

TRAINING NEEDS ASSESSMENT  
FOR SPORTS FACILITY PROFESSIONALS

By

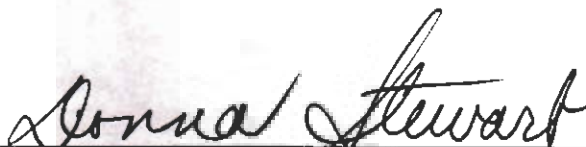
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**ABSTRACT**

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Training Needs Assessment for Sports Facility Professionals (Title)		
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The need for training among business professionals is a well documented and lengthy subject. Many larger industries have been established and in existence for several years and employ thousands of individuals. These industries often have associations, organizations, or educational institutions responsible for monitoring training needs, assessing those needs, and developing appropriate educational opportunities for professionals in those fields. The privately-owned, indoor sports facility business is not one of those industries. This industry is made up of hundreds of facilities around the world which service indoor sport and recreation clients. There is no governing body, large association or specific educational institution to which the majority of businesses in this industry belong. Thus, no one organization or institution is taking the lead in training opportunities for professionals in this industry.

This study will identify competencies and skills that are critical to the effective performance of individuals in the privately-owned indoor sports facility business. The study will then assess the current level of skills and competencies among industry professionals at 14 separate facilities. The study will then determine what, if any, training needs exist by assessing the difference between the desired competencies and skills and the current level of each.

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## *Chapter One - Introduction*

The need for training among business professionals is a well documented and lengthy subject. Many larger industries have been established and in existence for several years and employ thousands of individuals. These industries often have associations, organizations, or educational institutions responsible for monitoring training needs, assessing those needs, and developing appropriate educational opportunities for professionals in those fields. The privately-owned, indoor sports facility business is not one of those industries. This industry is made up of hundreds of facilities around the world which service indoor sport and recreation clients. There is no governing body, large association or specific educational institution to which the majority of businesses in this industry belong. Thus, no one organization or institution is taking the lead in training opportunities for professionals in this industry.

This study will identify competencies and skills that are critical to the effective performance of individuals in the privately-owned indoor sports facility business. The study will then assess the current level of skills and competencies among industry professionals at 14 separate facilities. The researcher will then determine what, if any, training needs exist by assessing the difference between the desired competencies and skills and the current level of each.

### *Statement of the Problem*

The researcher will research professional training gaps/needs in privately-owned sports and recreational facilities. As a result of this research, the researcher will propose a solution(s) to eliminating any discovered gaps in training in this field. Specifically, this research will be conducted in small to medium-sized (80,000 square feet or smaller) privately owned indoor

sports and recreation businesses. No other similar research has been found for this particular problem in this specific industry.

*The Subproblems*

1. The first subproblem. The first subproblem is to identify broad categories of personnel employed within the specified business segment. This will be researched through personal and telephone interviews and literature reviews.
2. The second subproblem. The second subproblem is to identify the job tasks and duties carried out by personnel in these businesses by category groups. This will be identified through personal and telephone interviews and literature reviews.
3. The third subproblem. The third subproblem is to identify the competencies and skills required to successfully perform the job tasks and duties associated with the personnel in these businesses. This will be identified through personal and telephone interviews.
4. The fourth subproblem. The fourth subproblem is to survey the current levels of competencies and skills held by personnel in these businesses. This will be identified through personal and telephone interviews.
5. The fifth subproblem. The fifth subproblem is to compare the required competencies and skills needed for adequate job performance with the current levels of competencies and skills to assess what gap, if any, exists. This will be done through review of interview notes and data analysis.

### *Purpose of the Study*

The purpose of this **research study** is to determine what training gaps, if any, exist between the current job competencies and skills of personnel employed at indoor sports and recreation businesses and those required for adequate performance.

### *Goals of the Study*

The goals of this study **are to personally** interview management and staff personnel employed at indoor sports and recreation facilities and utilize that data with literature review notes to define any training gaps among personnel at those facilities. A minimum of 14 different locations will be targeted.

