serve sport in a volunteer capacity as committee members or coaches. However, as was repeatedly stressed throughout this study, there is a vacuum in the South African sport management literature

<sup>56</sup> Students who did not pass the compulsory skills test with regard to academic literacy must register for this module

<sup>57</sup> According to prof. Mariette Lowes, Vice Rector: Academics, NWU, this subject was introduced by the NWU with the purpose to send an all-round, well-balanced and rounded off student into the commercial world (Visser, 2010:2)

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

regarding the study field of school sport management and competencies of school sport managers, which requires a unique, topic and content specific sport management programme (cf. par. 1.3.2, p. 12) for educator training in relation to the diverse needs of South African schools. In other words the current sport management programme of UJ appears to be too generic in outcome.

**Table 7: UJ, B.Com (Sport Management)**

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR   |
|--|---|--|
| Analytical Techniques  | Economics or Accounting   | Business Management  |
| Business Management  | Industrial Psychology   | <ul style="list-style-type: none"> <li>Human Resource Management</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>Introduction to Business Management</li> </ul>  | <ul style="list-style-type: none"> <li>Organisational Behaviour</li> </ul>                                    | <ul style="list-style-type: none"> <li>Organisational change and development</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Basic Financial concepts</li> </ul>   | <ul style="list-style-type: none"> <li>Industrial Psychology Research</li> </ul>                              | <ul style="list-style-type: none"> <li>Strategic Management</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>General Management</li> </ul>   | <ul style="list-style-type: none"> <li>Measurement and evaluation</li> </ul>                                  | Industrial Psychology  |
| Industrial Psychology  | Business Management   | <ul style="list-style-type: none"> <li>Human Resource provision</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>Introduction to Industrial Psychology</li> </ul>  | <ul style="list-style-type: none"> <li>Advanced General Management</li> </ul>                                 | <ul style="list-style-type: none"> <li>Human Resource appropriation</li> </ul>                               |
| <ul style="list-style-type: none"> <li>Human development and behaviour</li> </ul>  | <ul style="list-style-type: none"> <li>Small Business Management</li> </ul>                                   | <ul style="list-style-type: none"> <li>Career Management</li> </ul>  |
| <ul style="list-style-type: none"> <li>Interpersonal attraction and affiliation as well as group behaviour in the workplace</li> </ul> | <ul style="list-style-type: none"> <li>Information Management</li> </ul>                                      | <ul style="list-style-type: none"> <li>Ethical decisions based on the professions code of conduct</li> </ul> |
| <ul style="list-style-type: none"> <li>Ergonomics</li> </ul>   | <ul style="list-style-type: none"> <li>Project management</li> </ul>  | Human Movement Studies   |
| <ul style="list-style-type: none"> <li>Consumer Psychology</li> </ul>  | Human Movement Studies  | <ul style="list-style-type: none"> <li>Perceptual and motor learning</li> </ul>                              |
| Exercise Physiology  | <ul style="list-style-type: none"> <li>Education and training structures for sport in South Africa</li> </ul> | <ul style="list-style-type: none"> <li>Sport Psychology</li> </ul>   |
| Human Movement Studies   | <ul style="list-style-type: none"> <li>Curriculum Design</li> </ul>   | <ul style="list-style-type: none"> <li>Sport as a business</li> </ul>  |
| <ul style="list-style-type: none"> <li>Skeletal System</li> </ul>  | <ul style="list-style-type: none"> <li>Exercise Science</li> </ul>  | <ul style="list-style-type: none"> <li>Sport Sociology</li> </ul>  |
| <ul style="list-style-type: none"> <li>Terminology and orientation</li> </ul>  | <ul style="list-style-type: none"> <li>General Management in Sport</li> </ul>                                 | <ul style="list-style-type: none"> <li>Sport Philosophy</li> </ul>   |
| Anatomical and biomechanical analyses  | <ul style="list-style-type: none"> <li>Recreation Studies</li> </ul>  | Functional Management in sport   |
| Introduction to health promotion   | <ul style="list-style-type: none"> <li>Recreation Practice</li> </ul>   | Trends in sport  |
| Sport History  | <ul style="list-style-type: none"> <li>Distinguish between management and sport management</li> </ul>         | Stress Management  |
| Sport and the economy  | <ul style="list-style-type: none"> <li>Sport Tourism</li> </ul>   | South African Labour Law   |
| Sport and gender   | Perceptual Motor Learning and behaviour   |  |

(University of Johannesburg, 2010b:173-182; 238-241; 2010a:125-127;171; 179-183)

When compared to the programmes presented by Stellenbosch University and NWU, one is inclined to believe that if the programmes of these universities are merged or integrated with the programme of UJ, in so doing the ultimate solution and best possible programme can be developed

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

to serve the interests of the sport industry, and in relation to the current study, schools and the diverse needs of South African school sport managers. It does nevertheless beg the question as to what is at the best interest of schools and also the sport industry in general on the one hand, and on the other hand how to satisfy the needs and wants of the consumer. It is however necessary to remain objective and would require continuous research into matters like the one just raised to eventually strike gold to ensure that current and future school sport managers are prepared and be able to meet demands, desires and wants of the ever increasing critical consumer.

In their second year students are also compelled to do practical experiential learning. This entails a presentation of a fun day for senior citizens, and managing an event and presentation of volunteer projects, amongst others.

### ***4.4.1.4 Universities of Technology***

There are six universities of technology which offers sport management programmes. The National Diploma: Sport Management is offered by all six universities of technology under the same curriculum requirements, although different names for subjects, implicating the same meaning are used and additional subjects are offered here and there. So the Central University of Technology (CUT) and Cape Peninsula University of Technology (CPUT) offer Experiential Learning, whereas all the other use the name Sport Practica and the Vaal University of Technology (VUT) also offers English as a subject. All these programmes extend over three years. It is nevertheless also possible to have earlier exit points. That is to say that a Certificate (Sport Management) for instance can be issued after successful completion of the first year of study, and a Diploma in Sport Management after the second year's successful studies. Students who prefer this option may however, not study in the same field of study the following year.

The content of these programmes includes three main subjects, namely Sport Management, Sport and Physical Recreation Studies, and Marketing. These subjects are offered up to third year level. Other subjects are Public Relations, Communication and End-user Computing, while subjects such as Sport Nutrition, Sport Psychology and Consumer Behaviour are also included. Public Relations as a subject is offered until second year level. Students who wish to graduate in the National Diploma (Sport Management) are also compelled to do practicum in each of their three years of study, while they should participate in cooperative education during their third and final year, and complete an internship with an approved institution. From the previous discussion it should be clear that the programmes of the Universities of Technology are the only ones available at HEIs in

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

South Africa, which give credit for practical experience or the so called internship. These programmes are offered full time and part time. The distribution of subjects is indicated in Table 8.

**Table 8: Distribution of subjects for the ND: Sport Management at Universities of Technology**

| FIRST YEAR   | SECOND YEAR  | THIRD YEAR   |
|--|--|--|
| Sport Management (includes modules of general management)                                      | Sport Management (application of general management on sport)  | Sport Management (strategic management)  |
| Sport and Physical Recreation Studies (includes anatomy, physiology, and applications thereof) | Sport and Physical Recreation Studies (includes sport psychology, sport sociology and exercise physiology) | Sport and Physical Recreation Studies (Fitness and exercise programmes, sport psychology, sport sociology) |
| Event Management   | Consumer Behaviour   | Sport Marketing  |
| Sport Marketing  | Sport Marketing  | Experiential Learning  |
| End User Computing   | Public Relations   |  |
| English  |  |  |

(Cape Peninsula University of Technology, 2011)

### 4.4.1.5 Further Education and Training Colleges (FET Colleges)

In the South African education system education provision is organised according to the National Qualifications Framework (NQF). With the transformation of the Higher Education landscape, technical colleges as such no longer exist and were replaced by FET Colleges, yet despite this change, programmes in sport management are still offered by FET Colleges. These sport management programmes are endorsed by the Institute of Administration and Trade and are accredited by the Education and Training Qualification Authorities (ETQA), while academic requirements are laid down by the South African Qualifications Authority (SAQA). SAQA also has the power to maintain the NQF. The professional requirements are laid down by the South African Council for Educators (SACE) and the occupational requirements by the DHET). Finally the National Standards Bodies (NSBs) are responsible for the registering of qualifications in the NQF. Currently sport management programmes are offered by Northlink College (Tygerberg Campus) and Boland College (Stellenbosch Campus.) Northlink College offers both a one year Certificate in Sport, Recreation and Fitness and a three year Higher Diploma: Sport Management and Coaching (Northlink, 2011a). Boland College affords the student the opportunity to obtain a National Certificate: Sport Management: Sport and Marketing Management (N4-N6) in collaboration with the Exercise Training Academy (ETA) in two years (Boland College, 2011). The three year diploma course has a scientific and practical approach and equips students for better involvement in sport codes. The typical course of study for the three year higher diploma of Northlink FET College is portrayed below in Table 9.

**Table 9: Higher Diploma: Sport Management and Coaching**

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR   |
|--|---|--|
| Sport Science<br>Sport Management<br>Marketing<br>Fitness Studies<br>Methodology of Coaching<br>Kinder Kinetics<br>Communication<br>Recreation and Adventure<br>Exercise Physiology (Coaching) | Sport Science<br>Sport Management<br>Marketing<br>Fitness Studies<br>End User Computing<br>Kinder Kinetics<br>Intro Accounting and Finance<br>Recreation and Adventure<br>Exercise Physiology (Coaching)<br>Personal Trainer (Optional Extra) | Sport Science<br>Sport Management<br>Marketing<br>Fitness Studies<br>Economics<br>Kinder Kinetics<br>Research Methods<br>Recreation and Adventure<br>Exercise Physiology (Coaching)<br>Personal Trainer (Optional Extra) |

(Northlink, 2011b)

The National Certificate: Sport and Marketing Management of Boland College in collaboration with the ETA is shown in Table 10 (cf. p. 222 below).

From Table 9 and Table 10 it can be deduced that sport management programmes of FET Colleges are directed and aimed more specifically on the practice of coaching and are advertised as such. The course is a combination of Sport Science and Management subjects. Exposure to and participation in competitions, meetings and sporting activities is included in the course. More specifically, sport management programmes referred to previously in this paragraph are aimed and directed on the practice of coaching and are advertised to this end. First year students enrolled for the higher diploma pass through basic training in all sport codes. In their second year students are required to choose any four sport codes and in their third and final year one summer and one winter sport code, respectively. Students could specialize in their second year in motor development and qualify as motor therapists. At an additional cost, students enrolled for both the certificate: Fitness and Coaching Science can add to their skills by choosing any of the ETA specialisation modules on offer during their course. These options include aerobics, step and tone classes to music, coaching sport (cricket, football, hockey, netball or rugby; beginner to intermediate level), indoor cycle classes to music, massage for sport and fitness, nutrition for

**Table 10: National Certificate: Sport and Marketing Management of Boland College in collaboration with the ETA**

| FIRST YEAR   |   | SECOND YEAR   |  |
|--|---|---|--|
| N5<br>FIRST SEMESTER   | N5<br>SECOND SEMESTER   | N6<br>FIRST SEMESTER  | N6<br>SECOND SEMESTER  |
| Marketing Management<br>Computer Practice<br>Entrepreneurship and Business Management<br>Management Communication  | Marketing Management<br>Computer Practice<br>Entrepreneurship and Business Management<br>Sales Management | Marketing Management<br>Sales Management<br>Entrepreneurship and Business Management  | Marketing Communication<br>Marketing Research<br>Sales Management<br>First Aid |
| ETA PROGRAMME: NATIONAL CERTIFICATE LEVEL 5 IN FITNESS OR COACHING SCIENCES  |   |   |  |
| NATIONAL CERTIFICATE: FITNESS  |   | NATIONAL CERTIFICATE: COACHING SCIENCE  |  |
| Life Skills for fitness professionals<br>Exercise Science<br>Applied Kinesiology and training methods<br>Screening, assessment and programme design<br>Lead and instruct individuals or groups (personal training)<br>Special needs in fitness | Nutrition and wellness<br>Health and safety<br>Business administration and management                     | Life skills for coaches<br>Sport and Exercise Science<br>Applied Kinesiology and training methods<br>Coach sport for beginner to intermediate levels<br>Screening, assessment, testing and programme design<br>Applied Coaching Science | Special needs in coaching sport<br>Health and safety<br>Sport team management  |

(Boland College, 2011; Exercise and Training Academy, 2011b; 2011a)

performance, pilates mat, vinyasa yoga level one. The ETA coaching specialisations are not the federation's course, students are encouraged to complete the level 1 course as it is important to work with their specific sport federation. The accent is clearly more on the motor and not necessarily on business (management). Obtaining a qualification like the aforementioned nevertheless creates the possibility of a potential problem situation, because students are enabled to obtain further qualifications on a higher level without having to wade through bridging programmes to ensure that they meet the set requirements and standards required for training on higher levels, such as Honours, Master's and Doctorate. Currently FET Colleges do not offer degree qualifications. Students are thus compelled to make use of a HEI to obtain further qualifications in this field, and as such a gap exists in current training for students who wish to

continue and/or progress in the field of sport management, but do not have the intellectual ability or the required level of skill and knowledge for study at an HEI.

#### 4.4.1.6 Private Colleges

Apart from FET Colleges private colleges, like Boston City Campus and Business College situated across the country, Boston College, Rosebank College, Varsity College and Centurion Akademie (CA) for instance all offer diploma courses in sport management and related fields. So Boston College offers a diploma in Sports Administration, while Rosebank College, Varsity College and CA offer diplomas in Sport Management. The duration of this programme is one year full time and two years part time, while some modules can also be completed on a correspondence basis. The one year Diploma: Sport Administration of Boston College comprises the following modules:

**Table 11: One-year diploma: Boston College**

| MODULE                           | CONTENT   |
|----------------------------------|---|
| Sport Sociology                  | Sport and socialising<br>The role of the coach<br>Sport and group dynamics<br>Sport and aggression<br>Spectator violence and crowd behaviour in sport<br>Politics of sport<br>Sport development in South Africa<br>Role of sport in education   |
| Sports Marketing and Sponsorship | Introduction to Marketing<br>Events management<br>Presentations, proposals and administration<br>Marketing of products through sport<br>Sales Opportunities<br>Sponsorship-Opportunities, teams, individuals<br>Promotions<br>Corporate Social Responsibility<br>Publicity and the media<br>Global Sport Marketing<br>Planning and strategy |
| Sport Psychology                 | Introduction to sport psychology<br>Psycho-physiological aspects of sport participation<br>Fear, arousal of sport performance<br>Stress and Anxiety Management<br>Visualisation and portrayal<br>Concentration: Focus of attention<br>Goal, and objective setting and confidence  |

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| MODULE                           | CONTENT  |
|----------------------------------|--|
| Coaching, Exercise and nutrition | Management of Coaching<br>Preseason; In Season and after season management<br>Management of relations<br>Science of coaching<br>Training Principles<br>Training prescriptions for special populations<br>Sport nutrition and diet programmes |
| Management and Contracts         | Principles of management<br>Sport Club management and administration<br>Tournaments<br>Effective communication skills and crisis management<br>Sport Contracts<br>Basic Financial management<br>Group- vs. Agent representation              |

(Boston City Campus and Business College, 2011)

Compared with the National Diploma offered over three years by FET Colleges one can clearly see that the one year diploma offered by a private college differs significantly from the National Diploma. The one year diploma programme of private colleges seems to equate the FET Colleges' certificate programme which stretches over three years, but where the focus is on coaching.

### **4.4.1.7 Government programmes**

The former NSC during the nineties raised their own programmes in an effort to put in order the backlog left during the apartheid years regarding introductory level programmes for training and development required for the effective management of sport and recreation in South Africa. These education and certification programmes were directed at the accreditation of the training of sports coaches, administrators, and technical officials who are part of sport clubs or wish to be part thereof, but have little or no training. The best known of these programmes is the Protea Mmuso (Burnett & Hollander, 1999:238). This programme was also in line with the framework of a sport development continuum (cf. Fig 6, p. 111) that was regarded as a priority to increase effective management practices in sport development. In this regard the current sport development pyramid or continuum of foundation, participation, performance and excellence phases, enshrined in the National Sport and Recreation Plan, Draft 20 (Sport and Recreation South Africa, 2011b:21), mooted at a conference of the NSC in 1993 already, (Sport and Recreation South Africa, 2011b:9, 13) represents a truly "bottoms up" plan for transforming the delivery of sport and recreation in South Africa. This said sport development continuum (cf. par. 2.5.3, p. 106) therefore implies development in the shape of a pyramid, where the base can be regarded as the input and feedback that enters the system and the pinnacle is the elite, high performance athletes who should be seen at world championships.



#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Similar to the graduation up a pyramid of the sport development continuum, sport leaders, were exposed to training relevant to their level of entry (existing skills and knowledge) and progress from fundamental skills training to more specialised training programmes in the Protea Mmuso training programme (Hendricks *et al.*, 1996). The Protea Mmuso programme however no longer exists and originally consisted of the following courses, namely the Sport Leader, the Sport Administrator, the Sport Coaching and also the Facilitator course.

Since discontinuation of the Protea Mmuso programme, SRSA has provided a skills programme for Sports Leaders that is accredited by SAQA and was based on the SASC skills programmes aligned with the NQF. The programme of short courses helps to develop skills pertaining to sport management and leadership. It is aimed at enhancing the skills of individuals involved in the different categories, i.e. administrators, coaches, managers and technical officials (Frank, 2006:36). While this is primarily focused on the provision of grassroots skills, it empowers individuals and can be considered a worthwhile contribution to the development of sport in South Africa. However, the aforesaid programme is currently under revision (Mene, 2012) and as a result the programme for sport and recreation leaders was not available (cf. also note 43, p. 109). Furthermore, SRSA programmes initiated a school sport coaches programme, aimed at significantly increasing the number of qualified sport coaches, especially in the so called previously disadvantaged areas of the country (Sport and Recreation South Africa, 2011b:6, 6-28; 2011c:5). It should nevertheless be said that the aforesaid school sport coaches programme is only a generic programme (Mene, 2012) and that a sport specific school sport coaches programme still needs to be developed in accordance with the recently proposed school sports policy. In view of the abovementioned programmes which are available, the South African government through SRSA is facilitating the process of sport development. The number of individuals who have enlisted on these courses should be determined, whilst further studies are required to establish the success of these initiatives. It nevertheless confirms views expressed earlier for the need for context and content specific training in different settings (cf. par. 1.2.2, p. 5).

In spite of the value of the programmes as set out by SRSA to help develop skills pertaining to sport management and leadership, these volunteers nevertheless lack the required skills and training to manage school sport professionally. Isolation from international participation gave rise to the fact that problems in the management of sport and recreation were neither observed nor ever addressed, despite new demands, needs and desires from school sport managers in particular in relation to the undertaken study. According to Gouws (2001:200), knowledge of the management process and the application of specific sport management principles is crucial. The

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

fundamental management principles must be supplemented with information management, decision-making, communication and negotiation. Subsequently it is important to strike a balance between training programmes offered by SRSA and HEIs and the needs, demands and desires of industry. As noted, government programmes do not meet all the requirements for training of school sport managers in the unique South African setting, are short and to a large extent seem to be based on the previous Protea Mmuso programmes. Since the incorporation of the SASC into the National Government Department responsible for sport and recreation, all training programmes developed by SASC, have become part of the initiatives of SRSA and information on the SASC was replaced and revised accordingly. According to Davis, Goslin, Hendriks and Singh (2005) the following training programmes have been offered by SRSA since 2005, namely:

- Basic Sport and Recreation Administration (NQF level 4);
- Advanced Sport and Recreation Administration (NQF level 5);
- Advanced Sport and Recreation Facility Management (NQF level 5);
- Facilitation Skills in Sport and Recreation (NQF level 5); and
- Indigenous Games Skills Programme (NQF level 5).

More specifically in relation to the current study, the content of the SRSA skills programme for Sport and Recreation Leaders (NQF level 4); SRSA skills programme for Sport and Recreation Managers (NQF level 5) and the SRSA skills programme for Sport Coaches (Generic and Sport specific) (NQF level 5) is depicted in Table 12 below.