### *Background and Significance*

The researcher has been **employed** at an indoor sports and recreation facility for almost three years and has personally **experienced** a lack of professional development opportunities within this field for herself and her staff. After several attempts to locate professional development and **training programs for the researcher** and other employees it was **determined** that training in this field is **not extensively or immediately** available for professionals in this industry.

The research and **resulting recommendations** of this study are being conducted and designed to address the **industry training needs** and recommend various solutions **to satisfy** those needs.

### *Methodology*

An interpretive approach was **used in this** research study. Interviews and literature review were the **primary sources for data collection**. The results of the literature review will be discussed as it specifically **relates to competencies**, skills, and training within the industry. The

results of the interviews will be tabulated into separate categories, or functional job areas, that will be used to group similar competencies and skills and note any gaps between what skills are needed and what are currently available.

### *Assumptions*

The first assumption. The first assumption is that indoor sports and recreation businesses employ professional staff members.

The second assumption. The second assumption is that staff members require some type of professional skills which can be attained through education and training.

The third assumption. The third assumption is that employees at indoor sports and recreation businesses do not possess all necessary competencies and skills to adequately perform their job tasks.

### *Limitations*

This project will not attempt to determine or make recommendations for the staffing needs of these facilities.

This project will not attempt to analyze other outside organizational factors which may influence an individual's performance on the job.

This project is limited to privately owned, small to medium-sized indoor sports and recreation facilities in the United States with 80,000 or less square feet and at least one full-time employee.

### *Definition of Terms*

Employee The term employee in this project will refer to owners or hired staff members which perform duties directly related to the operational, sales and management functions of the

specified businesses. The term employee does not include independent contractors, coaches, referees or non-working owners.

Indoor sports and recreation facility An indoor sports and recreation facility is defined as a fully enclosed building which operates sports leagues and activities and provides recreational opportunities to groups and individuals. An indoor sports and recreation facility may include additional outside locations and facilities, but must include a main, fully enclosed location.

Training Organized, researched and planned educational opportunities made available to the public with the intent of increasing industry and job-related skills and knowledge.

## *Chapter Two – Review of Literature*

### *Historical Perspective*

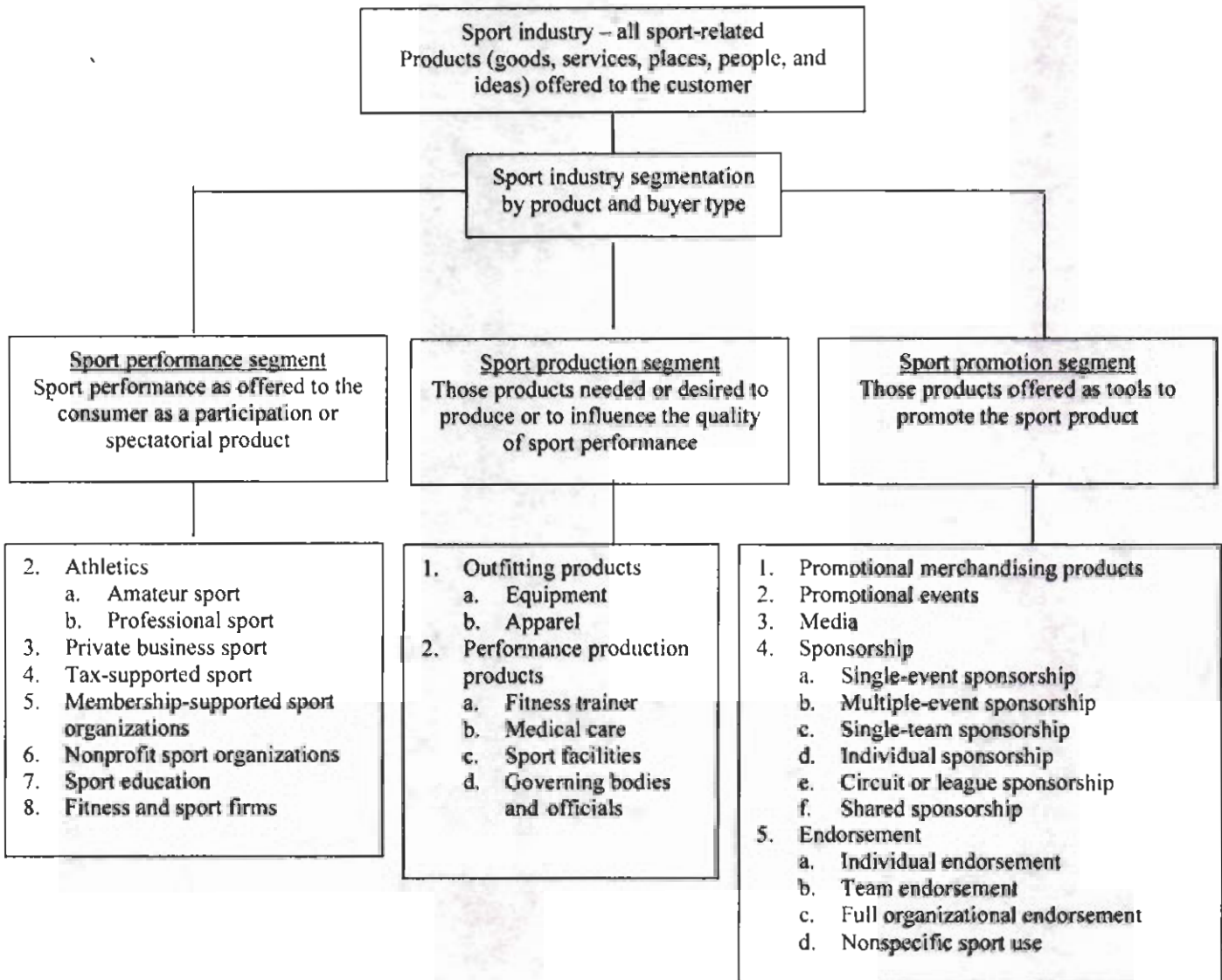
The modern sporting industry is not a new addition to human commerce or entertainment. The following narrative describes sporting events sponsored in 11 B.C. by Herod the Great, king of Judea and honorary president of the Olympics:

*The games began with a magnificent dedication ceremony. Then there were athletic and musical competitions, in which large prizes were given not only to the winners but also – an unusual feature – to those who took second and third place. Bloody spectacles were also presented, with gladiators and wild beasts fighting in various combinations, and there were also horse races. Large prizes attracted contenders from all areas and this in turn drew great numbers of spectators. Cities favored by Herod sent delegations, and these he entertained and lodged at his own expense. What come through most clearly... is that gigantic sums of money were spent. (Frank, 1984)*

From 11 B.C. to the modern era sport organizers have planned, promoted and executed sport activities for both personal and financial benefits. Today, the sporting industry encompasses a diverse array of activities for many different purposes.

Pitts, Fielding, and Miller (1994) proposed three product segments of the sports industry: (1) sport performance, (2) sport production and (3) sport promotion.

Pitts, Fielding, and Miller, (1994) developed the following diagram:



**Figure 2.1** The sport industry segment model. Pitts, Fielding & Miller (1994)

The privately-owned indoor sports facility can be categorized as part of the Sport Performance Segment. The businesses in this industry are offering their services to the consumer for participation. These businesses, and their employees, are the facilities targeted for this research project.

### *Industry Trends*

Indoor sports facilities are a fast and growing segment of the recreation industry both in the United States and around the world. Within these facilities, soccer is the sport which is leading the push for additional venues and generating some of the largest revenue.

According to Cline (2004) "indoor soccer has existed in the United States as a spectator and quasi-professional sport dating back to the 1880s, but it got its biggest boost as a recreational sport a full century later with the end of the indoor tennis boom." As indoor tennis centers, and even ice hockey facilities and skating rinks, closed their doors many facilities were converted to indoor soccer arenas. This conversion trend continued through the 1970's and 1980's.