**Table 12: SRSA skills programme for Sport Leaders Managers and Coaches<sup>58</sup>**

| FUNDAMENTAL  | CORE   | ELECTIVE  |
|--|--|---|
| SRSA SKILLS PROGRAMME FOR SPORT AND RECREATION LEADERS (NQF LEVEL 4) |  |   |
|  | Promote sport, recreation and, fitness activities in a community       | Lead an activity for community sport, recreation and/or fitness |
|  | Administer sport, recreation and fitness facilities                    |   |
|  | Apply Sport, Recreation and Facility values and ethics                 |   |
|  | Create, improvise and organise sport, recreation or fitness activities |   |

<sup>58</sup> In an E-mail received from Ms Ntombise Nene, the researcher was informed that the Sport Leader and Manager programme is currently under revision and will still have to be submitted to Cathsseta for approval. Only a programme published by SRSA in 2005 and a proposed matrix: SRSA Skills Programme for Sport and Recreation Leaders and an advanced programme for Sport and Recreation Facility Management and a generic sport coaching programme were available at the time of the current research

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| FUNDAMENTAL   | CORE  | ELECTIVE   |
|---|---|--|
| <b>SRSA SKILLS PROGRAMME FOR SPORT AND RECREATION LEADERS (NQF LEVEL 4)</b>               |   |  |
|   | Demonstrate an understanding of issues affecting people with special needs                                      |  |
|   | Contribute to information distribution regarding HIV/AIDS in the workplace                                      |  |
| <b>SRSA SKILLS PROGRAMME FOR SPORT AND RECREATION MANAGERS (NQF LEVEL 5)</b>              |   |  |
| Apply communication skills in the workplace   | Implement basic business management and organisational skills in the Sport, Recreation and Facility environment | Choice between three areas of speciality, namely Sport Team Management, Facility Management or Event Management                      |
| Lead a team   | Manage volunteers   |  |
|   | Plan, implement and evaluate a minor event or programme   |  |
|   | Assist in the marketing and selling of Sport, Recreation and Facility related products and/or services          |  |
|   | Promote an understanding of diversity and equity in the Sport, Recreation and Facility environment              |  |
|   | Provide for safety and risk management  |  |
|   | Establish sustainable Sport, Recreation and Facility structures in a community                                  |  |
|   | Implement policies regarding HIV/AIDS in the workplace  |  |
| <b>SRSA SKILLS PROGRAMME FOR SPORT COACHES (GENERIC AND SPORT SPECIFIC) (NQF LEVEL 5)</b> |   |  |
| Plan and conduct a research project   | Accept the roles and responsibilities of a coach  | Areas of specialisation: A specific sport code (e.g. tennis, hockey rugby), and disability sport (Both modules have to be completed) |
| Apply workplace communication skills  | Apply principles of growth and development to coaching  |  |
|   | Plan practice sessions and teach sport skills   |  |
|   | Provide for safety and risk management in sport, recreation and fitness   |  |
|   | Include persons with disabilities in sport, recreation and fitness  |  |
|   | Implement policies regarding HIV/AIDS in the workplace  |  |
|   | Ensure ethical behaviour and team discipline  |  |
|   | Apply an understanding of social psychological aspects of sport   |  |

(Sport and Recreation South Africa (SRSA), 2005)

From the content and time duration of the SRSA's skills programme for sport leaders and managers as well as sport coaches as indicated in Table 12, it is quite clear that all these programmes are introductory level programmes. More often than not these programmes are presented on a regional level by facilitators, who themselves have little or no formal training.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Various volunteers are trained, but the fact that this happens on a voluntary basis, can and has to a large extent lead to the downfall of these skills development training programmes. This would leave a prominent deficiency, because programmes offered by FET institutions as discussed previously (cf. par. 4.4.1.5, p. 220), beg the question if they are adequate and sufficient for the sport management training of specifically school sport managers. The mentioned FET training institutions and government programmes should therefore inevitably serve as a bridging to higher education for prospective voluntary school sport managers with little sport background, or even as introductory modules to level five qualifications, but students of these are employed by schools as a result of inadequate resources. In the context of this study, the aforementioned is important, because the level of competence, skills and training of voluntary school sport managers obviously has an impact on a sport management programme for educator training in accordance with the diverse needs of South Africa in the sense that one is inclined to believe that all school sport managers should be trained, regardless of their status (voluntary or educator). This can be attributed to the fact that not all school sport managers are qualified educators, and this begs the question as to the extent to which all school sport managers should have the necessary training, and what should be included in a sport management programme, not only for educator training, but also for voluntary school sport managers (cf. par. 1.2.3, p. 7). The detail and requirements of the voluntary school sport managers will however not be looked at, because it is not within the scope of the current study.

Given the extent and purpose of the current study, it is further of the utmost importance to take a closer look at current educator training programmes. Through this the researcher will attempt to determine whether or not existing educator training does indeed make provision for sport management training of educators.

#### 4.5 EDUCATOR TRAINING

In a national education system, opportunities on different levels should be provided. The education levels that are referred to are pre-primary education, the secondary education level and the tertiary or higher education level. In the South African education system education provision is organised according to the NQF (Steyn *et al.*, 2011:101). This framework consists of three bands with different levels in each band. These bands are: (i) General Education and Training (GET); (ii) Further Education and Training (FET) and (iii) Higher Education and Training (HET). The GET band includes grade 1 to 9 of formal education and comprises the basic school or foundation phase (Grade 1-3); the intermediate (Grade 4-6) and the senior phase (Grade 7-9), which completes the compulsory phase of education. Learners enter the FET band after they have completed the

compulsory phase of education in Grade 9. FET forms the second band of the NQF and comprises all learning and training from NQF levels two to four or the equivalent of Grade 10, 11 and 12 of formal schooling. Various providers are involved in this band, such as senior secondary schools, FET colleges, Non-Governmental organisations (NGOs), private FET colleges and private providers (cf. par. 7.2, p. 509; Fig. 22, p. 409).

From the previous discussion it follows that educator training should make provision to adequately train and equip educators for the different levels of the South African education system. In accordance then with the NQF, undergraduate programmes for educator training South Africa are offered on appreciably different levels by various institutions and make provision for appropriate training for the different phases or bands. For the purposes of this study, an analysis of educator training will only be conducted on undergraduate level, because these programmes are in place already and post graduate programmes will only develop further as the demand, desire and need for a sport management programme for educator training in accordance with the diverse needs of South African schools increases. Only one postgraduate programme will be looked at, because this is a generic programme which follows undergraduate study and allows for the attainment of an academic and professional qualification. Subsequently in the ensuing discussion, educator training programmes are discussed of a university which offers a programme for the foundation phase, a university which presents a programme for the intermediate phase, a university that offers a programme in the senior and further education phase as well as one that offers a programme only in the further education and training phase, and one university which presents students the opportunity to obtain a postgraduate certificate in education, together with programmes from two universities of technology. Programmes will not be analysed in detail regarding the education related modules, only the extent of specialised subjects. The selected examples were chosen on grounds of difference in origin as well as difference of focus in respect of the different phases of the South African education as was mentioned previously. These programmes include the following:

- B.Ed: Foundation Phase (Grade R-3) from the Nelson Mandela Metropolitan University (NMMU);
- B.Ed: Intermediate Phase (Grade 4-6) from the University of the Free State (UFS)
- B.Ed: Senior and Further Education and Training Phase (Grade 7-12) in Movement Science for Education from NWU;
- B.Ed: Further Education and Training (Grade 10-12) in Human Movement Science and Sport Management from University Pretoria (UP);
- Post Graduate Certificate in Education from UFS;

- Advanced Certificate in Education: GET (Senior Phase, Gr.7-9) with FET Specialisations from Walter Sisulu University (WSU);

#### 4.5.1 B.Ed: Foundation Phase (Grade R-3) from the NMMU

The NMMU enables students to obtain a B. Ed: Foundation Phase (Grade R-3) degree. This particular programme provides prospective educators with the knowledge of the three learning programmes (literacy, numeracy and life skills) as well as the skills to integrate all learning areas into these learning programmes (Nelson Mandela Metropolitan University, 2011c:38). Further the programme emphasises hands-on classroom competencies and the production of teaching and learning media. It is a four year full time degree programme in which various academic and professional subjects/modules provide background knowledge for teaching, with planned and site-based learning opportunities for observation and practical teaching provided in the first three years. The fourth and final year largely consists of site-based learning and incorporates an element of research.

Apart from the compulsory subjects related to the didactics of teaching and professional preparation as educator, like Education, Curriculum Studies: Arts and Economic and Management Sciences (EMS), General Mathematics, End User Computing, Method of Life Skills and Literacy, Educational Design and Development, Educational Thought, Teaching and Learning, Subject Mathematics, Natural and Life Sciences, Teaching Practice as well as Educational Media and Classroom Competence and electives, students are compelled to do two modules in Human Movement Science during their first year (Nelson Mandela Metropolitan University, 2011b:25-28). The content of the modules for Human Movement Science is presented in Table 13.

**Table 13: Content of the B.Ed Foundation Phase degree: NMMU**

| FIRST YEAR             | CONTENT  |
|------------------------|--|
| Human Movement Science | <ul style="list-style-type: none"> <li>• The purpose of these modules is to provide students with experience in the relevant movement types required by the specific sport. It will also prepare students to coach participants in the respective sports at an introductory levels</li> <li>• Basic sport specific skills</li> <li>• Basic sport-specific tactics</li> <li>• Basic sport-specific rules</li> </ul> |

(Nelson Mandela Metropolitan University, 2011a)

Upon closer examination of Table 13 one can deduce that the content of this specific module is directed at the coaching of learners and is designed to provide students with a theoretical background of different sports. The content of these modules is nevertheless insufficient to prepare educators properly to manage school sport. From the content analysis of the B.Ed Foundation Phase it is further evident that the module Method of Life Skills is designed to provide students with the theoretical background of the various knowledge components that form the foundation of Life Skills for the foundation phase. Further on will this module also provide students with the necessary knowledge, skills and values to teach Life Skills to foundation phase learners. Invariably the question remains whether this will be sufficient to manage school sport sufficiently and teach learners basic skills related to sport and sport related physical activities and programmes, because the purpose of this module clearly states that through this module students should be able to improve and develop their content knowledge, as well as pedagogical content knowledge base of the Life Skills Learning Programme.<sup>59</sup> To conclude, it remains to be seen whether the content of the B. Ed: Foundation Phase programme is relevant and sufficient to prepare educators for the management of school sport.

Besides the learning programme B. Ed: Foundation Phase, one needs to look at the B. Ed: Intermediate phase degree programme.

#### **4.5.2 B. Ed: Intermediate Phase Degree of the UFS**

The UFS offers numerous qualifications which are awarded on different levels and include degrees (undergraduate and postgraduate, i.e. honours, master's and doctoral degrees), diplomas (national professional, postgraduate and higher education diplomas) and certificates (advanced) (University of the Free State, 2011:3-5; 11-13). The reason for such a wide range of qualifications is to improve the quality of teaching and learning for all phases in schools, as well as to comply with the Norms and Standards for educators, whereupon a large number of currently serving educators are under qualified and are still only in possession of previous teacher education certificates, diplomas, and further diplomas which will be phased out and are no longer in accordance with the minimum requirements for appointment as educator (University of the Free State, 2011:15). This would seem to be an initiative of UFS to be pro-active and to capture a large portion of the market for education training. Students, who meet the requirements after four years of full-time study, are awarded the B.Ed.: Intermediate degree. These requirements include *inter alia* the submission of

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<sup>59</sup>Physical Education does not form part of the South African curriculum for the Foundation Phase as stand-alone subject. It is regarded as one of the outcomes of Life Orientation and has specific outcomes such as to identify and explain the theoretical underpinnings of physical development and movement

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

evidence of successful participation with regard to the following activities, not later than the date for submission of marks for the additional examination opportunities: practical teaching, sports and cultural activities, first aid and/or occupational safety and language endorsements. Practical Teaching requires students to obtain a pass mark for all relevant modules by means of various forms of continuous assessment, according to the stipulations of the Directorate: Initial teacher education. For sports and cultural activities students must also provide proof of certificates in two sports and/or cultural activities of the student's choice. Students also qualify upon obtaining at least two official and/or refereeing and/or adjudicating certificates in one or more sports or cultural activities. A certificate in first aid and/or occupational safety is required for all education students, while both certificates are recommended for students who enrol for Technology Education. All students who specialize in the Pre-school and Foundation Phase or Intermediate Phase must comply with the requirements as set out in the Yearbook (University of the Free State, 2011:50-52) for Language Endorsements, depending upon their mother tongue.

As was stated previously, a detailed analysis of the content of the programmes for educator training in relation to professional education modules will not be entered into. As was the case with NMMU, numerous subjects are compulsory. These include Information Communication Technology, Curriculum Design, Child Development, Language and other academic electives chosen from amongst others Accounting, Biokinetics (only together with Human Movement Science), Business Management, Computer Science and Informatics, Geography, Human Movement Science, Psychology, Religious Studies, Sign Language and Zoology (University of the Free State, 2011:60-69). Only the content for the elective modules Biokinetics and Human Movement Sciences<sup>60</sup> is examined more closely and is depicted in Table 14.

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<sup>60</sup> For a complete list of subjects/modules, according to year and semester, visit the web page of the UFS at: [http://apps.ufs.ac.za/dl/yearbooks/175\\_yearbook\\_eng.pdf](http://apps.ufs.ac.za/dl/yearbooks/175_yearbook_eng.pdf)



**Table 14: Content of sport related academic modules of the UFS B.Ed: Intermediate phase degree**

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR   |
|--|---|--|
| Biokinetics: <ul style="list-style-type: none"> <li>• Theory and practice of Applied Anatomy</li> <li>• Theory and practice of Kinesiology</li> <li>• Human Movement Science</li> <li>• Movement development</li> <li>• Growth and development</li> <li>• Adventure-based experiential learning and teambuilding</li> <li>• Motor Learning and body posture</li> <li>• Therapeutic Recreation</li> </ul> | Biokinetics: <ul style="list-style-type: none"> <li>• Theory and practice of Elementary Physiology as applied to Exercise Science</li> <li>• Theory and practice of Exercise Physiology</li> <li>• Human Movement Science</li> <li>• Philosophy and sociology of sport and recreation</li> <li>• Elementary aspects of sport nutrition</li> <li>• Sport Injuries and rehabilitation</li> <li>• Movement Psychology</li> </ul> | Human Movement Science: <ul style="list-style-type: none"> <li>• Recreation programme planning</li> <li>• Perceptual Motor Learning</li> <li>• Wellness</li> <li>• Sport and facility management</li> <li>• Exercise Physiology</li> <li>• Ergonomics</li> <li>• The science of coaching</li> <li>• Community Service</li> <li>• Research methodology</li> </ul> |

(University of the Free State, 2011:65-66; 72-73)

From Table 14 it can be observed that the content of the electives for the programme: B.Ed (Intermediate phase) was developed out of a Human Movement Science (HMS) background. Like the programme of NMMU (cf. par. 4.5.1, p. 230) it does not specifically provide for knowledge of the management process and the application of certain principles in sport management so vital for a sport management programme for educator training in accordance with the diverse needs of South African schools. In short, the aforementioned programme of the UFS lacks the required skills and training to manage school sport professionally. What is interesting though is the fact that human movement science and biokinetics are offered as electives on first and second and first, second and third year level respectively at the UFS, while at NMMU it is a compulsory subject at first year level. In addition, the subject Human Movement Science (HMS) offers a more in depth study and also prepares the student for future study and possible research, hence the module research methodology. A more in-depth study of HMS at the UFS can probably be ascribed to the fact that it is an elective module and forms part of the Intermediate phase of educator training, which requires more in-depth knowledge than the Foundation Phase, which is in essence the introductory level of education.

While the Intermediate School Phase is highly contextualised and largely integrated (cross curricular themes or topics) and material begins to move in the direction of individual areas of learning where learners are beginning to understand detailed relationships between materials, incidents, circumstances and people, and are able to confer the consequences of such relationships, the Senior School Phase is less contextualised, more abstract and more area-

specific than the Foundation and Intermediate Phases. During the senior phase are learners increasingly able to reason independently of concrete materials and experience. Additionally they are able to engage in open argument and are willing to accept multiple solutions to single problems. Learning programmes should therefore create opportunities for learners to be informed about career and further learning opportunities, about ways and means of realizing their expectations for the future, and about their rights and responsibilities as citizens in a democratic, multi-cultural society. This has significant implications for educator training that should ensure that educators are able to develop these abilities to the full.

Another phase of school, though not compulsory, is the FET phase which is defined by age (16+), by what is taught (academic, technical, commercial and vocational education) and by site (e.g. senior secondary schools, private colleges and FET Colleges). During the FET phase learners should be prepared for higher education, vocational education, careers and self-employment (Steyn *et al.*, 2011:105). Like the senior phase discussed briefly in the previous paragraph, the FET phase also requires a unique and special educator to provide learners with opportunities to develop to their full potential as active, responsible and fulfilled citizens who can play a constructive role in a democratic, non-racist and equitable society. The development of the learner in totality should thus lead to a balanced personality so that they are equipped with the necessary life skills. Subsequently programme for educator training in the senior and FET phase and a programme for educator training in the senior phase will be reviewed.

### **4.5.3 B.Ed.: Senior and FET phase (Movement Science for Education): NWU<sup>61</sup>**

The NWU is authorized to confer the following degrees, certificates and diplomas offered by the faculty of Education Sciences: ACE, National Professional Diploma in Education (NPDE), Baccalaureus Educationis (B.Ed.), Honours Baccalaureus Educationis (Hons. B.Ed), Magister Educationis (M.Ed) and Philosophiae Doctor (PhD) (North West University, 2011a:10). The B.Ed is an initial education qualification for candidates who want to register as qualified professional educators and can be obtained in different phases like foundation, intermediate as well as senior and FET phase. The B.Ed: Senior and FET Phase is a qualification directed at training educators from Grade 7 to Grade 12. More specifically in relation to the current discussion the B.Ed: Senior and FET Phase (Movement Science for Education) is intended for candidates who want to acquire a focused education degree with a profound basis of specialised subject and professional practice

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<sup>61</sup>For a more detailed description and account of the programme: BEd: Senior and FET phase (Movement Science for Education, see North-West University (2011): Calendar 2011. Faculty of Education Sciences Undergraduate programmes B.Ed. (pp. 64-65; 90-200) or visit the web page:  
[http://www.nwu.ac.za/sites/default/files/images/undergraduateyearbook\\_eng.pdf](http://www.nwu.ac.za/sites/default/files/images/undergraduateyearbook_eng.pdf)

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

knowledge. The minimum duration of the studies for this degree is four years and the maximum time for completing the degree is six years. Similar to other educator training programmes discussed previously, learners are also required to obtain two language endorsements, compulsory certificates and complete work related training for a period of time. At the NWU it is compulsory to obtain an accredited first aid certificate for the module Professional Studies: Work-related Training (work-integrated learning, WIL), while a certificate related to a sport (e.g. athletics, official, rugby coach etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained. In addition, Movement Science students must obtain at least two (2) coaching certificates before the end of their fourth year of study. All B.Ed. students are further required to do work-related training. In this regard should first, second and third year B.Ed. students yearly do six weeks of work-related training at an approved school, while fourth year students are compelled to do ten weeks of work related training.<sup>62</sup> Fourth year students of the Senior and FET phase must also do two weeks of observation at a school of their choice relevant to their applied phase at the beginning of their fourth year.

The curriculum of Movement Science for Education consists of fundamental compulsory modules, core modules which are compulsory and elective modules of which students elects one from Accounting, Afrikaans, English, Economics, Engineering Graphics and Design, Geography, History, Information Technology, Life Orientation, Mathematics, and Setswana (mother tongue or non-mother tongue). Students should thus take two core modules from the first year, which include the subject content as well as the methodology thereof. Subjects like Accounting, Economics, Geography are offered as standalone subjects in the FET phase, but form part of a learning area in the senior phase, and students are compelled to do the modules for both the subject content and the methodology. Compulsory professional subjects related to education include Computer Literacy for Educators, English Medium of Instruction (two modules), Mathematics in Practice (two modules), Research in Education (two modules), Understanding the World of Education (two modules), Introduction to Environmental Education, Religion Studies, School Media Librarianship, Education Systems, Professional Studies: Work-related Training, Educational Management, Education Law, Basic Introduction to Education, Curriculum Development for Educators, Educational Psychology (2 modules), Inclusive Education and one elective from Afrikaans, Setswana, Foreign Languages or IsiZulu [(mother tongue or non-mother tongue (two modules))]. Like the previous analysis only the content of the sport and sport related modules are analysed.

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<sup>62</sup>Work related training involves additional financial costs that must be borne by the students and are not included in the tuition fees

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

In the programme B.Ed.: Senior and FET phase (Movement Science for Education), students are compelled to take the modules related to Movement Science as well as the Methodology thereof. Additionally students should also meet the requirements for Life Orientation Methodology: Senior phase (two modules). For the purposes of this study only the content for the subject Movement Science modules are looked at more closely, because the methodology focuses on the practical application of the theory; that is the how and professional practice of teaching and education. Consequently the content of Human Movement Science is illustrated in Table 15 below.

**Table 15: NWU Senior and FET phase: Movement Science for Education**

| FIRST YEAR   | SECOND YEAR  | THIRD YEAR  |
|--|--|---|
| HUMAN MOVEMENT SCIENCE FOR EDUCATION   | HUMAN MOVEMENT SCIENCE FOR EDUCATION   | HUMAN MOVEMENT SCIENCE FOR EDUCATION  |
| <ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology of Movement Science as theoretical foundation and aquatic related activities as practical application of Movement Education</li> </ul> | <ul style="list-style-type: none"> <li>• Exercise Science as theoretical foundation and educational rhythmic and dance activities as practical application of Movement Education</li> </ul>  | <ul style="list-style-type: none"> <li>• Perceptual and gross motor development</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology of Movement Science as theoretical foundation and aquatic related activities as practical application of Movement Education</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret, convert, evaluate and apply essential activities and theories and text to identify and plan activities related to the teaching of physical fitness activities and rhythmic and dance activities</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret, convert, evaluate and apply essential activities and theories and text to identify and plan activities related to the development of gross motor development and talent identification.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Interpret, convert, evaluate and apply essential theories and text to identify and plan activities related to the teaching of aquatic-related activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Problem solving within a familiar context and to plan and create creative lessons for specific application to the teaching of physical fitness activities and rhythmic and dance activities.</li> </ul>               | <ul style="list-style-type: none"> <li>• Solve well-defined, but unfamiliar problems in the assessment of perceptual and gross motor development, specific motor problems and talent identification and to plan and present movement activities for remedial purposes with regard to specific motor problems</li> </ul> |
| <ul style="list-style-type: none"> <li>• Problem solving within a familiar context and to plan and create creative lessons for specific application to the teaching of aquatic-related activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Ethical responsible communication (written and oral) related to the development of Exercise Science and the teaching of physical fitness activities and educational rhythmic and dance activities</li> </ul>          | <ul style="list-style-type: none"> <li>• Ethical responsible communication (written and oral) related to the motor development, remedial motor development and talent identification</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Ethical responsible communication (written and oral) related to the development of Movement Science and the teaching of aquatic activities</li> </ul>                 | <ul style="list-style-type: none"> <li>• Sport management as theoretical foundation and progressive sport and game as practical application of Movement Education</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Movement Science and sport as</li> </ul>  | <ul style="list-style-type: none"> <li>• Interpret, convert, evaluate</li> </ul>   |   |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR                           |
|--|---|--------------------------------------|
| HUMAN MOVEMENT SCIENCE FOR EDUCATION   | HUMAN MOVEMENT SCIENCE FOR EDUCATION  | HUMAN MOVEMENT SCIENCE FOR EDUCATION |
| a theoretical foundation and basic gymnastic activities as practical application of Movement Education   | and apply essential activities and theories and text to identify and plan activities related to the teaching of progressive sport and games activities  |                                      |
| <ul style="list-style-type: none"> <li>• Interpret, convert, evaluate and apply essential theories and text to identify and plan activities related to the teaching of basic gymnastic activities</li> </ul> | <ul style="list-style-type: none"> <li>• Problem solving within a familiar context and to plan and create creative lessons for specific application to the teaching of progressive sport and games activities.</li> </ul>                             |                                      |
| <ul style="list-style-type: none"> <li>• Problem solving within a familiar context and to plan and create creative lessons for specific application to the teaching of basic gymnastic activities</li> </ul> | <ul style="list-style-type: none"> <li>• Ethical responsible communication (written and oral) related to the development of Exercise Science and the teaching of physical fitness activities and educational rhythmic and dance activities</li> </ul> |                                      |
| <ul style="list-style-type: none"> <li>• Movement Science and sport as a theoretical foundation and basic gymnastic activities as practical application of Movement Education</li> </ul>                     |   |                                      |
| <ul style="list-style-type: none"> <li>• Ethical responsible communication (written and oral) related to the development of Movement Science and the teaching of basic gymnastic activities</li> </ul>       |   |                                      |

(North West University, 2011a:64-65;90-200)<sup>63</sup>

A contemplation of the programme outlined in the previous paragraph and the content thereof indicated in the preceding Table 14 points to the development of a programme with a strong Human Science background, adapted for a focused education degree with a profound basis of subject and professional knowledge. Despite the inclusion of a component for sport management as a module of Movement Education, and a compulsory module named Educational Management, it is debatable whether or not this programme is adequate for the training and preparation of educators as school sport managers in accordance with the diverse needs of South African schools. This programme of NWU however has a distinct advantage in the sense that it provides schools at least with a specialist to teach Life Orientation, and should the school wish to do so, also PE as a standalone subject. This would stand the school in good stead given the increased

<sup>63</sup>Cf. also Footnote, 51, p. 234

professionalisation and commercialisation of school sport, discussed at great length in a previous paragraph (cf. par. 2.4.3, p. 82 and 2.4.6, p. 90).

Another HEI which also offers prospective educators the opportunity to obtain a focused education degree with a profound basis of subject and professional practice knowledge is the UP, situated in Pretoria in the Gauteng province of South Africa (cf. Annexure N, on CD). Next the B.Ed: FET (Human Movement Science and Sport Management) of UP will be scrutinized.

#### **4.5.4 B.Ed.: FET (Human Movement Science and Sport Management) degree, UP**

Although this programme would appear to be similar to that of the one of NWU discussed in paragraph 4.5.3 (cf. p. 234), it differs slightly in the sense that whereas the NWU's programme made provision for empowering students with a qualification relevant and adequate to teach learners from Grade 7 to 12, this particular programme is directed at training educators from Grade 10 to Grade 12 only. Another significant difference between the programmes of the two respective universities, UP and NWU, concerns the choice of electives. Whereas students from NWU have to elect two core modules of which Human Movement Education, inclusive of the modules for Methodology of Human Movement Education, is compulsory, students from UP are compelled to choose three electives of which Sport management and Human movement studies are compulsory. For both the electives, namely Sport management and Human movement studies, students should also take the modules on the methodology of the subject, i.e. Methodology of Sport Management and Methodology of Human Movement Studies. Thus, students from NWU offer Human Movement Education as compulsory module and elect one more module from a range of subjects, whereas UP students offer two compulsory 'electives', namely Sport Management and Human Movement Studies, together with another elective chosen from Engineering Graphics and Design, General Science, Mathematics, General Mathematics, Design and Technology, Information Technology, Computer Application Technology (CAT) and English, in total then three electives. Another downfall or criticism levelled at the NWU programme would seem to be the lack of depth pertaining to the content of the one module for sport management which makes it impossible to do an in-depth study of sport management, although it could be argued that it is compact and condensed. Further, because the programme of the NWU provides for training of educators from Grade 7 to Grade 12, this very fact could make those students more marketable, since they are able to teach over a broad spectrum, while the programme of UP is clearly directed at the preparation of educators for teaching of the FET band. The downside hereof is that these students as beginner educators might not necessarily end up teaching learners from Grade 10 to Grade 12, which might be discouraging if they have to teach learners of for example Grade 8, which is part of the senior

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

phase, and educators are not necessarily trained or able to teach these learners. In brief, based on the previous observation it would appear as if the training programme of UP would be more appropriate for the preparation of educators to manage school sport in accordance with the diverse needs of South African schools. For all that, the fore-mentioned programme does still neglect to accentuate the greater and more urgent demand for trained school sport managers from all phases of the South African education system.

Although no specific mention is made of requirements pertaining language competency, compulsory certificates and work related training, it would be reasonable to assume that students from UP should also conform to the requirements as discussed in previous paragraphs. The minimum duration of the studies for this degree is also four years and candidates are to meet the requirements regarding fundamental, core, Methodology of electives and electives in order to pass (University of Pretoria, 2011a; 2011b:25-27). Fundamental modules include Computer Literacy, Information Literacy and Literacy in Education, while the core modules include Education (General Education, Educational Psychology, etc.), Research Methodology, Teaching Practice, and Professional Studies. Electives of which one has to be offered at first year level and the other two, namely Human Movement Studies and Sports Management, are compulsory up to third year. The other elective can be chosen from IsiZulu, Sepedi, IsiNdebele (only mother tongue or second additional language), Afrikaans, English, History, Religion Studies, Mathematics and Psychology. Like all the preceding programmes, only the content for human movement studies and sport management will be presented in Table 16.<sup>64</sup>

**Table 16: UP FET Phase: Human Movement Science and Sport Management**

| FIRST YEAR  | SECOND YEAR   | THIRD YEAR   |
|---|---|--|
| HUMAN MOVEMENT STUDIES  | HUMAN MOVEMENT STUDIES  | HUMAN MOVEMENT STUDIES   |
| <ul style="list-style-type: none"><li>• Purpose of physical activities</li></ul>        | <ul style="list-style-type: none"><li>• Recreational studies- demarcation and terminology</li></ul>   | <ul style="list-style-type: none"><li>• Movement and Exercise Physiology</li></ul>   |
| <ul style="list-style-type: none"><li>• Theories and philosophies of movement</li></ul> | <ul style="list-style-type: none"><li>• Water activities -Mastering and practical execution of some swimming styles as well as life-saving skills</li></ul> | <ul style="list-style-type: none"><li>• Practical: Motor skills in gymnastics, dance(ladies) and cricket (men)</li><li>• Mass Sport: Organisation and presentation</li></ul> |
| <ul style="list-style-type: none"><li>• Coaching of young athletes</li></ul>            | <ul style="list-style-type: none"><li>• Motor skills- Mastering of</li></ul>  | <ul style="list-style-type: none"><li>• Theory of biomechanics</li></ul>   |

<sup>64</sup>For more information regarding the content and requirements for the B.Ed.: FET (Human Movement Science and Sport Management) see the Yearbook; Education Sciences or browse the web page of UP: <http://www.web.up.ac.za/sitefiles/file/2011%yearbooksEducation%202011.pdf> or <http://web.up.ac.za/sitefiles/file/publications/2012/yearbooks/eng/Education%202012.pdf>

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| FIRST YEAR   | SECOND YEAR   | THIRD YEAR  |
|--|---|---|
| HUMAN MOVEMENT STUDIES   | HUMAN MOVEMENT STUDIES  | HUMAN MOVEMENT STUDIES  |
|  | practical skills for the development of gymnastics, with and without adaptation of large apparatus  | <ul style="list-style-type: none"> <li>Measurement and evaluation in movement studies</li> </ul>  |
| <ul style="list-style-type: none"> <li>Basic swimming and life-saving techniques</li> </ul>  | <ul style="list-style-type: none"> <li>Sport injuries and posture deviations-Demarcation and terminology</li> </ul>                                       | <ul style="list-style-type: none"> <li>Practical: Motor skills in ladies netball, mini netball and rugby for men, as well as softball, tennis and mini tennis (men and ladies)</li> </ul> |
| <ul style="list-style-type: none"> <li>Motor skill development and games in the school context</li> </ul>  | <ul style="list-style-type: none"> <li><u>Ladies</u>: Dance<br/><u>Men</u>: Soccer<br/>Athletics (Field events)</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>Structure and functions of systems in the human body</li> </ul>   | Sport Management  |   |
| <ul style="list-style-type: none"> <li>Skills and methods for hockey and mini hockey</li> </ul>  | <ul style="list-style-type: none"> <li>Importance of leading is emphasised with special reference to communication, leadership and motivation.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Acquisition of skills in various track events in athletics</li> </ul>   | <ul style="list-style-type: none"> <li>Theoretical and practical perspective on control as the final phase of the management process</li> </ul>           |   |
| <ul style="list-style-type: none"> <li>Early Childhood Education and specifically activities that promote movement and physical development</li> </ul> |   |   |
| Sport Management   |   |   |
| <ul style="list-style-type: none"> <li>Importance of planning</li> <li>Organisational skills in the sports context</li> </ul>                          |   |   |

(University of Pretoria, 2012:27-29;84-86)<sup>65</sup>

The UP FET phase: Human Movement Science and Sport Management programme is directed more to the needs of educators who wish to pursue a career as professional educator and thus contribute to the development of the full potential of learners who can play an active and constructive role in a democratic, non-racist and equitable society. Further this programme is remarkably similar to the programme of NWU as was noted earlier. Additionally, the afore mentioned programme also differs significantly from that of the NWU, which in itself presents advantages. The UP programme is also not cast in stone and fool-proof, which once more highlights the importance of continuous change to be sustainable. To summarise, it can be said that the programme of the UP provides valuable insight, but only yields selected and limited

<sup>65</sup>Human movement studies and sport management module content are integrated since 2011, offered by the Department of Humanities Education



educators with some sport management training. Information which came to the fore during the analysis of this particular programme could prove to be valuable when a sport management programme for educator training in accordance with the diverse needs of South African schools is developed (cf. par. 7.5, p. 547).

While the intermediate school phase is highly contextualised and largely integrated (cross curricular themes or topics), and material begins to move in the direction of individual areas of learning where learners are beginning to understand detailed relationships between materials, incidents, circumstances and people, and are able to confer the consequences of such relationships, the senior school phase is less contextualised, more abstract and more area-specific than the foundation and intermediate phases. During the senior phase are learners increasingly able to reason independently of concrete materials and experience. Additionally they are able to engage in open argument and are willing to accept multiple solutions to single problems. Learning programmes should therefore create opportunities for learners to be informed about career and further learning opportunities, about ways and means of realizing their expectations for the future, and about their rights and responsibilities as citizens in a democratic, multi-cultural society. This has significant implications for educator training that should ensure educators are able to develop these abilities to the full.

#### **4.5.5 Postgraduate Certificate in Education (PGCE): UFS**

A Post Graduate Certificate in Education (PGCE) can be obtained from the UFS and is intended to provide students with a professional educator's qualification that caps an undergraduate qualification (first degree) (University of the Free State, 2011:111). Such students are afforded to have the best of both worlds in the sense that they obtain an academic qualification first, and if they then seek a career in the FET training phase in schools, they could enrol for the one year full time PGCE. Additionally students have the added advantage of having completed all their academic subjects and are now left with only the professional subjects required for educator training if they wish to do so after their degree. Alternatively students start to work in their field of study and after a couple of months or years decide to seek a new career in education. The PGCE qualification is also suitable for the training of expertise for education-related careers such as for instance instructors and trainers, who are in possession of at least a first Baccalaureus degree. A two year part time course is available only for currently employed educators. As was the case with the B.Ed.: Intermediate of the UFS, students are to meet requirements regarding certain activities like practical teaching, sports and cultural activities, first aid and/or occupational safety and language endorsements (cf. par. 4.5.2, p. 231). No further discussion of the PGCE is required, because the

content of the electives pertaining to the elective modules was outlined in Table 14 (cf. p. 233) and discussed in paragraph 4.5.2 (cf. p. 231).<sup>66</sup>

### **4.5.6 Advanced Certificate in Education (ACE): GET (Senior Phase)/FET (Specialisations): Walter Sisulu University (WSU)**

The WSU is situated in the Eastern Cape Province of South Africa (cf. Annexure N, on CD) and offers students the opportunity to obtain a qualification in different programme focus areas. In order to deliver the stated mandate outlined in the formulated vision and mission of WSU, the faculty of Education identified four programme focus areas, namely: (i) Initial Professional Education of Teachers (IPET); (ii) Continuing Professional Teacher Development (CPTD); Mathematics, Science and Technology Education (MSTE); and (iv) Social Sciences and Development Studies (SSDS). As a result of the preceding, there are four schools, namely: the school for IPET, the school of MSTE, the school of CPTD and finally the school of SSDS (Walter Sisulu University, 2011:4-5). At the WSU the ACE: GET (Senior Phase)/FET (Specialisation) are offered in the School of CPTD and extend over a period of two years. This particular programme allows educators who are currently underqualified and have either Matric plus a three-year teaching qualification (M+3), or Matric plus a two-year teaching qualification (M+2) with a minimum of 120 credits obtained from a recognized institution of higher learning, or Matric plus a two year teaching qualification (M+2) and five years' teaching experience (Walter Sisulu University, 2011:56-57). The advantage of the programme under discussion seems to be the recognition of prior learning and work experience which allow current educators to upgrade their existing qualification. Apart from the compulsory education related professional modules, students are compelled to do the Didactics for one specific subject and additionally they have the option to choose one area of specialisation from Accounting, Business Management, Economics, Life Orientation and Mathematical Literacy. Without a doubt can it therefore be deduced that even though students might choose Accounting, Business Management or Economics, no formal sport management training forms part of training prospective educators.

To synthesize, the content analysis of the education programmes clearly indicates that apart from students who enrol for the B.Ed. programmes in Movement Science for Education, Human Movement Science and Sport Management, as well as choose electives such as Human Movement Science and Biokinetics, that educator training does not include sport management

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<sup>66</sup> For a more detailed account of the content of the programme: PGCE: Further Education and Training phase see page 91-125 of the UFS Calendar 2012 Faculty of Education, available online from the web page of the UFS: [http://apps.ufs.ac.dl/yearbooks/175\\_yearbook\\_eng.pdf](http://apps.ufs.ac.dl/yearbooks/175_yearbook_eng.pdf)

training specifically. At most HEIs it would seem as if it is compulsory to obtain a first aid certificate as well a certificate related to a sport (e.g. athletics, official, rugby coach etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.). In addition Movement Science students must obtain at least two (2) coaching certificates before the end of their fourth year of study. This however does not necessarily empower and equip students for the management of school sport, and once more reiterates the importance and relevance for a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.2.2, p. 5; par. 1.3.2, p. 12; 6.2.3, p. 372; 6.3.1, p. 432). It is interesting to note that most programmes make provision for computer skills and competency training and certainly emphasise the new demands, needs and desires of consumers, and would stand school sport managers in good stead. Viewed against the backdrop of the discussion in paragraph 4.5 (p. 228), one could unequivocally state that there seems to be a definite gap in educator training regarding the management of school sport, which is thus in line with the identified need of this study for the development of a school sport management programme for educator training in accordance with the diverse needs of South African schools.

Over and above the programme content obtained from an analysis of the curricula of HEIs, there are also other possible sources that could be of immense value to develop a sport management programme for educator training in accordance with the diverse needs of South African schools. All these alternative sources are subsequently discussed.

### 4.5.7 Synthesis

Various methods were used in this study to identify, describe and discuss competencies and sources of information required to equip current and future school sport managers with the knowledge, skills and competencies to instil principles and practices deemed important. Additionally the latent need for current global best practices to navigate and manage school sport in an ever growing, globalising, and more competitive sport landscape in a diversity of South African schools, outlined in Chapter One and Six (cf. par. 1.2.2, p. 5; par. 1.3.2, p. 12; 6.2.3, p. 372; 6.3.1, p. 432), have also resulted in the use of different methods and sources used to gather information in this regard. More particularly, in this chapter, current sport management programmes abroad and locally were analysed, as well educator training programmes. Other sources that could also be analysed are amongst others, contents of text books, published educational material such as academic journals, professional practice and students and alumni. Even though it is neither the intention, nor the purpose of the current research to compare and analyse the content of these different sources, would it be quite obvious that various key words

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

seem to serve as direction for a broad, summative content for development of a school sport management programme for educator training in accordance with the diverse needs of South African schools. These key words include management, marketing, finances, economics, human resource management, legal aspects, communication, information and information systems, sport and recreation, research methods, psychology, faculty and event management, socio-cultural and sociological context of sport, ethics in sport, public relations, statistics and field experiences (practicals/internships). Of further interest and importance is the fact that whereas undergraduate programmes offered at various HEIs such as universities, universities of technology and FET Colleges are offered over three years, programmes offered by private colleges are completed within one year. From the preceding one could thus deduce that because the most programmes at private colleges are completed within one year, it can be assumed that these studies are merely introductory studies. As such it poses the question as to whether these studies might not be sufficient for all school sport managers to complete after completion of their professional and academic studies as educators. My answer to this question would be most definitely not, simply because these studies are introductory and generic, not necessarily context and content specific and also not in accordance with the unique demands, needs and desires and diversity of South African schools.

It is also apparent upon investigation of a comparison of the content of various programmes outlined in this chapter that information obtained from an analysis of programmes discussed in par. 4.4 (cf. p. 212-228), to a great extent shows similarities with an earlier work of Parkhouse's (1991:8) recommended (proposed) content for sport management programmes. Following Brassie (1989a:160), Parkhouse (1991:8) typically divides the content for sport management programmes in three components, namely the foundational (fundamental) area, application area, and practical (field) experiences. More specifically in relation to the unique South African context, Hollander (2000:256) confirms that management training for managers of sectors of the South African sport industry should comprise of a theoretical, a practical and professional component. The theoretical part forms the substructure of the professional and practical components. It implies that there are certain knowledge components a student should master with regard to management competencies. Transfer and fixation of these knowledge components in relation to management could take place either in the official (formal) class situation, or during practical training sessions. Building on Hollander's (2000:256) notion of the components of a management training programme for managers of sectors of the South African sport industry, De Villiers (2003:209) and De Villiers and Bitzer (2004:37) on the other hand, propose that a sport management programme for sustainable sport management training should include foundational (fundamental), core and specialist (elective)

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

components. Hollander's division surpass (overlap) with the three areas of Parkhouse (1991:8) in the sense that the theoretical and professional components could be replaced with Parkhouse's fundamental (foundational) area and the application area (De Villiers, 2003:86). In addition, contrary to Hollander's (2000:273,278,288) categorisation of management competencies for the sport industry sector in general and functional competencies, mention was already made in par. 3.6.9 (cf. p. 195) that competencies required by school sport managers should comprise core, functional and specialist competencies. However, I endorse the views of both Hollander and Parkhouse who agree in their recommendations concerning the practical component which should consist of both institute practicum and internships (experiential learning). This would mean that the practical component of sport management training should prepare current and future school sport managers as far as possible for the different practical requirements, needs, demands and desires of a diversity of South African schools.

Key (core) words as found in the different programmes outlined previously in par. 4.4 and 4.5 (cf. Table 4-16), are portrayed in Table 17 (cf. p. 245 below). In Table 17 all areas implicitly and explicitly found in Table 4-16, as well as those recommended by Parkhouse and Pitts (2005:8-9) are put together.

From Table 17 (cf. p. 245 below) it can be observed, as indicated in the column of the foundational area that the underlying basis of sport management programmes is commerce orientated. Similar to the view of De Villiers (2003:87), the core information obtained from the analysis of the current sport management programmes both locally and abroad (cf. par. 4.4, p. 212), and that which was found in textbooks for sport management clearly indicate that there are not only differences between different programmes, but also that some programmes lack the content as indicated by Parkhouse and Pitts (2005:8-9) and NASPE-NASSM. The question thus arises whether programmes that do not comply with set guidelines indeed prepare students for the distinctive and unique demands of the sport practice (business).

**Table 17: Summary of areas of study in Sport Management programmes**

| FOUNDATIONAL<br>(FUNDAMENTAL) AREA  | APPLICATION AREA   | PRACTICAL<br>EXPERIENCES/EXPERIENTIAL<br>LEARNING                                |
|---|--|--|
| Management:<br>Facility management<br>Event and project management<br>Business Management | Sport/Human movement/Sport<br>science:<br>Anatomy<br>Physiology<br>Biomechanics<br>Biokinetics | Institute practicum<br>Sport participation<br>Sport Coaching<br>Sport management |

## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| FOUNDATIONAL<br>(FUNDAMENTAL) AREA            | APPLICATION AREA                                       | PRACTICAL<br>EXPERIENCES/EXPERIENTIAL<br>LEARNING  |
|---|--|--|
|   | Exercise science<br>Exercise Physiology<br>Kinesiology |  |
|   | Recreation   | Internship<br>Industry (practice) exposure,<br>continuous for as long as three<br>months<br>Shorter periods distributed over<br>the duration of the study,<br>(depending on needs) |
|   | Psychology   |  |
| Marketing                                     | Ethics   |  |
| Economics                                     | Tourism  |  |
| Finances:<br>Budget Management<br>Fundraising | Sociology  |  |
| Human resource management                     |  |  |
| Legal aspects                                 |  |  |
| Research methodology                          |  |  |
| Statistical analysis and techniques           |  |  |
| Communication                                 |  |  |
| Information systems                           |  |  |
| Public relations/Media                        |  |  |

From Table 17 (specifically the application column), it should be evident that sport management is multi-disciplinary in nature, complex and varied. Two clear disciplines can be distinguished, namely: Business Management and PE or Human Movement Studies. It is obvious that these two disciplines complement one another when it comes to sport management. Neither of the two afore mentioned disciplines can exclusively claim that the one is more suitable than the other, although at first glance it would nonetheless appear as if the management sciences seem to gain the upper hand concerning sport management programmes. More closely related to the current study one would thus be inclined to believe that a sport management programme for educator training in accordance with the diverse needs of South African schools should also include components of both the business management and PE/Human Movement Studies disciplines. As such these disciplines should complement one another and have an equal weighting, given the changing education landscape in which sport, and more particularly PE, is set to play an increasingly important role.