"Facilities custom-built for indoor soccer began appearing around 1990, heralding the game's second phase of development...The third phase of facilities, built since the turn of the century, tend to be larger - often accommodating three or more boarded fields" writes Cline.

Of the indoor sports facilities surveyed for this project, all contained at least one indoor soccer arena. Cline writes that although "some indoor operators feel that in spite of commercial indoor soccer's rapid growth, it remains an overlooked asset... Part of the problem may have been that, until recently, the indoor soccer business was extremely regional and disjointed, with very little communication between operators in different parts of the country. Some important developments over the past decade, though, are helping ease the situation. In 1997, Shapero [Don] formed the USISA to facilitate communication within the industry...Another important step was the establishment of the National Indoor Soccer Championship, a popular and increasingly prestigious national tournament...This tournament has fostered cooperation among owners of indoor facilities and has helped to bring credibility to indoor soccer as a national sport."

Cline's article cites Don Shapero, of the United States Indoor Soccer Association (USISA), who estimates there are at least 525 indoor soccer-based facilities in the U.S. and dozens more in Canada. Although the privately owned indoor sports facility industry is large and

continuing to grow, no one organization has emerged to unify or direct the growth of the individual businesses or assist with continuing and professional education in the field.

### *Industry Competencies*

Competencies, as defined by Lawler and Ledford (1997) are the skills and knowledge necessary for successful performance in the job. They write "Bureaucratic processes and an emphasis on job specialization characterize contemporary sport organizations. In these organizations, job descriptions define the requirements of various positions, and individuals are hired to perform the jobs as described. Some scholars have predicted, however, that the organization of the future might be focused more on competencies of individual employees as well as the ability of those employees to learn new competencies as marketplace demands and organizational cultures change."

Dubois and Rothwell (2004) write " "work" is "in" and "jobs" are rapidly becoming "out". Why? Rapid change in organizations - in the work that must be done and how it must be done - has rendered the notion of a job to be obsolete. Instead, once it becomes known that some body of work must be accomplished, operations managers are turning first to answer the question, What human capabilities or traits must the worker have in order to produce this work in, preferably, an exemplary manner?" The competencies required of the indoor sports facility professional must be recognized before a needs assessment can be conducted. The needs assessment will analyze the difference between the required competencies and the current level of proficiency in those competencies.

Dubois and Rothwell (2004) further write "The competencies required by workers to perform a body of work, and a set of well-defined behavioral indicators for each competency, are organized into a competency model."

The following figure, from Quain and Parks (1998), illustrates competencies in sport management organized into sport management task clusters.

## Organization Management



## Information Management

Figure 2.2 Sport Management Task Clusters. Quain and Parks (1998)

The competencies listed in the middle circle are general sport management responsibilities that all sport managers must be competent in. The two outside clusters are more specific competencies broken out into two distinct categories.

The researcher has been unable to find specific research on professional competencies in the United States indoor sport industry. Studies have been found in Great Britain, Europe and New Zealand. These studies were done by governments and sports authorities to help the progress of professional education in the field.

In Britain these competencies have been researched and documented in the National Vocational Qualifications (NVQs) as determined by the Business and Technology Education Council, London, England. The NVQs contain competency levels for the following areas of sports and recreation occupations:

- Level One. Organizing activities. Coaching and activity delivery for adults and children,
- Level Two. Coaching.
- Level Three. Facility operations. Sport and recreation supervision and management.
- Level Four. Sports development. Sports and recreation development and management of sports development.

Levels Three and Four of the British NVQs were reviewed in relation to professional competencies needed to perform successfully in indoor sports facilities in the United States.

Competencies listed in Level Three of the British NVQs include:

- Contribute to the planning, monitoring and control of resources.
- Contribute to the health and safety of self and others.
- Contribute to the security, safety and comfort of clients/customers.
- Receive customers and visitors.
- Provide information and advice for action towards meeting organizational objectives.
- Contribute to the promotion and improvement of service delivery.
- Recording sales transactions.
- Contribute to the planning, organization and evaluation of work.
- Maintain services and operations to meet quality standards.
- Contribute to the provision of personnel.
- Contribute to the training and development of teams, individuals and self to enhance performance.
- Create, maintain and enhance productive working relationships.
- Support the management of physical resources for sport and recreation.
- Provide and maintain equipment for activities.