Based on the preceding, one could thus say that it is of cardinal importance to investigate the practice to determine the exact and precise knowledge and competence needs, desires, requirements and demands in particular in relation to the current research. As such it is easier said than done, and the execution of the preceding is not without its own distinctive and unique

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

problems, as was pointed out in Chapter One (cf. par. 1.2.2, p. 5) and stressed throughout this research report. With regard to the problematic areas regarding the investigation of knowledge, skills, competencies and attributes of sport managers, reference was already made of the multi-disciplinary nature of the sport practice. Such study was already undertaken by Hollander (2000). A second related common theme in most discourses about issues of programme development relates to different levels to which graduates are exposed to in the business of sport. This would mean that the knowledge and competency level required for the development of a sport management programme should be explored and investigated with due consideration of the requirements of different levels, this was already done by De Villiers (2003). A third problem emanates from an investigation related to knowledge, competencies, needs, desires and demands of the sport practice, namely content and context specific competencies required for school sport managers in accordance with the diverse needs of South African schools. This identified lack of competencies required by sport managers (educators) to manage school sport is in accordance with the need identified by this research to develop a sport management programme for educator training.

From the previous outline of the content of sport management programmes (cf. par. 4.4-4.6, p. 212-242 and Tables 4-16), it is important that the content of both the foundational (fundamental) area and application area are catered for, locally as well as abroad. However, upon closer examination there seems a remarkable difference between foreign programmes and those programmes offered locally in South Africa. Programmes from abroad are inclined to omit or ignore areas of fitness and execution of sport and purely emphasise business and management aspects. With regard to local programmes, though most of the programmes make use of the name Sport management, it is conspicuous that programmes of FET colleges (cf. par. 4.4.1.5, p. 220; Table 9, p. 221; Table 10, p. 222 and private colleges (cf. par. 4.4.1.6, p. 223; Table 11, p. 223) are more inclined to coaching. To this end it should be clearly stated that aspects related to programmes inclined to coaching could be problematic in the sense that prospective students may have a perception that the said programmes specialise in sport management. Moreover, programmes inclined to coaching, apart from the afore-mentioned perception could in turn also result in a perception that to be competent to coach, one would be able to manage sport. Put differently, a competent coach not necessarily has the required knowledge, skills, and competencies and attributes to manage sport specifically. It has also been found that undergraduate and post graduate programmes in many cases do not differ much from one another.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Only independent research would indicate the deepening (depth of knowledge) required on postgraduate level; thus indicate thereupon to undertake continuous research to keep abreast of changes and to ensure practice-oriented and sustainable sport management programmes in accordance with the diverse needs of society and as in the case of the current study, of schools in particular. Comparison of programmes and the evolution of sport management programmes, as was done in preceding paragraphs (cf. par. 4.2- 4.4, p. 202-228; 4.6, p. 249), could provide clear guidelines for the direction to be taken when future sport management programmes are developed. Content guidelines and specific scientific fields would also contribute to the development of a sport management programme for educator training and requires further investigation (cf. par. 7.4, p. 545; 7.5.3, p. 561).

In conclusion it can thus be stated that information that came to the fore in Chapter Three (cf. par. 3.6.9, p. 195 and 3.7, p. 198) in particular, relates to the findings or views expressed in the preceding paragraphs of this chapter (cf. Chapter 4). As such, in this way, it confirms the view that a sport management programme for educator training should ensure that current and future school sport managers acquire core, functional and specialist competencies (cf. par. 3.6.9, p. 195 and 3.7, p. 198). It is nonetheless therefore of cardinal importance that training should comprise not only a theoretical and practical component, but also prepare students for research and scholarly writing. For this very reason it can therefore be stated that a sport management programme for educator training should comprise a foundational (fundamental) component that should present the core, functional and specialist competencies required by school sport managers to manage school sport effectively in accordance with the diverse needs of schools. Above and beyond a foundational component a sport management programme should also comprise of a sport practice component, research and scholarly writing. It would thus seem appropriate that a sport management programme for educator training should also compose of core and elective (specialist) components. There is no empirical evidence of how a sport management programme for educator training should be developed or what the content should be. This lack of empirical support is thus in accordance with the aims of this research to develop a sport management programme for educator training (cf. par. 1.3.2, p. 12) in an education context and is part of Chapter Six of this research report.

As was stated in a previous paragraph, to develop a sport management programme for educator training, it is necessary to gain insight in the various scientific fields of study that could possibly contribute to the sport management training of educators in their quest to manage school sport effectively and efficiently in accordance with the diverse needs, demands, requirements and



desires of schools. The researcher was able to describe the study field of school sport management specifically and also to determine the sport management competencies required for educator training by means of a questionnaire as portrayed in Chapter Six. To gain insight into the content composition of sport management programmes and the different scientific fields of study which could contribute to the sport management training of educators, a few possibilities will be investigated hereafter.

### 4.6 CONTENT COMPOSITION OF SPORT MANAGEMENT PROGRAMMES

#### 4.6.1 Introduction

In the unique South African context, the only studies undertaken in relation to the South African sport industry and sport management training are those of Hollander (2000) and De Villiers (2003), while a study by Vosloo (2007) identifies a gap in the sport management competencies required by school sport managers and what they actually have, and proposes guidelines for sport management training of educators in Gauteng.<sup>67</sup> Whereas Hollander's (2000) study considers the entire sport industry (all sectors) (cf. par. 2.5, p. 98) to determine the content of programmes for sport management training, De Villiers (2003) in his study, building on the study of Hollander, suggests a curriculum framework for sport management training. In his research, De Villiers (2003) contributed to the existing body of knowledge for sport management training in HEIs in the sense that he more specifically focuses on developments which centre around the SAQA, the Higher Education Board (HEB) and the NQF, and applies sport management to sport management training. Findings emerging from his research were consequently used to suggest a possible framework for sport management curricula on different levels, in an effort to meet the criteria and requirements of the NQF and SAQA.

In so far as the current study focuses on the development of a sport management programme for educator training, the previous paragraphs strove to describe the field of study of school sport management and to arrange the different scientific fields required for a school sport management programme in a logical manner. Having done this, an empirical investigation was undertaken to determine the needs and competencies required by educators to manage school sport effectively according to the diverse needs of South African schools (cf. par. 1.3.2, p. 12, research aim 4; par. 6.2.3, p. 372; 6.3.2, p. 454).

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<sup>67</sup> Gauteng is one of nine provinces in South Africa. The others are Western Cape, Eastern Cape, Northern Cape, Free State, Mpumalanga, Limpopo, KwaZuluNatal and North West (cf. also Annexure N, on CD.)

An understanding of the field of study of school sport management would be useful to understand the context in which sport in a school is managed and the specific content required for a sport management programme for educator training (cf. par. 7.5.3, p. 561).

### 4.6.2 The field of study of school sport management

According to the American Psychological Association (APA) (n.d.), a *field of study* is a branch of knowledge which is taught or researched at college or university level. It assumes a section of knowledge that consists of systematically arranged facts which rest upon general principles. Within the context of this study, school sport management can thus be seen as field of study, because general principles of management are applied to school sport. In Chapter One, sport management was described as the regulatory actions taken to enable competitive school sport in an organised and structured manner, in addition to offering sport opportunities for mass participation (cf. par. 1.2.1.1, p. 2). From this brief description and preceding chapters it can thus be deduced that the field of study of sport management entails a theoretical grounding of sport and sport related activities in a societal perspective which is historically grounded in the political context of South Africa. Sport management focuses on the management of sport in social institutions such as schools, in order to obtain optimal functioning of set goals and objectives. Central to the problem of school sport management is the role of the school sport manager in a rapidly changing world. More specifically, then, one would be able to describe the field of study of school sport management as the science which concerns itself in the more or less mixed market system (cf. par. 3.2.1.1, p. 119) with a study of contemporary issues, problems and trends (cf. par. 2. 4, p. 70) in school sport. In addition school sport management seeks to find answers to the question of how both independent (private) and public schools who are responsible for sport education and offer as well as provide school sport and other sport related services, activities, programmes and extra-curricular activities to satisfy human needs of different consumers (cf. par. 3.2.2, p. 122) can be best led or established and managed to function as efficiently as possible to obtain their set goals and objectives in order to reach (maintain) a sustainable, competitive advantage over competitors (cf. par. 3.6.1, p. 155). The description of the field of study further implies a conjunction (merger) of different scientific fields and core content.

In the light of the preceding description of the field of study of school sport management, it is thus appropriate to pay particular attention to the following aspects: Sport management as science, the content of a school sport management programme and scientific fields used as part of a sport management programme for educator training. The field of study of school sport management is synthesised in Figure 13 (cf. p. 252 below).

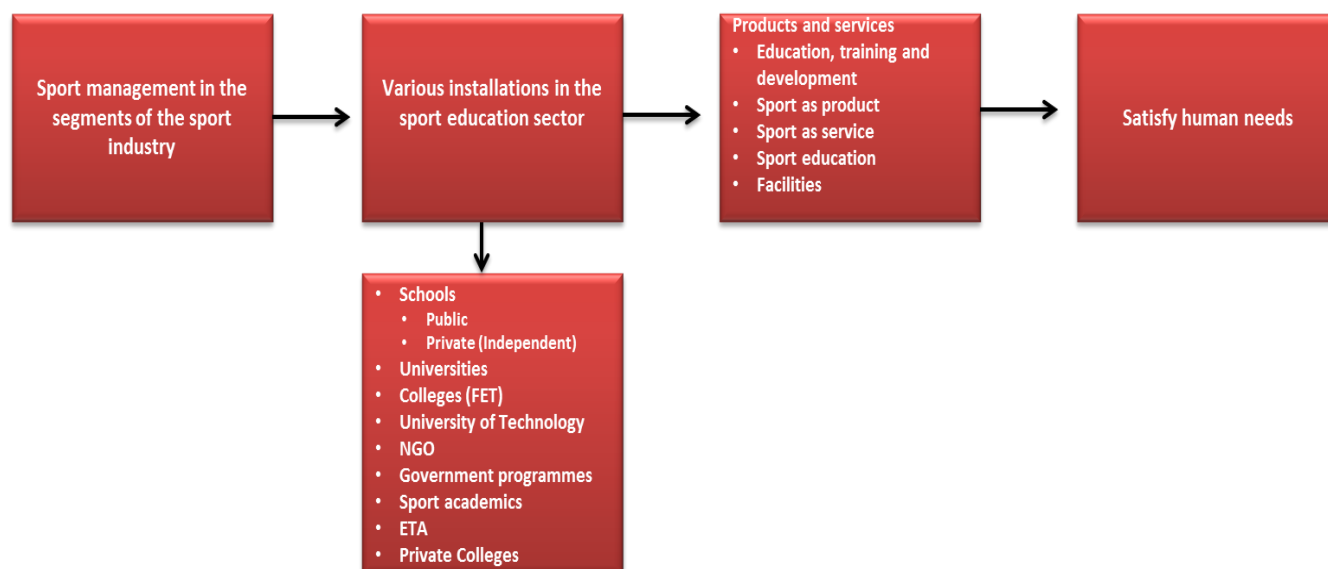
### 4.6.3 The scientific framework of school sport management

Bordens and Abbott (2011:3) provide probably the simplest definition of the concept *science* when they describe science as a set of methods used to collect information about phenomena in a particular area of interest and build a reliable base of knowledge about them. More specifically it would thus imply a special knowledge of facts, phenomena and patterns, gathered and proved through observations, experiments and logical arguments. Stated differently, science is knowledge acquired via research. In this sense, it thus involves an identification of a phenomenon to study, developing hypotheses, conducting a study to collect data, analysing the data, disseminating the results and where possible developing theories. A *theory* entails a systematic set of associated concepts, definitions and statements presented to predict certain phenomena, for example those applicable to the management of enterprises (Marx *et al.*, 1998:21; Salkind, 2012:3-5). This means that the essence of a science consists of theories not yet proven wrong.

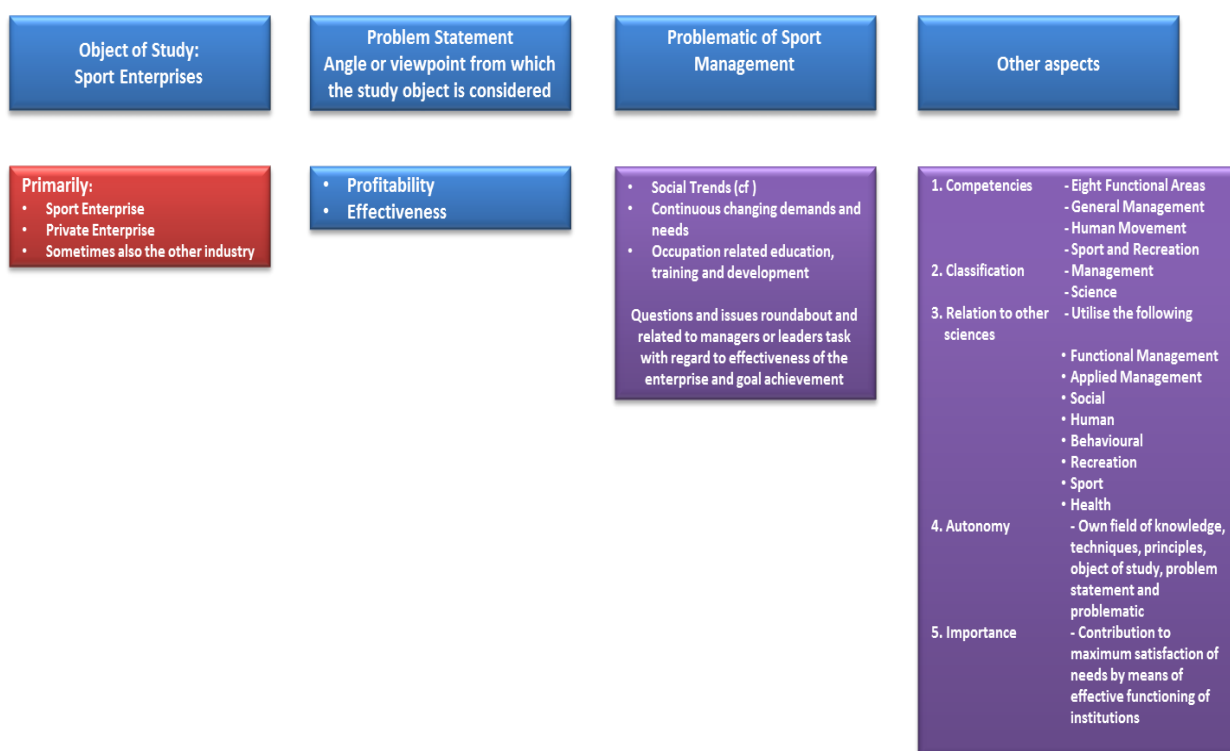
Applied to school sport management, the stated definition of a science means the study of specific theories in respect of the establishment and management of school sport by public and independent schools, amongst others, as an enterprise that has not yet been proven wrong. From this it follows logically that these theories should be continuously tested to evaluate their practical applicability. As is the case with other sciences, the science of school sport management should also be based on exact empirical observations in a practical situation. Isolated, independent observations are however not sufficient.

The true practitioner of school sport management as a science should not only possess specific knowledge, but should also be able to interpret and fully understand events. The last point, in my view is especially important as far as the explanation of the scientific nature of school sport management is concerned. Hence without analysing all the requirements a field of knowledge (study field/discipline) must meet to qualify as a science, it will suffice to say that while sport management in general has attained full scientific status, and has, in fact, already cf. par. 1.2.1.1, p. 2), developed into a highly specialised science, school sport management in particular has yet to develop and attain full scientific status as a highly specialised science.

## SCHEMATIC PRESENTATION OF THE FIELD OF STUDY OF SCHOOL SPORT MANAGEMENT



## THE ROLE OF SCHOOL SPORT MANAGEMENT



**Figure 13: The field of study of school sport management**

If one traces the historical development of sport management, it is evident that sport management, has developed from leisure and from business, which in turn are derivatives of sociology,

psychology (social psychology), economics and law (Shilbury & Rentschler, 2007:32).<sup>68</sup> To meet the requirements of a science, it is important for Marx *et al.* (1998:21) that a specific field of knowledge must possess its own so-called empirical object (object of study) and angle of investigation (problem statement). The authors also refer to the latter (problem statement) as the “*cognitive object of the science*”. Measured against the preceding requirements, one has to reach the conclusion that school sport, as we know it today, also includes the mentioned aspects. Hence, despite the fact that school sport management as a specific field of knowledge still has to develop into an independent science, it already has its own object of study and problem statement (cf. Fig. 13, p. 252; par. 4.6.2, p. 250 and 4.6.3.1, p. 253). It is however important to do continuous research to obtain knowledge from other sciences and to provide empirical evidence and support for the preceding statement.

### **4.6.3.1 The study object of school sport management**

As mentioned in par. 4.6.3 (cf. p. 251), the object of study or research is also called the experience or empirical object of a science. The cognitive object provides the problem statement for the study; i.e. what will be researched in respect of that subject and the phenomena (and their interrelationship) associated with that object. With the former the question is what is to be observed and studied, while with the latter, from which angle or viewpoint the observation and study will be done. For example, in relation to the current study, the school, and more specifically school sport, is the study object of both the school sport manager and the sport participant, but the school sport manager is more interested in the different types of sport, equipment and competencies required to manage school sport effectively and the participant in the sport and services itself offered by the school. Both study school sport, but from different angles, although there is a point where their interests converge. The *object of study* in relation to the current study thus represents school sport as an enterprise (cf. par. 3.2.1.1, p. 119; par. 4.6.2, p. 250; Fig. 13, p. 252) and its operating unit specifically with reference to the mixed market economy of South Africa. Not only the phenomena within the enterprise are studied as the object of school sport management, but also the relationships that can exist between different schools offering sport and sport related physical activities and services.

### **4.6.3.2 The problem statement of school sport management**

It has already been stated that the problem statement of a science is the angle or viewpoint from which the study object is considered. Because sources (physical, financial, human, information)

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<sup>68</sup> Cf. par. 4.6.3.3, p. 254 for a detailed discussion of the utilisation of scientific fields of study (disciplines) and development of the programme content for school sport management

are scarce and have multiple uses, the enterprise, in this case school sport, is forced to employ its resources sparingly with due consideration of the demands, needs, desires and requirements of their customers. In terms of the economic principle (cf. par. 3.2.1.1, p. 119), the operating unit with the lowest possible input of sources, should render the highest possible outputs. The problem statement is thus to maximise productivity within different economic systems.

In the mixed market economy, where profit oriented enterprises play an important role, the economic principle is expressed in terms of profit maximisation (cf. par. 3.6.1, p. 155). School sport, as stated elsewhere (cf. par. 3.6.1, p. 155), is not managed according to profit maximisation, because school sport participation is for the benefit of education and holistic development of learners. Stated differently, school sport should promote mass participation, yet also provide for all other forms of participation (competition, elite, etc.). More specifically the goal to obtain optimal functioning of set goals and objectives, and to maximise performance and participation, can be seen as the problem statement for school sport management. In short, for operational efficiency, school sport as a business in a commercial environment should be managed to be financially successful and self-sustainable. In public schools for example, the focus will be on self-sustainability and not just on financial success.

### ***4.6.3.3 School sport management as a normative and applied science***

School sport management as a science implies in the mixed market economy how school sport as an enterprise (study object) can best be established and managed to realise the set goals and objectives in order to reach and maintain a sustainable, competitive advantage over competitors. Because school sport management meet the requirements for a field of knowledge (discipline) referred to in par. 4.6.3. (cf. p. 251), it means that school sport management can be regarded as a practical or applied science. It is therefore important to emphasise that this science is not applied for the mere love of science and that it also does not pursue knowledge merely for its own sake. The objective is that knowledge should be useably applied during the establishment and management of school sport.

From the preceding brief outline and requirements, it can thus also be said that school sport management represents an applied science. This means that, looking at specific objectives pursued by schools, school sport management provides specific management principles. These principles are based on verified theories applied by management and scientific investigation. Furthermore, as was already stated, the true practitioner of school sport management not only wishes to know something of specific managerial principles, but also wishes to explain why a

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

specific guideline or norm is followed. In other words, knowledge of school sport management without true insight would be futile, and would ignore the need for flexibility and adjustment in various practical situations. A generally valid guideline or norm for conduct does, however exist: the enterprise should act economically. In relation to school sport, this would therefore mean that when a school which offers school sport, has to choose between a number of alternatives, the business plan (market plan) which will ensure the maximisation of resources and the optimisation of goals and objectives, with the lowest possible means (cost), should be chosen, provided it is to the advantage of consumers (participants in sport). All managerial action should be geared towards this.