Competencies listed in Level Four of the British NVQs include:

- Work with others to commission a new facility.
- Manage the maintenance and improvement of facilities.
- Recommend, monitor and control the use of resources.
- Seek, evaluate and organize information for action.
- Exchange information to solve problems and make decisions.
- Promote and evaluate services to maximize participation.
- Contribution to the implementation of change in services and systems.
- Maintain and improve service operations.
- Contribute to the recruitment and selection of personnel.
- Develop teams, individuals and self to enhance performance.

- Plan, allocate and evaluate work carried out by teams, individuals and self.
- Create, maintain and enhance effective working relationships.
- Contribute to the implementation of policy.

The European Network of Sport Sciences in Higher Education was created in 1989. The Network consists of committees, associations and sports groups in seven countries. The Network commission has the responsibility for collecting information with a goal to harmonize vocational courses, career structures and qualifications for those seeking employment in sports occupations.

The aim of the **Network is to build** a common European reference for sports managers. The reference also takes into **consideration different** jobs in sport management and attempts to describe tasks, skills and knowledge corresponding to the different categories.

The final report by this **Network** presents three areas:

1. Definition of **sport management occupation** categories.
2. Choose **representative categories** and have more precise analysis of occupations regarding their **specific tasks, skills** and knowledge.
3. Identify in **each country** the **existing** training programs and present them in a common **schedule** to allow comparisons.

The main concepts of the **Network** report are found in the following definitions:

- Job. A job is **defined** as a **set** of tasks and duties executed, or meant to **be executed** by one person. It is a **statistical unit**.
- Occupation. An **occupation** is constituted by a set of jobs whose main **tasks** and duties are **characterized** by a high degree of similarity.
- Managerial Occupation. A **managerial occupation** is defined as those of a foreman/woman which are **mainly concerned** with the control of the **professional** or **technical quality of the work done**.

The Network also **defines tasks, skills and knowledge** as used in their report.

- Tasks. The **whole actions**, which have to be done to answer to the **objectives** and the **professional mission**.
- Skill. The **ability to carry out the tasks** and duties of a given job.

- Knowledge. Theoretical and practical background the manager has to refer to in order to achieve his objectives.

In the United States and Europe it is noted that competencies, as related to knowledge, skills and abilities are necessary for successful performance in the sports industry.

Barcelona (2004) writes "In another time and in another context, sports broadcaster Howard Cosell used to rant against the idea of "jockocracy" -- that is, television networks providing broadcasting jobs for former professional athletes with no formal training as sports journalists...If Cosell's jockocracy exists in the recreational sports field, it is quickly being discredited. While the local high school sports hero might still be able to get a full-time job working with community recreational sports programs, there is a good chance that to be competitive for that job, he will need a college education and competence in business, management, communications, technology, legality/risk management, research and evaluation and event programming." It is clear that there are certain competencies needed in the indoor sports industry that are specific to that industry.

Barcelona further writes of academic preparation, professional experience and certification "Sport management is still a curricular area with little consistency of meaning in terms of the type of academic preparation that students receive. Sport and physical activity is a component of a number of academic preparation programs, including recreation/leisure studies, physical education/kinesiology and business."

#### *Available Industry Training and Development*

Widespread training programs specific to the privately-owned indoor sports facility industry do not exist in the market place under one umbrella organization or industry association. The training and education that does exist, specific to this industry, is available in four very limited formats: 1) through consultants who can offer on- or off-site training programs, 2) through workshops, seminars and discussion groups at industry trade shows and conferences, 3) through utilization of peers and other similar organizations and businesses for information sharing and personal assistance, and 4) on-the-job training.