For all that, it should nevertheless be clearly stated, that although sport management is now well established in higher education and is an increasingly popular major for students, there are a number of critical issues that face the discipline (Mahony, 2008:1). At this point in time authors such as Soucie and Doherty (1996:486); Gouws (2001:228); Chalip (2006:1); Shilbury and Rentschler (2007:33) and Han, Pazmino-Cevalles and Bae (2008:361) have considered the discipline of sport management as a newly constructed discipline, still evolving and relatively young as an academic field (scientific field) despite making great strides. In addition, Danylchuk and Boucher (2003:281-283), at the beginning of the new millennium held the belief that concurrent with the expansion of sport management, opportunities have been the growth and increased sophistication of the academic discipline. The mentioned authors more specifically advocate the belief that the future of sport management as an academic discipline appears to be linked to the answers to questions relating to the curriculum, related research, and the job market.

More locally, in South Africa, a literature review about the topic of sport management as a profession and academic discipline (science) indicated that the most publicised area of research on sport management is the latent need for formal sport management and a national or regional scientific body for sport management. Trainers and consultants offer a myriad of sport management training seminars, workshops and programmes. However, the absence of sound guidelines for sport management training programmes is evident (De Villiers & Bitzer, 2004:25-26; Burger *et al.*, 2008:253). Sport management programmes are notably implemented on the basis of knowledge and athletic prowess of former players and coaches, rather than managerial acumen and formal preparation (Burger *et al.*, 2008:253). There is no evidence of how a sport management programme for educator training should be developed or how it should be evaluated for effectiveness and sustainability (De Villiers & Bitzer, 2004:25-26; Surujlal & Singh, 2009:215; Le Roux, 2010:442). Concurrent with the mentioned preceding lack of evidence, there is also neither

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

a clear description of the study field of school sport management specifically, nor guidelines for the content for the development of school sport management both as a profession and academic discipline, and as such the development of a sport management programme for educator training. This lack of sufficient empirical support is in accordance with the aims of the this research, namely to develop a sport management programme for educator training in accordance with the diverse needs of South African schools and is part of Chapter Six of this research report.

In conclusion, the discipline (field of study) of school sport management can be considered a newly constructed discipline which is still in its growing stage and needs further development. Being a new discipline it contains many potential advantages and disadvantages. The biggest merit given to scholars is the chance to make contributions to the fundamental structure of a new discipline. On the other hand, it involves the incompleteness of a new discipline which may include issues of inconsistency and lack of clarity. In this stage of a new discipline, especially most applied disciplines, Han *et al.* (2008:361) seem to capture this sense of lack of development well in their observation concerning stages and limits of a new discipline. They perceive one common limitation of a new discipline to be a lack of its unique methods and theories, which leads to an identity issue. So, while the purpose of this research report is not to debate the merits of school sport management as a field of study (academic discipline), but to acknowledge that there is a field as evidenced by the number of practitioners working in the field (e.g. educators, parents, coaches, national governing bodies and structures) and the number of universities offering sport management programmes, though not specifically for schools, or for that matter for educator training. Moreover, there are a growing number of academics branded as sport management scholars whose focus is solely dedicated to sport management teaching and to research related to the management of sport (Shilbury & Rentschler, 2007:33). It is only through continuous research that school sport management will develop as both an academic discipline and profession. In relation to the current study, it would thus be appropriate to turn the attention now to the content of sport management programmes and the use of different scientific fields that could help with the development of a sport management programme for educator training.

Over and above the problems related to the development of a new field of study (field of knowledge/academic discipline) described in the previous paragraph, there could also be confusion about the precise difference between sport management and school sport management. This state of affairs arises from the fact that school sport management can be referred to as Applied Sport Management and that the word “sport management” appears in both disciplines. What is more, both fields of study are concerned with the satisfaction of needs, desires, demands and



requirements of consumers and also seem to be grounded in both business and leisure, which in turn are derivatives of sociology, psychology (social psychology), economics and law. In short, both seem to be multidisciplinary fields of study drawing on both foundational (fundamental) and applied management sciences in particular. To this end, the uncertainty surrounding the exact field of study of school sport is intensified by the fact that it would seem as if school sport could make good use of the knowledge and methods of other scientific fields that often either overlap or correspond with those fields of study. Essentially, as was stressed on numerous occasions in earlier paragraphs, there are no guidelines for the specific content for a school sport management programme for educator training or empirical evidence for the utilisation of different disciplines for the field of study of school sport management. These aspects will now be briefly looked and empirically verified by means of a questionnaire and form part of Chapter Six of this research report.

##### ***4.6.3.4 Content and use of scientific fields of study***

The preceding paragraphs (cf. par. 4.6.2, p. 250 and par. 4.6.3, p. 251) dealt briefly with the concepts of science and field of study. In addition, the field of study, the object of study, and the problem statement for school sport management were distinguished. It was emphasised that school sport management within the context of the current study can be regarded as a field of study, because general principles of management can be applied to school sport management. Against the backdrop then of the preceding, one needs to take a closer look at the content and use of scientific fields of study for possible inclusion in a programme for school sport management for educator training.

From the preceding paragraphs, it should also be evident that a programme for school sport management entails much more than merely management. As a matter of fact, school sport management, as was mentioned elsewhere, is seen as a multidisciplinary field of knowledge (field of study/discipline), drawing on various fields as its platform for scholarship. To this end, De Villiers (2003:90) prefers to use the term “*wetensgebied*” (academic disciplines), because more than one science is involved during the training of sport managers. Academic disciplines, for him thus include all applicable and relevant sciences to the sport management business. Hollander (2000:196), on the other hand shares a different belief when he, informed by a notion of Parks (1992:220-229), concludes that the total human culture is the primary source of all curricula, and purports that when one wants to develop a training programme, the human culture necessarily should be utilised as a source. For Hollander (2000:196) it is thus obvious that culture is comprehensive and as a result thereof, content should be organised in groupings of related

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

coherences (interconnections). He concludes that these groupings are described as scientific fields or disciplines. For purposes of this study, the term scientific fields are used, although mention is also made of field of study, field of knowledge and disciplines.

It can be deduced from the previous paragraph, as was already eluded to earlier, that the question arises as to which scientific fields could provide an input in the training, and more particular the sport management training of educators in accordance with the diverse needs of South African schools. In so far as the focus of a sport management programme for educator training focuses on the attainment of learning outcomes, scientific fields that have management as subject of study, would inevitably make a contribution. To this end, Hollander (2000:196) proposes that scientific fields that could possibly make a contribution to the development of a sport management programme includes, fundamental (foundational), applied and sport management scientific fields. Fundamental scientific fields in this field include inter alia Business Management, Economics, Accounting (Financial management) and Human Resource Management. *Business Management* studies in essence the fundamental nature of the management of a business (enterprise) (cf. par. 3.2, p. 117), while *Economics* is more concerned with economic aspects of society within the context of economic analyses, projections and models. Accounting basically has to do with the systematic recording of transactions, financial reports and the analysis and interpretation of financial information. *Financial management* more specifically refers to the way to obtain sources of income (funds) and how these sources could be best managed to the advantage of the business itself as well as of the community (cf. par. 3.6.3, p 163). Human resource management, as outlined earlier in Chapter Three (cf. par. 3.6.5, p. 169) includes aspects of human resource management, such as recruitment, selection, appointment, development, personnel administration and labour relations.

Above and beyond the utilisation of the directed fundamental management disciplines, Gouws (1993:244; 2001:228) further opinionates that it is of vital importance that learners should also be schooled in Sport Management. Yiannakis (1989:113), further elaborates on this, when he mentions that management training for managers of the sport industry should comprise a broad basis of social and human behavioural scientific training that bears relation to the relevant specialised management competencies subjacent to (underlying) the management of a sport or sport related business. Cuneen (1992:16), as well as Shilbury and Rentschler (2007:31-32), confirms the view of Yiannakis (1989:113) that Sport Management can be regarded as an interdisciplinary science that not only disposes of management content, but also of content from the Human Movement Science, as for example Sport Sociology, Sport History (Zeigler, 1992:206),

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Philosophy of sport (Baker *et al.*, 1993:73), Sport Psychology (Slack, 1991:96; Le Roux, 2010:433,442) and Sport Communication. Hollander (2000:197) refers to the aforementioned scientific fields as Applied Management Sciences and organises them in a grouping of related coherences (interconnections), namely Human Movement Sciences. According to him the scientific fields from the Human Movement Sciences should be used optimally and in such a way that relevant trends that play a role in the sport management training of school sport managers, and ultimately the development of a sport management programme for educator training, are included. Tangent planes of Sport Management and Sport Sociology are sport stratification, race and ethnicity (racial discrimination), gender (sex discrimination), marketing research, ethics, economics and sociability (Bryant, 1993:194-197), while Nixon (2010:80-81), adds to the aforementioned, physical activity, body culture, leisure and kinesiology. Sport psychology (Li & Cotton, 1996:89-90) is inclined to focus more on the field of human behaviour, while Sport history bears relation to the history of sport and sport related activities as these developed over time. Philosophy of Sport serves as broad base for the argument and elucidation of points of departure and reasons for decisions taken, while Sport Communication in turn focuses on the ways of written and oral communication, as well as marketing communication which is central to marketing, planning and implementation (cf. par. 3.6.1.1, p. 157).

Parkhouse and Ulrich (1979:271) acknowledge the fact that sport management draws heavily on insights into management derived from other disciplines. In developing basic theory in sport management that can be generalized to all management, they define Sport Management as a field of study that seeks to find answers, and looks for reasons how and why people work together systematically to accomplish the goals and objectives of the sport enterprise. In their turn, Baker *et al.* (1993:73) describe Sport Management again as the science that focuses on the business world. So, in relation to school sport management aspects like for instance sport marketing, financial, human resource and operational management are included in the research focus of School Sport Management (cf. Chapter Three). Hence, as stated earlier, where School Sport Management focuses on the management of sport in a school, inevitably there would be tangent planes with Business Management, Economics, Financial and Human Resource Management. In accordance with what was mentioned earlier, the afore-mentioned sciences are regarded as the *fundamental* sciences, with School Sport Management seen as the *applied science* that focuses on school sport. Summarising, reiterating what was stated earlier, (cf. par. 4.6.3.3, p. 254) when school sport management focuses on phenomena in the real world, disposes of its own theoretical framework and has a research focus, it can be seen as a science. Therefore school sport management can be regarded as a science in its own right.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Recapitulating, it can thus be said that school sport management describes the management phenomena as scientific field as these figure in school sport. Where schools, as providers of sport as a service, within the sport education sector as part of the sport activity sector of the sport industry (cf. par. 2.5, p. 98; Fig. 3, p. 101), dispose of their own peculiar, distinctive training needs, it follows that School Sport Management has developed as a new interdisciplinary science that will primarily contribute to the development of a sport management programme for educator training. This would ultimately assume context and content specific training in accordance with the diverse needs of South African schools, and naturally would have implications for training, more specifically for HEIs and other institutions who offer training. Disciplines that appear in School Sport Management that ostensibly fall outside the management field that could possibly contribute to the development of a sport management programme for educator training that is content and context specific in accordance with the diverse needs, desires, demands and requirements of South African schools, are Sport History, Sport Sociology, Sport Communication, Philosophy of Sport, Sport Psychology and Sport Law.

From the preceding, the question naturally follows as to which other scientific fields could possibly contribute to the development of a sport management programme for educator training. To this end, Hatfield *et al.* (1987:136-137) argue that besides sub disciplines of Human Movement Science mentioned in the previous paragraph, the other scientific fields that study the movement phenomena, should take a central place in the training of school sport managers. One of the reasons given to substantiate their view resides in the fact that a school sport manager should have a broad knowledge of the movement phenomena, with different forms of movement, as for example sport and recreation, to function more effectively and efficiently as a manager.

What should be clear from the preceding discussion is the fact that the inclusion or exclusion of the scientific field of Human Movement Science or Sport Science in a sport management programme for educator training could possibly elicit much debate and deliberation. Zakrajsek (1993:2) and Pedersen and Schneider (2003:44) eloquently and convincingly argue that discord exists regarding the inclusion of Human Movement Science, but Hollander (2000:199) strongly advocates the belief that a manager who disposes of knowledge about sport and movement, necessarily would have a better understanding and feeling for management in the sport industry. Hollander (2000:199) further professes that the study of Human Movement Science and Sport Science appears to contribute to a better understanding of the respective sport products and services as these manifest in the sport industry. In this way, the school sport manager would be better suited to understand the desires, demands, needs and requirements of learners, and as a result thereof, not

only offer a better service, but also manage school sport more effectively and efficiently to the advantage of learners and the school alike. It should nevertheless be stated clearly that this study does not focus on the entire training of educators, but focuses more specifically on the **sport management training for educators managing school sport**.

On close examination of school sport, within the context of the sport industry and the sport education sector, as described in Chapter Three (cf. p. 98-102), it is remarkable that it would stand the school sport manager in good stead to have a thorough knowledge of the different sub disciplines of Human Movement Science, because school sport is also essentially a movement phenomenon. Here, as in the case of School Sport Management, Human Movement Science can be regarded as a cross-disciplinary science that includes disciplines such as Kinesiology, Exercise Physiology, Perceptual Motor Learning and Control, Sport Psychology, Sport Sociology, Sport Philosophy and Sport History, from which the movement phenomena can be described. Moreover each one of the mentioned disciplines studies the movement phenomena from a unique perspective that expose the essence of ways, causes and forms of movement. As a result then, it can be said that the all-encompassing nature of the sport management competencies for educators is such that the afore-mentioned scientific fields should contribute to the theoretical, practical and professional aspects of a sport management programme developed for educator training. The school sport manager thus requires unique, distinct, content and context specific knowledge, skills, competencies and attitudes, which make the development of a sport management programme for educator training and trainers difficult and complicated.

In retrospect, referring to the previous discussion of the different scientific fields that could contribute to the development of a sport management programme for educator training, many trainers, experts, academics, lay public and the like, probably view the training components of PE and recreation or Human Movement Science as forerunners to, if not equated in some way with, contemporary sport management. Certainly, one could argue that much of what is taught about planning, organising, programming, leading, supervising and budgeting in traditional programmes of PE, recreation or Human Movement Science, parallels that which is deemed necessary in sport management. For Zakrajsek (1993:2) in particular however, major differences seem to be first and foremost between the focus of PE, recreation and Human Movement Science and sport management. More specifically, she seeks to find answers to questions pertaining to the degree in which these skills are emphasised, how information is directed toward the consumer (client), and overall programme goals. In response, Zakrajsek (1993:2) comments that although many of the basic skills may be similar, the purpose for preparing professionals is not necessarily the same. In

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

PE, recreation and Human Movement Science, sport is viewed and delivered as a social service; in sport management, sport may be viewed as a social service but much of it is delivered as an economic service. Furthermore, one (PE, recreation and Human Movement Science) has a public concern: advocating human development, whereas the other (sport management) has more of a private or corporate concern: promoting profit margins. For the most part, customers (clients) in the former are a captive audience (school PE) or are volunteers (recreation), whereas customers in the latter (sport management) include everyone within casting range of the sport marketing strategist (Zakrajsek, 1993:2; Pedersen & Schneider, 2003:43). So, while there is a difference in the focus of PE, recreation and Human Movement Science and sport management, the purpose of this research report is not to debate the merits of any of the stated scientific fields, but to recognise the transformation of sport as a social phenomenon that is under more serious study by those who profess PE in particular as an academic pursuit. However, in the preceding view of Zakrajsek and Pedersen and Schneider there appears to be a subtle warning to prospective school sport managers. Herein lies the crux of the matter for me, namely that current and future school sport managers should dispose of the competency to retain their focus and manage school sport from an educational perspective to serve the best interest of their customers. That is, to offer sport as a social service in accordance with the diverse needs of learners.

Although sport studies is part of most university curricula, the intellectual integration of sport into sport management curricula, and into other sub disciplines as well, has been more tolerated than advocated. Furthermore, although Human Movement Science and Sport Science are included as part of the content of South African sport management programmes (cf. par. 4.4, p. 212; 4.5, p. 228, 4.6.4. p. 276), internationally the same cannot be said. Nonetheless, the major issue and question more specifically in relation to the current study evolves around the prominence of Human Science and Sport Science's inclusion in a sport management programme for educator training. As a result thereof, the essence nature of school sport management should be investigated to justify or reject the inclusion of Human Movement Science as a scientific field and competency required by school sport managers. It follows therefore that empirical research should be conducted to determine the prominence of Human Movement Science and Sport Science in a sport management programme for educator training. This will form part of chapter six of this research report.

Be that as it may, the inclusion or exclusion of sport education could possibly also lead to heated debates, discontent and dissent. Most notably, experts like Siedentop (1998:20); Metsä-Tokila (2002:196-203); Penney, Clarke and Kinchin (2002:56); Clarke and Quill (2003:254-263);

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

MacPhail, Kinchin and Kirk (2003:285,297); Penney (2003:302); Dyson, Griffin and Hastie (2004:229); Siedentop, Hastie and Van der Mars (2004:4-18,26); Kim, Penney, Cho and Choi (2006:361); Brock and Hastie (2007:11,14); McMahon and MacPhail (2007:239); Tinning (2008:415); Siedentop (2009:366-369); and Sinelnikov (2009:94-109) acknowledge the fact that school sport managers who have knowledge of sport education inevitably are better empowered and equipped to manage school sport and contribute to the holistic development of learners. Reiterating the importance of sport education, what they are essentially saying is, is that sport education can contribute to a better understanding of the behaviour, needs, desires and demands of consumers in general in the sport education sector of the sport industry (cf. par.2.5, p. 98), but more specifically of learners participating in sport in schools. So, although the most South African programmes for educator training include Education as part of the content of such programmes, sport education per se is not present in the South African programmes (cf. par. 4.5, p. 228).

In the South African context Human Movement Education is not a stand-alone subject, but is regarded as a focus area (recreation and physical activity) in which learning outcomes,<sup>69</sup> namely Physical Development and Movement (Grade R-9) and Recreation and Physical Well-being that learners are required to acquire as part and parcel of a subject called Life Orientation (LO). Stated differently, post-apartheid<sup>70</sup> educational transformation (reform) in South Africa reduced PE from a stand-alone subject to a learning outcome of the Learning Area/Subject LO in Grades 7-12 (Van Deventer, 2011b:825; Van Deventer, 2012:154). The roots (grounding) of sport education should thus be investigated to justify or reject the possible inclusion of sport education in a sport management programme for educator training. In sum, the crux of the matter is the relevance of sport education in a sport management programme for educator training, because sport should still be educationally justified.

Practical experience which students have to acquire seems to be another source of contention, debate and different opinions. It is evident that programmes normally make use of only one type of practical experience during practical training. In South Africa the most popular forms appear to be experiential learning and institute practicum. Experiential learning is used in particular by universities of technology. In the South African context the use of internships are compulsory, but more specifically in relation to the current study, the use of internships as part of practical training for a sport management training programme for educator training could be cumbersome and

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<sup>69</sup> A learning outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills, values and attitudes that learners should acquire (Department of Education, 2003a:7)

<sup>70</sup> Post-apartheid in the South African context refers to the period after 1994, when the first democratic election was held

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

problematic, in the sense that there is currently no professional body to govern and monitor the internship. Consequently the establishment of a professional body for sport management training of educators would necessitate further investigation and inquiry. So, while the establishment of a professional body is not within the scope of the current study, specific content and competencies required for a sport management programme for educator training lies at the very heart of the current study and requires investigation.

Hollander (2000:196) and De Villiers (2003:92-97) propose specific content and competencies for each scientific field. Based on their views and according to (Lambrecht, 1987; De Sensi *et al.*, 1990; Cuskelly & Auld, 1991; Fielding *et al.*, 1991; Lambrecht, 1991; Cuneen, 1992; Gouws, 1993; Naspe-Nassm Joint Task Force on Sport Management Curriculum and Accreditation, 1993; Kelley *et al.*, 1994; Basson & Loubser, 2003; Kaiser, 2004:2-3;8-10; Parkhouse & Pitts, 2005; Vosloo, 2007; Stier, 2008; Gerber, 2009; Vosloo *et al.*, 2009) numerous contents and competencies were identified. A summary of the specific content and competencies for each scientific field, required by school sport managers is presented in Table 18 (cf. p. 265 below).



Table 18: Specific outcomes/content/competencies for scientific fields

| SCIENTIFIC FIELD<br>(FUNCTION)            | ACTIVITIES TO PERFORM    | OUTCOMES/COMPETENCIES/CONTENT   |
|---|--------------------------|---|
| Fundamental sport management competencies | Govern sport             | Utilise relevant sport structures<br>Comply with legislation related to governance of sport   |
|   | Utilise management roles | Manage facilities of the school<br>Act as liaison<br>Act as figurehead<br>Act as negotiator   |
| Fundamental sport management competencies | Do a needs analysis      | Determine: What is needed?<br>When is it needed?<br>Where is it needed?<br>Who needs it?<br>Why is it needed<br>Compile attendance figures<br>Determine usage patterns of facilities<br>Determine usage patterns of school sport programmes and sport related physical activities<br>Determine growth potential of school sport |
|   | Do a feasibility study   | Doing research<br>Evaluation of information<br>Analyses useful information<br>Compile a report  |
|   | Manage change            | Incorporate new policies<br>Manage resistance to change<br>Motivate people to adopt to new policies   |
|   | Address social issues    | Implement social responsibility activities in communities<br>Give advice on social responsibility issues  |
|   | Implement strategies     | Manage the implementation of set strategies<br>Evaluate the implementation of set strategies  |
| Fundamental sport management competencies | Planning                 | Formulate a vision<br>Formulate a mission<br>Formulate operational objectives<br>Make strategic decisions   |
|   | Organising               | Organise resources into specific sport codes or departments<br>Manage processes   |
|   | Leading                  | Hold meetings<br>Implement leadership<br>Lead sport codes/department to achieve common goals  |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION)            | ACTIVITIES TO PERFORM        | OUTCOMES/COMPETENCIES/CONTENT   |
|---|------------------------------|---|
|   |                              | See to it that identified plans, strategies, policies and procedures are implemented  |
|   | Control and evaluation       | Manage meetings<br>Compile weekly, monthly, quarterly and annual reports<br>Formulate a policy<br>Monitor progress<br>Measure progress against set standards<br>Take corrective action if needed<br>Do quality control  |
|   | Motivation                   | Motivate other school sport managers to reach goals<br>Motivate SMT to set goals  |
|   | Delegating                   | Delegate tasks  |
|   | Decision making              | Manage strategic decisions  |
| Fundamental sport management competencies | Communication                | Communicate the school's sport vision, mission and goals<br>Communicate individual responsibilities<br>Manage interpersonal communication<br>Present reports<br>Have good listening skills<br>Have oral skills<br>Demonstrate writing skills<br>Use different communication media |
| General sport management competencies     | Operate a computer           | Compile reports<br>Send and receive e-mails<br>Compile presentations  |
|   | Manage meetings              | Compile a notice of the meeting<br>Conduct meetings<br>Chair the meeting<br>Draw up an agenda<br>Write minutes  |
|   | Manage information           | Gather information<br>Process information<br>Interpret information<br>Disseminate information<br>Administer a management information system (MIS)<br>Manage correspondence related to school sport  |
| General sport management competencies     | Manage office administration | Have good processing skills<br>Manage office procedures<br>Manage time effectively  |
|   | Keep records                 | Ensure records of all results of meetings and games are kept  |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION)           | ACTIVITIES TO PERFORM                | OUTCOMES/COMPETENCIES/CONTENT  |
|--|--------------------------------------|--|
| Functional sport management competencies |                                      |  |
| Marketing competencies                   | Manage the marketing function        | Develop a marketing plan<br>Analyse consumer behaviour<br>Explore school sport participation markets<br>Undertake market research<br>Manage advertising<br>Manage publicity<br>Market the school's sport and sport related physical activity programmes and products<br>Manage the marketing mix for school sport<br>Introduce the school's facilities, sport programmes and sport related physical activities<br>Report on sport activities taking place in the school  |
| Public Relations competencies            | Manage the public relations function | Develop a public relations plan<br>Provide information<br>General communication with public<br>Manage image shaping and enhancing<br>Build community relations   |
| Public Relations competencies            | Manage the public relations function | Promote internal relations between other school sport managers, educators not involved in school sport and other employees<br>Manage educational effort<br>Manage recruitment<br>Launch of new sport products and services<br>Obtain feedback<br>Lease with the public<br>Establish networks for knowledge sharing<br>liaise with local police, disaster management, fire and related services<br>liaise with the media<br>Enhance business relationships with other schools, organisations, church and local municipality<br>Built good rapport with the press<br>Manage a press conference |
| Human resources management               | Manage the human resources function  | Determine the demand for sport managers and other personnel<br>Determine the current state of human resources<br>Advertise new jobs<br>Appoint appropriate staff<br>Manage volunteers<br>Manage disciplinary issues  |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION) | ACTIVITIES TO PERFORM               | OUTCOMES/COMPETENCIES/CONTENT   |
|--------------------------------|-------------------------------------|---|
|                                |                                     | Give advice on HR matters   |
| Human resources management     | Manage the human resources function | Partake in human resource development<br>Gather information about potential school sport managers and other personnel<br>Do staff evaluation<br>Manage and resolve conflict<br>Manage different forms of training related to sport<br>Supervise the induction of people in the sport environment<br>Supervise people<br>Draw up a contract for school sport managers<br>Manage stress<br>Apply approaches to organisational behaviour<br>Do job analysis<br>Write job descriptions<br>Manage personnel policies<br>Manage personnel procedures<br>Manage grievances of learners, parents, school sport managers, people<br>Manage employee compensation<br>Comply with labour relations regulations<br>Manage groups<br>Manage job satisfaction of employees<br>Manage satisfaction of participants' sport experience |
| Operations management          | Booking and scheduling              | Record bookings for facilities<br>Draw up schedules for sport activities, games and events<br>Determine booking and scheduling procedures<br>Schedule sport activities  |
|                                | Housekeeping and maintenance        | Compile cleaning and maintenance schedules<br>Identify specific needs in terms of housekeeping and maintenance<br>Manage the quality of work done by doing inspections on a regular basis<br>Manage the housekeeping of the sport facilities<br>Manage the maintenance of the sport facilities<br>Develop standard operating procedures   |
|                                | Box office management               | Implement ticket sales policy<br>Manage the sale of tickets   |
|                                | Concession areas                    | Market the concession stalls<br>Compile contracts for the lease of the school's sport facilities<br>Manage signed contracts   |
|                                | Traffic and parking                 | Draw up a traffic policy<br>Draw up a parking policy  |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION) | ACTIVITIES TO PERFORM               | OUTCOMES/COMPETENCIES/CONTENT  |
|--------------------------------|-------------------------------------|--|
|                                |                                     | <ul style="list-style-type: none"> <li>Draw up contingency plans</li> <li>Manage traffic and parking</li> </ul>  |
| Operations management          | Signage                             | <ul style="list-style-type: none"> <li>Ensure signage is sufficient</li> <li>Ensure signage is visible</li> </ul>  |
|                                | Sport project and event management  | <ul style="list-style-type: none"> <li>Manage training</li> <li>Manage seminars</li> <li>Manage workshops</li> <li>Manage equipment</li> <li>Maximise the use of the school's facilities</li> <li>Monitor the usage of the school's facilities</li> <li>Manage tournaments/leagues</li> <li>Manage clinics/special meetings</li> <li>Manage festivals/sports days</li> <li>Manage clinics</li> <li>Manage functions</li> <li>Manage special meetings</li> <li>Manage different events (e.g. super series)</li> <li>Manage provincial and national interschool's competitions (e.g. Noordvaal)</li> <li>Manage participants</li> <li>Comply to the regulations of different sport codes</li> <li>Develop an agreement of co-operation in terms of events</li> <li>Manage a safety and security policy</li> <li>Manage sales of memorabilia</li> </ul> |
| Operations management          | Sport project and event management  | <ul style="list-style-type: none"> <li>Manage school sport and related physical activity programmes</li> <li>Manage information sessions with regards to events</li> <li>Manage sales of refreshments</li> <li>Manage events (e.g. sports awards ceremony)</li> <li>Manage projects (e.g. upgrading of gymnasium)</li> </ul>   |
|                                | Manage the risk management function | <ul style="list-style-type: none"> <li>Compile a risk management plan</li> <li>Identify risks</li> <li>Assess risks</li> <li>Treat risk</li> <li>Draw up standard operating procedures</li> <li>Manage different types of insurance</li> <li>Adhere to legal aspects with regard to facilities and participation in sport</li> </ul>   |
|                                | Safety and security                 | <ul style="list-style-type: none"> <li>Implement safety and security rules and regulations</li> <li>Emergency plans must be reviewed and in place</li> <li>Manage crowds and spectators</li> </ul>   |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION) | ACTIVITIES TO PERFORM                    | OUTCOMES/COMPETENCIES/CONTENT   |
|--------------------------------|--|---|
|                                |  | Alcohol management procedures should be determined.<br>Compile a code of conduct for learners, parents, supporters, spectators and crowd<br>First aid and medical services should be provided   |
| Operations management          | Safety and security                      | Evacuation procedures should be reviewed regularly<br>Manage access control<br>Report on issues in operational meetings<br>Manage Occupational Health and Safety issues   |
| Financial Management           | Manage the financial management function | Compile a financial business plan<br>Determine possible income<br>Determine possible expenditure<br>Draw up a budget<br>Manage different budgets<br>Organise fundraisers<br>Keep financial records<br>Predict economic development<br>Draw up financial records<br>Predict future business requirements<br>Sell advertising space<br>Sell naming rights<br>Record incoming and outgoing funds<br>Manage assets<br>Prepare financial statements<br>Give advice on financial business<br>Handle tax matters<br>Handle money of sport related activities |
|                                | Manage sponsorships                      | Prepare a sponsorship proposal  |
| Financial Management           | Manage sponsorships                      | Examine the school's sport marketing plan<br>Set evaluation criteria<br>Announce sponsorship<br>Implement sponsorships<br>Implement post sponsorship evaluations  |
| Purchasing Management          | Manage the purchasing function           | Prepare a purchasing plan<br>Obtain quotations for procurement of equipment<br>Purchase equipment<br>Purchase apparel (kit, clothing etc.)<br>Purchase various goods and consumables<br>Attain supplies for sales at events<br>Manage tenders for projects  |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION)           | ACTIVITIES TO PERFORM   | OUTCOMES/COMPETENCIES/CONTENT  |
|--|---|--|
|  |   | Acquire quotations for services rendered at events   |
| Sport law and legal management           | Handle aspects related to school sport legislation                    | Possess introductory knowledge to legal problems in school sport management<br>Comply to the different legal aspects in relation to school sport<br>Boast introductory knowledge of school sport manager liabilities in school sport<br>Have knowledge of the Basic Human Rights of children<br>Have knowledge of Human Rights of participating athletes   |
| Sport law and legal management           | Handle sport law related matters                                      | Manage sport contracts of athletes<br>Negotiate sport contracts for talented athletes<br>Negotiate contracts for well-known old and current players as school sport managers<br>Manage contracts for prospective school sport managers<br>Have knowledge of business law<br>Have knowledge of sports law<br>Compile a constitution<br>Understand principles of delict<br>Understand principles related to laws regulating agencies   |
| Specialist Sport Management competencies | Emergency sport medical and specialist sport medical related services | Manage emergency medical services<br>Manage professional sport medical services (e.g. sport vision, podiatric, etc.) to improve performance<br>Study sport medicine  |
|  | Human Movement  | Accept responsibility for teaching of human movement education in school<br>Apply physiological aspects of exercise<br>Manage sport injuries<br>Obtain a certified qualification in first aid<br>Understand health implications of sport and sport related physical activities<br>Apply sport psychological aspects  |
| Specialist Sport Management competencies | Manage school sport and sport related physical activity programmes    | Design training programmes for all learners participating in sport<br>Determine needs for sport and sport related physical activity programmes<br>Understand philosophical aspects of school sport<br>Apply sport sociological aspects<br>Study historical happenings in school sport<br>Utilise sport code specific knowledge<br>Have a thorough knowledge of current happenings and development in sport<br>Apply motor developmental aspects<br>Employ kinesiological principles in school sport<br>Understand the implications of sport education in school sport<br>Apply principles of education in school sport<br>Apply training methods in at least two sports<br>Use coaching methods in sport and sport related physical activities |

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

| SCIENTIFIC FIELD<br>(FUNCTION)                 | ACTIVITIES TO PERFORM  | OUTCOMES/COMPETENCIES/CONTENT  |
|--|--|--|
|  |  | Understand the implications of drug usage and sport performance enhancing aids<br>Assist athletes with eating problems or disorders<br>Use knowledge of special needs and disabilities of athletes |
| Specialist Sport<br>Management<br>competencies | Manage school sport and sport<br>related physical activity<br>programmes | Inform athletes on the use of ergogenic aids<br>Provide advice on sport nutrition to support sport performance   |



#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

From the preceding summary of core content, it should be quite clear that overlapping exists between the different scientific fields and that a conjunction of certain components in different subject combinations (related scientific fields) would ultimately result in a better structure for the content of a sport management programme for educator training. As such the biggest challenge then in relation to the current research report lies therein to reduce the content (cf. Table 18, p. 265) to meaningful subject combinations (related scientific fields/ units of meaning). These subject combinations are obtained from the various scientific fields, components of current sport management programmes as found in the literature and from interviews with education specialists and sport management experts (cf. par. 1.4.5, p. 16; 1.4.6, p. 17; 5.8, p. 328; 5.9, p. 333; 6.2, p. 355; 6.3, p. 431). The different subject combinations (scientific fields) proposed in this study were based on this. (cf. par. 5.9.6, p. 350; 7.5.3, p. 561). The rationale of this exercise is to determine the core content of a sport management programme for educator training, which is subject to empirical investigation and validation (cf. par. 1.3.2, p. 12, research aim 4; Chapter 6). From the preceding it follows that the place of the core content on different NQF levels for a sport management programme for educator training could be determined. These core contents should then be described in specific outcomes for the development of a sport management programme for educator training (cf. par. 7.5.2, p. 554; 7.5.3, p. 561). It is indeed possible, because the content is directed at the competencies required, demanded, needed and identified by school sport managers in a diversity of South African schools.

The different subject combinations (scientific fields) identified, are listed below:

- Management and Sport Management
- Marketing and Sport Marketing
- Financial Management and Economics
- Public Relations
- Human Resource Management
- Human Movement Science/Sport Science
- Information Systems
- Legal Aspects
- Communication
- Education and Sport Education
- Sport Sociology

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

- Sport Psychology
- Sport History
- Computer Practice
- Sport Governance
- Operational Management
- Practical Experience (Experiential learning)

Each of the above scientific fields can be analysed further to determine the specific content, but this is not within the scope of this research and hence presents an opportunity for future research. Chelladurai (1992b:218) stresses the importance of an analysis of specific contents when he observes that the identification of subareas (sub disciplines) within the broader context (field) of sport management guides and gives direction to aspects such as human resource provision, research areas and demarcation of subject fields (scientific fields/disciplines/fields of expertise). Moreover, in relation to the current study, these contents could be used in an empirical investigation to determine the opinion of educators in a diversity of South African schools with regard to the competencies required to manage school sport, and subsequently, the development of a sport management programme for educator training. This aspect will be addressed in Chapters Six and Seven.

From the preceding discussion it can be readily observed that when comparing the South African programme components outlined earlier (cf. par. 4.4, p. 212) with the above mentioned contents, a few important characteristics and features can be identified. One eye-catching aspect relates to the extent and duration of programmes, like for instance in the case of the one year programme in sport management. Almost all the content components are accounted for, but the time allocated therefore, gives rise to a superficial encounter and knowledge base. Additionally these programmes lack sufficient exposure to the sport industry. More specifically, from the perspective of the current study, the extent and duration of content components and the level of knowledge required, have implications for the development of a sport management programme for educator training and will need attention and consideration.

It was already mentioned that some of the programmes indeed use the denomination “Sport management”, but that the scientific field of Human Movement Science (Human Movement Studies/Sport Science) seem to dominate in some programmes. Moreover, in practice it is further evident that students are to a large extent subject to influence of trainers and training institutions,

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

who by and large as a result of their own training, preferences and interests, necessarily stress and emphasise certain aspects (Parks & Bartley, 1996:127). Adding to this, Quatman and Chelladurai (2008b:654) succinctly reiterate the influence of others when they argue that influences can be cyclical and synergistic in that any student (scholar) influenced in a certain way, can in turn go on to influence others in a similar way. With regard to the current study, it begs the question as to what extent biased opinions could have an impact on respondents' view concerning competencies required to manage school sport.

Another observation stemming from the comparison between the above mentioned programme content and those outlined earlier, resides in a general lack of importance assigned to research methodology in undergraduate programmes. This apparent lack of sufficient attention to research methodology can be regarded as a deficiency that should be an integral part of a sport management programme for educator training, even if it only equip prospective school sport managers with a basic understanding of research methodology. That said though, the level of competence would ultimately differ from person to person and school to school, depending on one's own desire for knowledge and, obviously, the school one is teaching at at a given time. However, that is not to say that a school sport manager should not be familiar with research methodology, because the South African education landscape is rather diverse and complex. Thus while basic research methodology is essential for a school sport management programme for educator training, more in depth and independent research should be done as part of postgraduate studies.

In conclusion, even though the different scientific fields for the development of a sport management programme for educator training were identified, the answer to the question of which content should be included on different levels, has not been answered and is not clear as yet. The content for different levels therefore still requires investigation and empirical evidence. One needs to also take cognisance of the classification used by SAQA, based on the nature of programme content. So a distinction is made between content that forms the basis for education, training and further learning, the fundamental learning, as well as core learning, that is compulsory learning contextually relevant for a particular qualification. The third category is called elective learning (electives), which refers to additional credits from which a choice can be made to ensure that the purpose and goal of the qualification is achieved (South African Qualifications Authority [SAQA], 2000a:5; South African Qualifications Authority [SAQA], 2000b:17; Government Gazette No. 34883, 2011:57). Learning outcomes for the sport management programme for educator training should thus be placed in the mentioned categories (fundamental, core and elective). More on the

development of a sport management programme for educator training and the requirements thereof in Chapter Six and Seven.

### 4.6.4 Synthesis

In the unique South African context few studies have been undertaken in relation to sport management training, not even to speak of content and context specific sport management training for a specific sector of the sport industry such as the sport education sector (cf. par. 2.5, p. 98; Fig. 3, p. 101). In so far as the current study focuses on the development of a sport management programme for educator training, the preceding paragraphs strove to describe the field of study of school sport management and also arrange the different scientific fields required for a school sport management programme in a logical manner. With regard to the field of study of school sport management, it was described as the science which concerns itself in the more or less mixed market system (cf. par. 4.6.2, p. 250) with a study of contemporary issues, problems and trends which (cf. par. 2.4, p. 70) abound in school sport. In addition, school sport management seeks to find answers to the question of how both independent (private) and public schools who are responsible for sport education and who offer as well as provide school sport and other sport related services, activities, programmes and extra-curricular activities to satisfy human needs of different consumers (cf. par. 2.5, p. 98) can be best led or established and manage to function as efficiently as possible to obtain their set goals and objectives in order to reach and maintain a sustainable, competitive advantage over competitors (cf. par. 3.2.2, p. 122).

From the preceding description of the field of study of school sport management, it can thus be deduced that school sport management can be regarded as a scientific science that has yet to develop and attain full scientific status and develop in a highly specialised science. Given the fact that school sport management has its own empirical object and problem statement, one can thus proclaim that school sport management can be regarded as both a normative and an applied science.

However, being regarded as an applied science assumes that continuous research should be done to provide empirical evidence for a body of knowledge. It should also be explicitly stated that although sport management is now well established in higher education and is an increasingly popular major for students, there are a number of critical issues that face the discipline. These include, amongst others, the latent need for formal sport management and a national or regional scientific body for sport management. Trainers and consultants offer a myriad of sport management training seminars, workshops and programmes. However, the absence of sound

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

guidelines for sport management training programmes is evident. Furthermore, no evidence exists of how a sport management programme for educator training should be developed or how it should be evaluated for effectiveness and sustainability. Concurrent with the mentioned preceding lack of evidence, there is also neither a clear description of the study field of school sport management specifically, nor guidelines for the content for the development of school sport management both as a profession and academic discipline, and as such for the development of a sport management programme for educator training.

Above and beyond the critical issues that face the new multi-disciplinary field of study, namely school sport management, it holds many potential advantages and disadvantages. The biggest merit given to scholars is the chance to make contributions to the fundamental structure of a new discipline. On the other hand, it involves the incompleteness of a new discipline which may include issues of inconsistency and indistinctness. One last common limitation of a new discipline seems to be a lack of its unique methods and theories, which leads to an identity issue, and as such requires regular research and investigation.

Closely related to the afore mentioned critical issues and potential advantages and disadvantages of a new field of study, one has to consider the content and use of different scientific fields of study in the development of a sport management programme for educator training. As I have stressed previously, different authors and researchers, both locally and abroad, have different interpretations and views on the contents and use of scientific fields of study for inclusion in a sport management programme for educator training. Based on the views of authors and researchers such Yiannakis, Cuneen, Shilbury, Rentschler, Zeigler, Baker, Cox, Cao, Lin, Slack, Ulrich, Parkhouse, Bryant, Nixon, Li and Cotton in the global context and local experts like Gouws, Hollander, De Villiers and Le Roux parallels were drawn between local and global content and scientific fields of study included in sport management programmes. It became evident that school sport management can be regarded as a multi-disciplinary field of study that contains content from fundamental management sciences like for example Business Management and Human Resource Management, Applied Management Sciences, as for instance Human Movement Science and Sport Science, as well as Sport Management. What was further remarkable, was the general discontent, dissent and debate regarding the inclusion or exclusion of Human Movement Science and Sport Science in a sport management programme. Although most South African sport management programmes include these scientific fields of study, they are not included globally and thus raise the question of their importance in sport management programmes. It should however be clearly stated that the study of Human Movement Science and Sport Science appears to contribute to a better understanding of the respective sport products and services as they manifest

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

in the sport industry. As a matter of fact, Amusa and Toriola (2012:628) strongly advocate the belief that the period after 1994 witnessed an upsurge in the development of professional sport and PE in Africa in particular. Consequently the contemporary school sport manager is required to adapt to change and keep abreast of cohesive global academically respected professional developments and improvements. In this way, the school sport manager would be better suited to understand the desires, demands, needs and requirements of learners better, and as a result thereof not only offer a better service, but also manage school sport more effectively and efficiently to the advantage of learners and the school alike.

In addition to the discontent regarding the prominence of Human Movement Science and Sport Science in a school sport management programme for educator training, was it also observed that practical experience was another cause for discontent and dissent. Another issue that came to the fore was the prominence of sport education, because school sport should remain educationally justifiable. Subsequently, as a result then, it can be said that the all-encompassing nature of the sport management competencies for educators is such that different scientific fields should contribute to the theoretical, practical and professional aspects of a sport management programme developed for educator training. In sum, the school sport manager requires unique, distinct, content specific and context specific knowledge, skills, competencies and attitudes, which make the development of a sport management programme for educator training and trainers difficult and complicated.