Although associations such as US Indoor and the Sportsplex Operators and Developers Associations (SODA) have been formed to help foster communication and cooperation among indoor sports (primarily soccer) facilities, neither group has developed a training program or continuing education program for the industry. Athletic Business, the National Sports Forum,

and other businesses also cater somewhat to this industry, but also have very limited training opportunities for their customers.

Business organizations and consultants such as Pinnacle Indoor Sports, Sports Facilities Advisory, and IEG Inc., provide some industry specific training on such topics as: sponsorship sales, facility design, league and sport administration, alternate revenue sources and management training. The courses, seminars or workshops have been developed by these organizations somewhat in isolation of each other and for their own organization's specific usage.

Much of the training provided separately from tradeshow and conferences is available only a few times per year and does not geographically cover many areas of the country. The webinars (a cross between seminars and use of the Internet for real time participation) available through IEG and the National Sports Forum are more accessible for organizations because there is no travel involved, however the courses themselves are very limited in scope and are particularly targeted toward large (professional level) sporting facilities.

The tradeshow and conferences provided by US Indoor Soccer and Athletic Business magazine provide seminars which participants can attend to learn about industry trends and discuss best practices. However, these events are only planned for one time per year, are an hour or two in duration, and do not allow for a great deal of interaction or follow up.

The purpose of this research project is to assess training needs among industry professionals employed at privately-owned indoor sports facilities and make recommendations to satisfy any identified needs. Identified training needs will be matched with currently existing programs or suggestions for new programs will be made where training currently does not exist.

#### *Related industry research*

The majority of research on competencies in the sports and recreation industry exists in the fields of municipal, public and non-profit programs. These fields are related to the privately-owned indoor sports industry in the areas of: programming, program delivery, customer service, partner/sponsor solicitation, employee management and marketing. The area of greatest differentiation is the source of revenue - public dollars versus an entrepreneurial entity. With the differences noted, some of the research on competencies for Parks and Recreation Departments is relevant to the indoor sports industry.

Hurd (2004), Assistant Professor in the School of Kinesiology and Recreation at Illinois State University writes about *Keys to Individual and Agency Success* for Parks and Recreation Departments "Competencies are far more than just a list of skills. They start with skills, knowledge and characteristics, but move far beyond them in their use. Competencies have been used for such things as (a) establishing employee evaluation criteria, (b) setting performance benchmarks and assessing readiness for a position, (c) determining hiring criteria, (d) mentoring employees and (e) creating a professional development plan."

Jamieson's 1987 research study, as cited in Hurd (2004), focused on competencies needed to manage recreation sports programs in military, municipal and education settings. The study took into account 112 competencies which were grouped into 12 categories including: (a) business procedures, (b) communications, (c) facility maintenance, (d) governance, (e) legal issues, (f) management techniques, (g) officiating, (h) philosophy, (i) programming techniques, (j) research (k) safety/accident prevention, and (l) science. The study showed that most important competencies to entry-level employees were safety/accident prevention programming and science. The most important skills to upper-level managers were knowledge of management techniques, business procedures and legal issues.

A combination of the competencies and skills listed in the preceding research and studies were used to develop the survey instrument for this research paper.

#### *Training and Education in related industries*

Training and continuing education programs for this industry are also available through outside organizations and for-profit seminar and workshop providers (Fred Pryor, Dale Carnegie, Franklin Covey, etc.) and University programs in sports management. However, this training is not specific to the for-profit indoor sports facility industry. Training through these providers covers topics such as: time management, leadership, conflict resolution, and other general skills which are needed by professionals in all industries.

Additional opportunities are also available through organizations such as the National Recreation and Park Association, the National Intramural Recreational Sports Association, the American Alliance for Health, Physical Education, Recreation and Dance, and the National Alliance for Youth Sports. Opportunities through these associations are targeted for public agencies and not all are available to the general public or private facility operators.

### *Training Needs Assessment*

“A training needs assessment is an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives” as defined by Brown (2002). In regard to this research project, the training needs assessment is being conducted to determine what, if any, training needs exist among professionals in the field of privately-owned indoor sports facilities.