Specific outcomes, content and competencies for different scientific fields were proposed (cf. par. 4.6.3.43, Table 17, p. 245; 18, p. 265) and subject combinations (scientific fields of study) identified were listed. An analysis of the specific outcomes, content and competencies for different scientific fields indicated that overlapping exists between the different scientific fields and that a conjunction of certain components in different subject combinations (related scientific fields) would ultimately result in a better structure for the content of a sport management programme for educator training. The listed subject combinations (scientific fields of study) identified in an earlier paragraph helped to achieve the outcomes of the study, to determine the needs and competencies required by educators to manage school sport effectively according to the diverse needs of South African schools (cf. par. 1.3.2, p. 12, research aim 4).

In conclusion, a closer look and comparison between the listed subject combinations (cf. par. 4.4, p. 212 and par. 4.6.3.4, p. 257) shed light on four important aspects that helped to achieve the outcomes of this study, namely to develop a sport management programme for educator training in

accordance with the diverse needs of South African schools (cf. 1.3.2, p. 12, research aim 5, par. 7.5. p. 547). The four aspects identified are: (i) the extent and duration of sport management programmes; (ii) bias and prejudice of lecturers in relation to their own training, preferences and interests; (iii) prominence of research methodology and; (iv) the depth and level of knowledge required for content in relation to the classification by SAQA that informs and guides the basis for education, training and further learning, namely fundamental, core and elective learning.

### **4.7 FACTORS THAT INFLUENCE SCHOOL SPORT MANAGEMENT PROGRAMMES**

Up to now in this chapter, issues related to the content of a sport management programme for educator training have been highlighted. A review of the literature indicated that other factors, apart from these issues, also impact not only on the development of a programme, but also on those institutions that currently offer programmes, as well as on those who will offer future programmes. The following aspects are now discussed further.

#### **4.7.1 Human resources (staff/personnel/human capital)**

Various authors offer opinions about the human resources (staff/personnel/human capital). Chelladurai (1992b:216) is of the opinion that the field of study of sport management is so wide that it is cause for concern regarding human resource provision. A few years later the same author, Chelladurai (2006:xiii) subscribes to the views of Barney (1991:99-117; 1995:49-59; 2001:645) who advocates the resource-based view of organisations that posits that an organisation's resources can garner competitive advantage for an organisation if those resources are valuable, rare, imperfectly imitable and hardly substitutable. Essentially what Barney and Chelladurai are saying, is that human resources are seen as human capital that should be managed in an effective way so as to make them valuable for the organisation and hard for other organisations to imitate (reproduce) or substitute. Stier and Schneider (2009:56) confirm the views of Chelladurai (1992b:216; 2006:xiii) and Barney (1991:99-117; 1995:49-59; 2001:645), but are also concerned about the effectiveness of teaching and learning, when they opine that effective teaching of sport management programmes (courses) is of the utmost importance to ensure meaningful student learning. Because the manpower available is limited and small, it naturally impacts on the effective teaching and learning of sport management courses and programmes. As a result of the limited human resources (trainers/lecturers), lecturers are now compelled to be involved in more than one scientific field of study (area/discipline) of sport management training. It follows that the creation of a unique knowledge base suffers because of this.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

The NASPE-NASSM (1993:161) standards document makes recommendations in relation to the number of members of staff required for the different programmes. It is recommended for example that when only undergraduate programmes are offered, only two lecturers are required. The same guideline applies when programmes are only offered on master's level. When undergraduate and master's programmes are offered in one department, or only doctoral programmes, or doctoral and masters programmes, the recommendation is three lecturers. On the other hand, when the full spectrum of programmes (undergraduate and all post graduate), are offered, a minimum of five members of staff is set as guideline.

Contrary to the standards and recommendations set by NASPE-NASSM (1993:161), findings from a study by Fielding *et al.* (1991:6) revealed that in 58% of programmes investigated, two or less full time lecturing members of staff were made available. Only 13% of institutions that offered programmes had more than three members. These alarming statistics are strengthened by the fact that two institutions that offered programmes reported that they had no permanent members of staff who lectured sport management programmes. It can therefore be deduced that these results demonstrate a lack of sufficient members of staff to meet the existing demand and cover the needs of sport management programmes. Strong support for the preceding comment is provided by Mondello, Mahony, Hums and Moorman (2002:262-281); Weese (2002:9) as well as Mahony, Mondello, Hums and Judd (2004:102-104; 2006:415;425-426).

To conclude, from the perspective of the current study, the aspects mentioned in the previous paragraphs prove to be of particular importance, in the sense that aspects related to human resources (number, quality and availability) could have a significant bearing on the quality of training to students, quality of programme development, the extension of the knowledge base (research) and the implementation of a newly developed programme (Naspe-Nassm Joint Task Force on Sport Management Curriculum and Accreditation, 1993:161; Government Gazette No. 34883, 2011:11-13). To this end, it would thus be important to determine the state of affairs for the South African situation and context.

##### **4.7.2 Students**

The recruitment, selection, admission and placement of students also plays a significant role in the successful offering (presentation) of sport management programmes. As Van Schalkwyk (2001:6) reports, the problem seems to be a dramatic increase in student numbers. Tisani (1998:47) and Burger (2011:156) comment on the South African situation when they refer to an increase in students as well the national policy to make HEIs more accessible to all South African citizens. The possibility therefore exists that too many students could be trained for the needs and demands



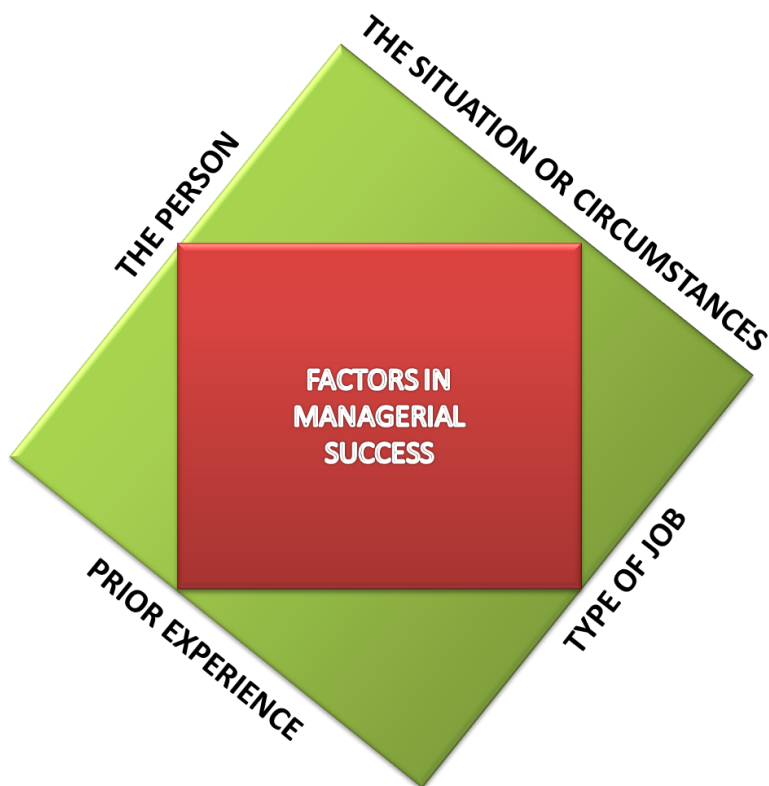
of the labour market. However, despite reports by Govender (2009:12), Venter (2009:7) and Steyn *et al.* (2011:131) of an increase in the number of trained educators in particular, fears and concerns expressed by those who have a real interest in education indicate that demand and supply do not correlate. In actual fact, it is reported by Govender (2008:1) that South Africa faces a shortage of up to 94 000 educators by 2015, while Rademeyer (2008:5) reports that there is no consensus regarding the educator shortage, and that statistics vary between 20 000 and 30 000 annually. According to her, the reason for different opinion resides in the fact that different researchers take into consideration different factors, like for instance number of educators with the required qualification who teach in subjects and the level of training. More specifically in relation to the current study, it can be said that the recruitment, selection, admission and placement of prospective students would play an important role in the successful offering of a sport management programme for educator training. Hence, based on the statistics provided, there should be no fear that too many educators would be trained for the needs, demand, desires and requirements of the labour market for the management of school sport specifically. Of course, what one should nonetheless keep in mind, is how to attract and retain high quality and dedicated educators to manage school sport in the changing South African education landscape, because it is expensive, and vital to the school's image and success regarding on-going professional issues to parents, school administrators and taxpaying public. To reiterate, the exact words of Petress (2007:236), in the American context, "*our education and its needs are too vital to individuals, families, and our nation to be placed in low priority or to be ignored*".

Be that as it may, although the supply of educators does not exceed the demand, it would still seem if there are problems arising from an increase of students trained as educators. Two problems immediately spring to mind. The first problem relates to the kind of person and the other concerns the lowering of standards to ensure admission of learners (students) previously excluded for various reasons. In an unpublished investigation by Van Schalkwyk (2001:6), he indicates that there is no uniform policy for student admission at the different HEIs. He further states that the selection and placement of students in accordance with the specific policy of an institution, is also not necessarily applied in practice.

Concerning the second problem, namely the lowering of standards, Fielding *et al.* (1991:9) make the statement that student numbers ensure income. It is thus possible that students not suitable for educator and/or sport management training, are indeed accepted to ensure that the budget balances. Inevitably, this practice could result in questions being asked regarding the ethical standards of institutions.

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

Over and above the mentioned factors, Stier (2008:118-119) also indicates that generally speaking, there are four general factors that can have a significant effect upon an individual's effectiveness within any sport or sport-related organisation. In relation to the current study, it would be advantageous to have an understanding of how these factors can have an effect upon one's ability to successfully serve as a sport manager. The reason to have such an understanding, is because knowledge obtained from an understanding of the factors that have an effect on one's ability to successfully serve as a school sport manager, can be an aid to those who successfully manoeuvre the organisational maze and climb up the ladder as well as inform the development of a sport management programme for educator training. These factors are depicted in Fig. 14 and are referred to by Stier (2008:118-119) as *"the diamond concept of management."*



(Stier, 2008:118)

**Figure 14: The diamond concept of management**

The first of the factors that could possibly impact on both the effectiveness of a school sport manager's ability and the development of a sport management programme for educator training is the individual's own skill. It is important that the school sport manager bring a wide range of personal and professional skills and competencies to the workplace. In this study, the current (actual/already existing) as identified from the literature and the wished for (desired/required)

competencies were determined during an empirical investigation (cf. par. 6.3, p. 431). It was envisaged that a possible gap could be identified. The second factor involves prior experience. Prior experience entails for example the type of experience the school sport manager has and the type of school they are or were previously involved with (urban, rural, combined, and independent, ex model C, etc.). Other aspects include inter alia the scope of experience, whether these experiences were meaningful, relevant and significant, substance of experience, part or role of individual in the experience, success or failure of experience and if the individual learnt from the experience. Experience, both successful and unsuccessful, can help the school sport manager in future situations and circumstances by applying general principles and concepts to new circumstances and making appropriate and timely decisions. In connection with the development of a sport management programme, experience would thus determine the depth of knowledge required. The third factor that can have a significant impact upon a school sport manager's success or failure, and inevitably the development of a sport management programme for educator training, is the job (role) the individual has. Related aspects that could have an influence include for instance the type of position (coach, manager, official, organiser, etc.), skills and competencies required, level (top, middle, lower) (cf. par. 3.4.1, p. 141; Fig. 9, p. 142), type of school (public or independent), sport setting (professional, social, mass participation, completion/league, elite, etc.). In short, the type of job as well as level of the position can have immeasurable impact upon the effectiveness and efficiency as well as ultimate success of the school sport manager, and naturally on the development of a sport management programme for educator training. The fourth and final factor that can affect the effectiveness of any school sport manager is the situation or circumstances surrounding a particular school. In relation to school sport, the situation or circumstances surrounding a particular school might require the school sport manager to adopt different strategies, which require different skills and competencies. So the school sport manager might be required to maintain the status quo, or drastic expansion and growth (change) may be on the horizon and a true visionary is needed. Conversely, a financial crisis is looming ahead or a political morass is lurking in the wings. In brief, to summarise, the development of a sport management programme for educator training should take into consideration all possible situations and circumstances the school sport manager is likely to encounter and which could affect the likelihood of success.

### 4.8 SYNTHESIS

The management of organisations takes place on different levels and was discussed earlier (cf. par 3.4.1, p. 141, Fig. 9, p. 142). For the purpose of the current chapter, the levels of management will not be discussed again, because the focus of this chapter was the historical overview and an

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

exemplary programme comparison of sport management training programmes. It is of cardinal importance that a sport management programme for educator training makes provision for different levels of training and depths of knowledge required for the management of school sport, because each level of management requires its own and unique competencies and depth of knowledge to be pro-active. From the preceding it is clear that it was important to describe the different sport management competencies by means of a questionnaire as offered in Chapter Six, as they manifest in practice, simply because it is imperative to determine the knowledge and competencies for different levels (depth of knowledge). It should nevertheless be stated unambiguously that the current study does not focus on the total management training of educators, and descriptors for different levels of knowledge, but the development of a sport management programme for educator training.

Given the fact that learners from schools participate in sport for a variety of reasons which include social interaction, enjoyment and competition, and that each school has its unique requirements, different demands may be made on the school sport manager, which may require different approaches and competencies. In addition, in accordance with the skills development drive, professionalism, commercialisation, globalisation, privatisation, and technological and scientific development, HEIs, and for that matter researchers should support school sport managers by developing programmes and plans for skills enhancement.

There is an absence of understanding regarding the sport management skills, competencies, behaviour and attitudes of school sport managers to deliver school sport effectively. Among others, the reason for this lack of understanding is an absence of strategy, as well as a too theoretical and one-dimensional approach to the training of school sport managers. As a result, the transfer of sport skills, knowledge, qualities, attributes, management and sport management competencies is not encouraged and supported. It is suggested that school sport managers should be adequately equipped according to the specific requirements of the school sport manager to deliver and provide the relevant sport services and opportunities to learners, otherwise school sport may lose its potential impact as a social stabilizer. Progressive, occupationally directed training and well-established support programmes such as focus groups, workshops and learnerships, may contribute to the development and marketability of the school sport manager.

Although extensive research has been conducted on sport management and the occupation-related management training of sport managers, there has been little focus on the sport management competencies the school sport manager already has (actual) and should actually

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

have (desired/wished). The school sport manager is a central figure in the athlete's sport experience, and in the success and management of school sport. Therefore identifying and understanding the school sport manager's concerns regarding the job and competencies may be beneficial in improving these (job and circumstances) and to develop a school sport management programme for educator training (cf. par. 1.3.2, p. 12, research aim 4; Chapter 6 and 7).

For the purpose of this study it was necessary to describe the different gaps and deficiencies, and the competencies required by school sport managers as they manifest throughout Chapter Three to Five. The purpose is to determine the competencies and levels (depth) of knowledge required by school sport managers by means of a questionnaire as reflected in Chapter Two and Six. In Chapters Two to Four key concepts and a general framework from which the nature, functions, and position of school sport management emerged. More specifically these key concepts and general framework included a brief discussion of the different sociological theories to better describe the context of school sport and the management thereof (cf. 1.3.2, p. 12, research aim 1; 2.3, p. 37). Following that, a summary of five social theories was provided (cf. par. 2.3.3, p. 45; Table 1, p. 68) to assist the reader in understanding the focus and value of each of the social theories towards the application of each theory in the development of thought processes around school sport management. The next section dealt with trends that have developed in the sport industry and those in particular that are impacting on school sport (cf. par. 2.4, p. 70) and new developments in South Africa that might have an influence on the management of school sport. This was done to assist in the understanding of what exactly school sport management entails, to contextualise school sport in the unique South African political context, offer clarity on the challenges and demands facing the school sport manager in a diversity of South African schools, identify and describe specialist school sport management competencies the school sport manager should possess and to assist in the achievement of the aim of this study (cf. par. 1.3.2, p. 12, research aim 1, 2, 4). In further trying to achieve the aim of this study, the place of sport and education and more specifically, school sport, in the sport industry needed to be clarified (cf par. 1.3.2, p. 12 research aim 1 and 2). The fact that no sport programme and sport and related physical activities can exist, or be properly offered, without the expertise of properly trained and competent human resources of which the school sport manager is the key driver, indicates the importance of school sport, and therefore a discussion around its place in the sport industry was necessary (cf. par. 2.5, p. 98).

To achieve the objectives of this study, namely to develop a sport management programme for educator training, it is important that the field of school sport management is analysed and the

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

required competencies understood. Knowledge of the requirements to manage school sport can possibly help to develop a framework for training educators. These requirements should act as guidelines to set the framework for the development of a sport management programme for educator training. This programme may help to develop South African educators as school sport managers to be more competent in performing their daily tasks and managing school sport successfully.

Before any discussion on the requirements for the training of educators in school sport management can be conducted, it is important to discuss school sport as an enterprise. With sport becoming more important and the participation base growing, the need for a more professional and business-like approach to sport management, and more specifically school sport management, is vital. As a result a more professionalised and business-like approach, the need for competent school sport managers, arose from the consumers of sport and sport related products and services, and the school sport manager will have to possess certain competencies to be able to utilise and manage school sport to deliver services and products effectively and efficiently. For this reason, the development of management and the development of school sport management were discussed in Chapter Four. So different management perspectives (cf. par. 3.3.1, p. 129) were discussed and summarised in Table 3 (cf. p. 131), whereafter the four generally accepted main management activities of planning, organising, and leading and control in the context of a strategy for school sport and its implications for training were discussed (cf. par. 3.5, p. 151). In addition to strategic management, the traditional functional management areas (cf. par. 3.6, p. 154) like marketing, public relations, human resource management, to mention but a few, as well as specific operational management areas, as for instance risk management, facility and event and project management (cf. par. 3.6.6, p. 175) were also looked at. Finally, based on the preceding sections of Chapter Three, a management model for managing school sport (cf. par. 3.6.8.1, p. 191; Fig.11, p. 196) was proposed, and to conclude, it was established that the school sport manager should dispose of core (foundational/ fundamental and general/basic day-to-day), functional and specialist (sport, human movement science and recreation, as well sport medical and emergency services) competencies (cf. par. 3.6.9, p. 195; Fig. 12, p. 199)..

Chapter Three was followed by a discussion of international and local sport management programmes in Chapter Four (cf. par. 4.2, p. 201 and 4.3, p. 207). A historical overview of international and local development of sport management was followed by a comparison between international and local sport management programme content for undergraduate studies. From here parallels were drawn between international and local sport management programmes to

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

assist in the understanding of what exactly the content of sport management programmes should be, and to assist in the achievement of the aim of this study (cf. par. 1.3.2, p. 12, research aim 3). Hence, in an endeavour to give further meaning and understanding, educator training programmes were also investigated to determine whether existing educator training programmes contain any content related to sport management, human movement and recreation. No evidence hereof was found, only in those offering specialist training as educators in human movement science. Consequently, the belief in and latent need for the development of a sport management programme for educator training was confirmed.

A content analysis of textbooks used for sport management training and other sources such as professional practice, publications, students and alumni further provided valuable information concerning the possible competencies and content required for the development of a sport management programme for educator training (cf. par. 4.6, p. 249). This information may therefore assist the reader to understand the development of thought processes around the determination of the content composition for the development of a sport management programme for educator training, as well the field of study of school sport management (cf. par. 4.6.2, p. 250; Fig. 13, p. 252) and the scientific framework for the development of sport management as a multidisciplinary field of study that can be seen as a normative and applied science (cf. par. 4.6.3, p. 251). Lastly, Chapter Four was concluded by providing criteria not related to content that could possibly impact on the development of a sport management programme for educator training. These criteria or factors include aspects related to human resources and students (cf. par. 4.7, p. 279) as well as the school sport manager, the situation or circumstances, type of job and prior experience (Fig. 14, p. 282).

It should however be said that the intention of the preceding synthesis was not to provide an exhaustive review of all possible challenges, theories, approaches and techniques of and aspects related to school sport management, since the preceding chapters of this study focused on them. In fact, the title of the study already indicates that the emphasis is on the development of a sport management programme for educator training and for that reason I have tried to outline a number of connections that can serve as a theoretical framework for this study (cf. Fig. 15, p. 289), rather than provide a detailed map. The most important connections (parallels) were the following:

- School sport management is a distinguishable, but essential facet of sport management and encompasses both fundamental and applied sciences;

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

- School sport management cannot be viewed in isolation from other fields of study (disciplines) such as sociology and social theory. As a matter of fact, sociology and social theory provide an appropriate intellectual framework for an analysis of sport and the application thereof in society, in particular seen against the backdrop of the unique South African political context;
- The school sport situation provides unique managerial challenges, which, if ineptly managed, could have a detrimental effect on the school and sport offered by the school. For that very reason the school sport manager requires unique competencies and skills;
- There are various managerial approaches, philosophies and techniques that can be used in the school sport environment to promote successful, effective and efficient management of school sport; and
- Certain trends have developed in the sport industry and are impacting on the management of school sport. Trends like professionalisation, globalisation and commercialisation have all helped to catapult school sport into the business arena, making professional careers in school sport possible.

Based on the preceding paragraphs, and Chapters Two to Four, a theoretical framework was developed for this study, to use as an instrument to compile an interview schedule (cf. par. 5.8.4.5, p. 333; 6.2.2, p. 367). There after, the identified competencies and needs of school sport managers were included in the process to design a questionnaire<sup>71</sup> in order to empirically determine the needs and competencies required by educators to manage school sport effectively in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12, research aim 4, par. 5.6, p. 320). The questionnaire served as a tool for empirical research and analysis in Chapter Six. Using the theoretical framework in this sense thus served as a mean to better describe, understand and refine the research problem (cf. par. 1.1, p. 1). The theoretical framework for this study is depicted in Figure 15 below (cf. p. 289).

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<sup>71</sup> Although the design of a questionnaire based on a comprehensive literature review, to determine the competencies required by school sport managers, was not seen as the all-encompassing aim of this research report, it can nonetheless also be seen as a specific contribution to the body of knowledge in sport management (cf. also par. 1.1, p. 1; 1.4.6.2, p. 18; par. 5.9.3.2, p. 339)



## CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

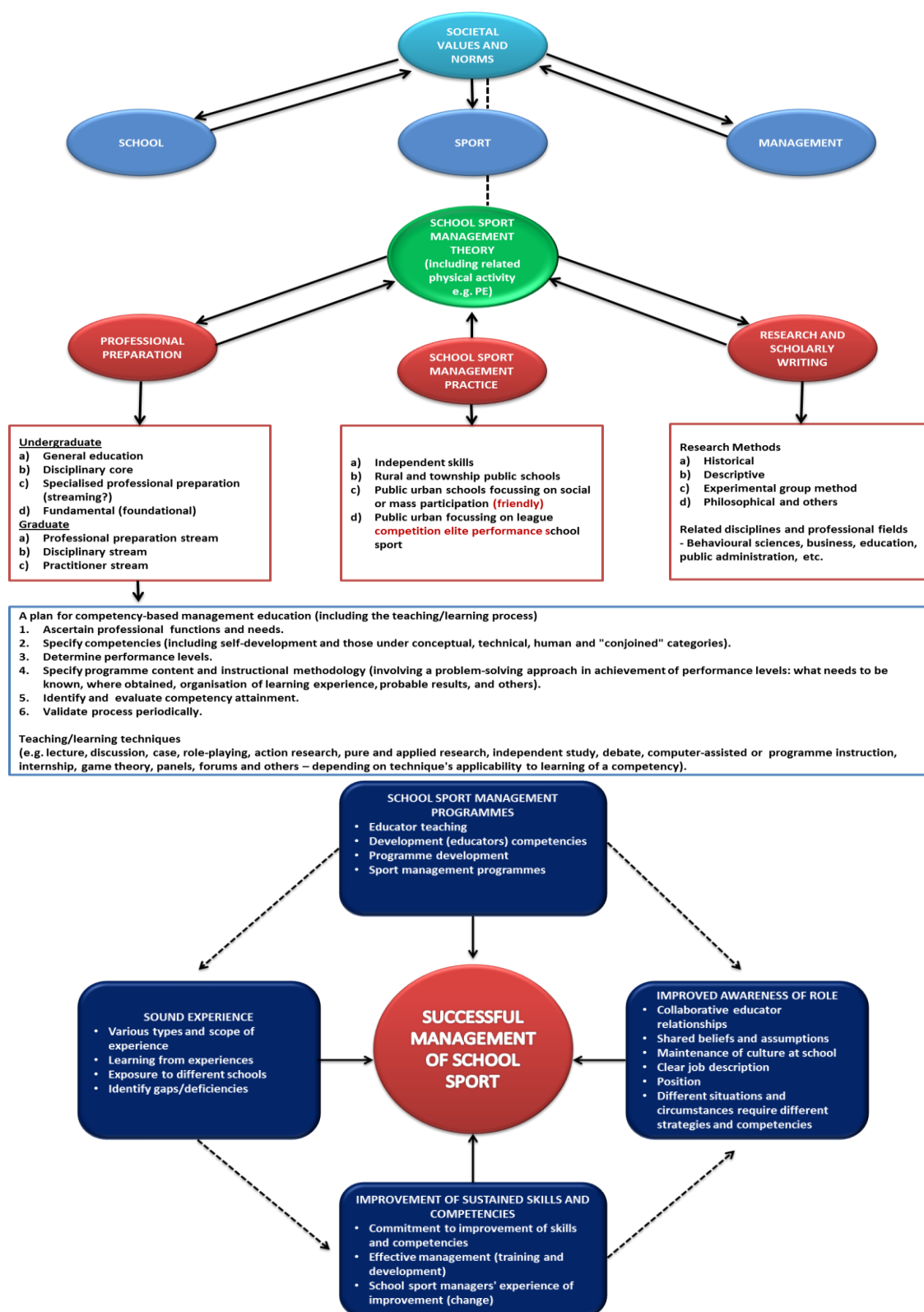


Figure 15: Theoretical Framework for the development of a sport management programme for educator training

Figure 15 represents the theoretical framework for this study. The theoretical framework is also an effort to resolve the relationship between what Zeigler (2007b:309) aptly calls the “disciplinary aspects” and that have been designated as “professional” in nature. Informed by Zeigler’s (2007b:309-312) model for sport management development, I have also included five fundamental elements that portray the basic elements of the developing school sport management profession.

Sociology and social theory provides an appropriate intellectual framework for an analysis of sport and the application thereof in society. The importance of setting this framework is that the study of sport is embedded in sociological theory and that the study of sport without theory is the same as simply describing and reproducing the status quo. Social theory should thus be understood as a form of scaffolding by which one can build explanations about the social world that we live in. This social significance and theoretical development within the sociology of sport provide a conceptual framework that can be used for a contextual analysis and practitioners in sport-related industries. To reiterate, Hollander and Burnett (2002:33) suggest that “*By utilizing a sociological framework provides meaningful insight into the dynamics of global society and possible predictions that may trigger pro-active educational programmes in answer to developing trends and societal needs*”. Understanding the social and cultural contexts in which sport exists and how these contexts are influenced by sport and the participation in sport may help to apply that knowledge to other sub-disciplines of sport studies such as school sport management. As a result then of the importance of sociology and social theory as outlined earlier (cf. par. 2.3.3, p. 45), it comes as no surprise that societal values and norms should be included as an overarching entity in the development of a theoretical framework for this study.

The inclusion of societal values and norms as an overarching entity in the theoretical framework is based on the sociological theory (cf. par. 2.3.3, p. 45) that the value system (i.e. values and norms) of a culture will be realised eventually in the society, assuming all goes well. Values represent the highest echelon of the social system level of the entire general action system (Zeigler, 2007b:309). Applied to school sport management, following Zeigler (2007b:309), these values might be categorised into artistic values, educational values, social values, sport values, and so on. Of course, all types of values should be values held by people. The social values of a particular social system are those values that are conceived as representative of the ideal general character of those who ultimately hold the power in the system being described (cf. par. 2.3.3.2, p. 53; 2.3.3.3, p. 56). The most important social values in South Africa, for example, have been supremacy of the constitution and the rule of law, the socio structural facilitation of individual achievement, equality of opportunity, equality before the law, Age of Hope (realisation of a dream to be a winning nation), an

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

open, non-sexist, non-racial, united and democratic society, acceptance of domestic violence as a public health problem, the will of the people, and every citizen is protected by law, as well human dignity, the achievement of equality and the advancement of human rights and freedom (South Africa, 1996a:1243; Dawes *et al.*, 2006:239-240; Orkin & Jowell, 2006:285; Pillay, 2006:1,14-15; Rule & Mncwango, 2006:272; Soontiens & De Jager, 2008:223,227; Roberts, 2010:250-273; Roberts *et al.*, 2010:1,10-14; Rule & Mncwango, 2010:185; Steyn, 2010:223,238; Struwig, 2010:198,217).

Zeigler (2007b:309) in particular warns one not to confuse norms and values, stating that the average person finds it difficult to separate the concepts of values and norms. *Norms* in the context of the theoretical framework referred to in a previous paragraph *can be seen* as the shared, sanctioned rules that govern social structure in society and can enhance the efficiency and mobilization of social capital<sup>72</sup> within society through the coordinated action of networking (Coalter, 2007:51; Höglund & Sundberg, 2008:815; Seippel, 2008:69,78; Burnett, 2009a:1193; Kidd, 2011:604). Keeping in mind the examples of South African values just offered, an example of norms in relation to the current study might be the school (public and independent) as a social institution that offers education and sport within set norms and standards. Quite simply this means that the development of both school sport management as a profession and school sport management as an academic discipline, are influenced and guided not only by generally accepted values and norms in society, but also scientific or scholarly evidence that might become available to strengthen existing theory. Fundamentally, there is a hierarchy of control and conditioning that operates within the culture and might exert pressure either downward or upwards, affecting all aspects in society (Burnett, 2006a:285; Zeigler, 2007b:309). In sum, the development of a school sport management programme (cf. par. 1.3.2, p. 12, research aim 5; Chapter 6 and 7), is influenced by societal norms and values, while the development of a school sport management programme could in turn influence societal values and norms.

Moving downward from the top of Figure 15, the second phase or level of the theoretical framework expands so that there are three ellipses that bear relation. The ellipses are referred to as school, sport and management. These aspects are not only interdependent, but are influenced by society and could also impact on society. A better understanding of the different aspects related to each of the ellipses would assist to understand the focus and value of each towards explaining the field of study of school sport management. So the *school* should be seen as a social institution and as

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<sup>72</sup>Social capital refers to the networks of social connections that exist between people and their shared values and norms of behavior, which enable and encourage mutually advantageous social cooperation (The Free Dictionary, 2013b)

such it is imperative to understand the nature and task of the school seen against the backdrop of different educational philosophies (cf. par. 2.2, p. 26; Figure 2, p. 36). Most importantly, in relation to the current study, the *school* plays an important role in society to offer opportunities for holistic development, and provides a service, namely participation in sport and related physical activities such as PE. Participation in sport should be seen within the broader context of society and as such a school is also impacted by various trends in sport (professionalisation, commercialisation, globalisation, manipulation and so on). These mentioned trends have all helped to catapult school sport into the business arena, making professional careers in sport possible and thus requiring an understanding of sport as an enterprise in the context of sport in society and the sport industry as a whole. Other aspects that also impact on a school include the unique South African political context, and as such one has to have knowledge of the historical development of South Africa's politics and the role thereof in sport. To this end, it can be said that policy and legislation is part and parcel of politics and that sport is offered in a diversity of South African schools, as should be evident. Aspects specifically related to *sport* include amongst others the sociological foundations and social theory (cf. par. 2.3.3, p. 45) as well as modern and post-modern perspectives of sport. Over and above the mentioned aspects, it is also important to take cognisance of the fact that that sport comprises different sectors and segments, of which the school is also part (cf. par. 2.5, p. 98). Finally, one cannot deny the educational value of sport.

Concerning *management*, it is fair to say that both a school and sport should be managed. Management is a challenging process (Bartol *et al.*, 2005:4). Unfortunately managers receive little formal training in this complex process, picking up ideas and techniques from observation or modelling. Management is the achievement of organisational goals by utilising different resources (human, information, physical and information) at their disposal (cf. par. 3.3, p. 126). Management involves a number of skills and competencies, the most basic being reflection. Reflection in this sense means the manager stands back from the experience and examines it, relating it to theories and models to develop an understanding of it. In the preceding paragraphs a selection of models, theories, management approaches (perspectives) and thoughts (cf. par. 3.3, p. 126), together with scientific and philosophical foundations were presented to link to experiences and thus contribute to successful management, and more specifically management of school sport. Even though many approaches have been identified over the years, links will be found between the different approaches, and thus an eclectic approach to the management of school sport seems appropriate. Essentially, management is the achievement of organisational goals by engaging in four fundamental activities, namely planning, organising, leading and controlling. When these activities are performed within the context of a strategy, they can be regarded as strategic actions or

strategic management (cf. par. 3.5, p. 151). However, even though the four fundamental activities referred to previously are the basis of the managerial process, several other elements contribute to our understanding of how managers operate. For instance managerial roles (cf. par. 3.4, p. 140) feed into the management activities aimed at performance. A manager's knowledge base and management skills and competencies are also important in reaching performance targets. For managers to develop work agendas, act out roles and engage in planning, organising, leading and control, they also need a knowledge base and key management skills and competencies. The key skills and competencies fit into three categories: technical, human and conceptual (cf. par. 3.4.1, p. 141) and bear relation to a hierarchical level of management, namely top, middle and lower (cf. par. 3.4.1, p. 141). It further follows that the kind of decisions taken, vary from level to level, as well as that the emphasis managers place on the management activities differ in accordance with the level of management, importance placed on skills and competencies and the degree to which they use different types of managerial roles. When managing school sport, the traditional functional management areas, as well specific operational management areas will have to be seen (cf. par. 3.6.8, p. 190). The management of these functional areas takes place in succession and interchangeably within the context of a strategy, and is used to achieve the goals of the school in relation to sport. With regard to the management of school sport, the functional areas assume the application or use of the four fundamental activities of management as referred to above. In closing the discussion on management, it has to be said that statistics (Bartol *et al.*, 2005:4,25) show that the population profile is changing, with not only women and minority groups increasing in the 21<sup>st</sup> century workforce, but also demands for equality in terms of race, gender, sex and employment of disabled persons. For this reason the 21<sup>st</sup> century manager is very likely to be affected by a greater need to manage change and innovation, growing workforce diversity, expanding globalisation of business, and mounting concern with quality, equality and continuous improvement issues.

Moving further downward from the top of Figure 15, the next phase is called school sport management theory and is a merger (connection) of the preceding ellipses (school, sport and management). The school sport management theory phase is a systematic arrangement of proven facts or knowledge about a professional field and academic field of study (discipline). From such theory we can also derive assumptions and testable hypotheses that, as a result, should soon amplify on-going scholarship, research and experience. In the process scholars and researchers will also clarify a developing (and presumably) coherent group of general and specific propositions arranged as ordered generalisations that can be used as principles of explanation for the phenomena that have been observed. It is rather important to note that there is a stipulated line

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

that also connects school sport management theory with societal values and norms, because school sport management theory is also subjected to pressure exerted by a hierarchy of control and conditioning that operates within the culture, affecting all aspects of schools and sport in society. Obviously, any profession (also school sport management) should have a sound undergirding body of knowledge if it hopes to survive with its professional status fully recognised in society. In this sense, it thus required the researcher to identify the required knowledge, skills, competencies, values and attitudes to manage school sport (cf. Ch.3). In an endeavour to achieve the aim of this study, competencies identified from the literature had to be measured against the content of existing sport management and educator training programmes as they manifest at different HEIs, both locally in South Africa and abroad (cf. par. 4.2, p. 202; 4.4, p. 212). For that reason it was necessary to view the development of sport management both globally and locally (cf. par. 4.2, p. 202; 4.3. p. 207). It is nonetheless unfortunate that at present there is no inventory of scholarly and research findings about school sport management theory readily available for those involved in school sport management practice, professional preparation of school sport managers, and research and scholarly writing. Consequently, the identified need for a body of knowledge for school sport management is in accordance with the aim of this study to develop a sport management programme for educator training. A sustainable and competency based sport management training programme for specialist and non-specialist educators in accordance with the diverse needs of South African schools is indeed needed. This study could provide an actual and original contribution to bridge the existing gap in the competencies of school sport managers in various South African schools and contribute to future training and development of school sport managers.

Moving downward once again, the theoretical framework now expands so that there are three ellipses. The realms of activity represented by these three ellipses would typically feed or draw knowledge and information from the middle realm, school sport management theory. Note that there are arrows going in both directions to designate necessary reciprocity among these entities. These arrows show the complexity of the evolving subject. Looking more closely at the three ellipses indicated in Figure 15 (cf. p. 289), *professional preparation of school sport managers* includes the developed (planned) programme designed to educate (train) the school sport manager (professional practitioner), the educator (teacher/trainer) of school sport managers (practitioners), and the scholar or researcher about the subject of professional preparation (training) for current and prospective school sport managers. When developing a school sport management programme for educator training various aspects should be considered (cf. par. 4. 6, p. 249; 4.7. p. 279; 4.8, p. 283). It would include for instance competencies required, needed, desired and

#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

demanded, the sociological context of school sport and social theories of sport, diversity of South Africa, challenges, the rationale and importance assigned to school sport. Further on, sources containing information regarding competencies required by school sport managers (textbooks, professional practice, students and alumni), should be looked at. Coupled with the preceding, continuous training and development and school sport management programme development for sustainable educator training in accordance with the diverse needs of South African schools, to name but a few more, should also be considered. Another critical aspect when developing a programme concerns the content of a school sport management programme for educator training (cf. par. 4.6, p. 249). The undergraduate programme would presumably include fundamental (foundational), core and specialist content. The graduate programme could conceivably contain three distinct streams: a professional preparation stream, a disciplinary stream, and a practitioner (trainer/educator) stream.<sup>73</sup>

The second ellipsis is *school sport management practice*, which includes school sport managers (professional practitioners) with degree programmes that include general (basic) education; a sport management disciplinary base; and specialised knowledge of the theory and practice of school sport management in the range of public and independent (private) schools involved with varying types of sport and physical activity programmes for different levels of participation (social, mass participation, friendly, league, competition and elite). A clear distinction should also be made between the management of school sport in public schools in South Africa (cf. par.1.2.1.4, p. 4) with varying socio-economic status, location (urban, rural, township, and the like), accessibility to resources and level of participation (social, mass participation, friendly, league, competition and elite). In sum, the ellipse of school sport management practice involves the management of school sport in a diversity of South African schools and is reflected in the composition of the study population (cf. par.6.3, p. 431).

The third and last ellipsis is research and scholarly writing. Research knowledge and scholarly writing are developed on an on-going basis employing existing research methods and techniques to gather knowledge (i.e. propositions of fact) about subject of school sport management at all levels and under all conditions. Such research and scholarly writing are typically carried out by university professors, qualified professionals and those with a real interest to further their studies or careers wherever employed. It is obvious that in the past great help has come from scholars and researchers in related fields of study (disciplines/professional fields), as for example the

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<sup>73</sup> The development of a sport management programme for post graduate studies by school sport managers could serve as topic for future research. The development of a school sport management programme for educator training in accordance with the diverse needs of South African schools will be dealt with in Chapter Six and Seven

## **CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE**

behavioural sciences, public administration and business. It should also be said in concluding the discussion of the third and last ellipsis, that continuous research is required to ensure the sustainability of school sport management programmes in accordance with the diverse needs, demands, and requirements of South African schools.

Moving further down the development of a theoretical framework, it all comes together when one considers the different aspects required for the development of a sport management programme for educator training (cf. Fig. 15, p. 289). It includes amongst others a school sport management programme, sound experience of school sport managers, sustained improvement of skills and competencies and improved awareness of the role of the school culture in the management of school sport.

To end the synthesis, a premise that is often encountered in discussions on research management is that research management leads to unnecessary complications and that the tail threatens to wag the dog (i.e. research) (Marais & Bondesio, 1996:140). The orientation in this synthesis was that future research on school sport management should render the environment conducive to research. In other words, research management should facilitate future research on school sport management. In addition, one has to acknowledge the perception that future research on school sport management as an academic field of study (discipline), often may not realise or be successfully completed, because the managerial dimension has been ignored or has become distorted. By approaching the managerial challenges in the field of research regarding school sport rationally and using the extensive abilities established in the field of both school sport management through this study and research already done as well as to be done in future, research in general, but on human sciences in particular, can be promoted further.

It is within the context outlined in previous chapters (cf. Chapter 2-4) and point of departure that this study endeavours to determine the competencies the school sport manager should have to ensure appropriate training of educators as school sport managers. This would ensure that the correct sport management programme for educator training is developed for current and future (prospective) school sport managers.

### **4.9 SYNOPSIS**

This chapter has dealt briefly with international and national sport management training programmes as part of educator training. To enable the researcher to achieve the aims of this study, sport management training programmes were analysed to put current international and



#### CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE

national sport management programmes as part of educator training in perspective. Based on the analysis of relevant sport management programmes, two clear perspectives can be distinguished, namely an international and a South African perspective. The international perspective clearly portrays a more generic, business like orientation, excluding Human movement science or Sport science from their programmes, whereas the South African perspective reflects a more specialist orientation, which focuses on the inclusion of Human Movement Science or Sport Science in sport management programmes. It was emphasised that highlighting few aspects of programme development would not necessarily ensure sustainable offering of school sport management programmes. Outcomes of programmes with specific outcomes are important, because the outcomes in particular guide and inform school sport managers (students) about what is required in practice (business) of them. Content for the development of a school sport management programme for educators is directed to a large extent by existing literature. For that very reason, broad core content for a sport management programme for educator training was provided in this chapter. Mention was made of the development of school sport management as an evolving, developing and cross-interdisciplinary academic field of study and profession in its own right. Reference was also made of the importance of aspects not related to the content of sport management programmes when developing a sport management programme for educator training. These aspects include, inter alia, the importance of human resources, recruitment of students, skills and competencies as well as experience of school sport managers, and the situation or circumstances that prevail at a particular school. Against this background the identification of the different levels of management and depth of knowledge required, form an important link in this study, because the questionnaire that identifies the different skills and competencies required for managing sport in accordance with the diverse needs of South African schools, is based on thereupon. Finally, a synthesis for the development of a theoretical framework for this study to gain insight and refine the research problem was presented.

Concluding the synopsis, it is difficult to understand that neither the DBE, nor researchers have yet developed a sport management programme suitable for educator training, and that most educators do not value their professional role as school sport manager sufficiently to recognise the shortcomings of and need for content and context training for educators to manage school sport in accordance with the diverse needs of South African schools. The sport management programme for educator training will hopefully play a part in disseminating knowledge to school sport managers in South Africa.

#### **CHAPTER 4: SPORT MANAGEMENT TRAINING PROGRAMMES IN PERSPECTIVE**

In the preceding chapters on school sport in the South African education system (Chapter Two), sport management training for educators (Chapter Three) and a content analysis of sport management and education training programmes (Chapter Four), a theoretical basis and framework for the empirical section of this research report was established. The ensuing chapters will draw on the prescribed knowledge, skills, competencies and needs presented in this exposition for empirical research on the competencies and needs required to manage sport in the school. The influence of past and contemporary ideologies will be considered so as to gauge their effect on the competencies and needs required by school sport managers to manage school sport. Empirical research in Chapter Five details the methods to determine the content of the framework for the development of a sport management programme for educator training and commences with a theoretical framework for the research design and methodology for this research report.