According to Brown, there are four main reasons to conducting a needs assessment:

1. To identify specific problem areas in the organization.
2. To obtain management support.
3. To develop data for evaluation.
4. To determine the costs and benefits of training.

For this study reason one, identifying specific problem areas in the organization, relates to finding out where there is a gap between identified important competencies and skills among industry professionals and the average level of expertise. If a gap is noted, the researcher will examine whether it is a gap which can be addressed through training.

Reason two, obtain management support, relates to providing business owners and managers with data to support the need for additional training. This data will also be available for organizations and associations which serve this industry for their future use in developing additional or new training products.

Reason three, develop data for evaluation, will support the validity of the resulting recommendations by supporting the need with real numbers which can be replicated through future studies.

Reason four, determining the costs and benefits of training, will be assisted by the results of this research as it relates to areas of revenue generation or cost reduction which could be affected by additional training. The return on investment of proposed training is not a part of this research study.

Brown lists four purposes and objectives for performing the needs assessment. Conducting a needs assessment is useful in identifying:

1. Organizational goals and its effectiveness in achieving these goals.
2. Gaps or discrepancies between employee skills and the skills required for effective job performance.

3. Problems that may not be solved by training. If policies, practices, and procedures need to be corrected or adjusted, this is a concern for top management, not a training concern.
4. Conditions under which the training and development activity will occur.

In summary, sports and sports management have been a professional career choice for at least two thousand years. The field of privately-owned indoor sports facilities, however, is a relatively new industry with very little organization or opportunities for professional development in the United States.

## *Chapter Three – Methods and Procedures*

### *Method of Study*

The primary method of gleaning information for this research project was through personal interviews. The interview method was chosen for two primary reasons: first, to obtain answers to a static set of questions about separate facilities, and second, to get additional information regarding industry professional's attitudes and desires for training.

The interview questions were based on competencies found in the literature review portion of this study as well as a review of current industry training. The main goal of the interview questions was to determine the importance rating of different occupational competency areas and the current level of skill in each category.

The interview questions also attempted to ascertain characteristics about the separate facilities such as:

- types of activity areas (courts, arenas, fields, fitness areas)
- number of employees in different categories
- retail and other business units
- current training opportunities
- desired level of education for a variety of occupational areas
- and acceptable times, durations and pricing of training opportunities.

Individuals selected to participate in the interviews are either owners or general managers of privately-owned indoor sports facilities with at least one indoor soccer field. Individuals were interviewed at 14 sports facilities in the following locations:

- Maple Grove, MN
- Burnsville, MN
- Maplewood, MN
- Madison, WI
- Sun Prairie, WI
- Brookfield, WI
- Appleton, WI
- Eau Claire, WI
- Lexington, KY

- Seattle, WA
- St. Louis, MO
- Canton, MI

#### *Timeline and Completion Dates*

This research topic was approved in May 2004 through the University of Wisconsin - Stout Master's program in Training and Development, Advisor Dr. Donna Stewart. The timeline included finalizing the survey instrument in June and July of 2004 with interviews to begin in August of 2004. The interviews began in August 2004 with the final interview conducted in April 2005.

Literature reviews for this project were ongoing from May 2004 to May 2005. The current literature and studies on this topic are extremely limited and primarily journal or trade articles from United States business publications or studies from governmental agencies in Europe. It is the researcher's finding that this may be the first study of its kind for the privately owned indoor sports industry in the United States.

All interviews and corresponding research and data analysis were completed in the 12 month period from May 2004 - May 2005.

#### *Interview Results*

The summarized results of the interviews should point out the following:

- average number of employees
- areas of business operations
- desired education levels
- most important competency areas
- training gaps
- acceptable training options

#### *Procedures Followed*

First, identify the topic for study. The topic was chosen based on the researcher's full-time profession as Executive Director of a privately-owned indoor sports facility. The researcher had attempted to find continuing education and training programs for herself and other members of her staff and was unable to locate any geographically or financially feasible opportunities. The research topic focuses on determining what training is needed in the industry and what current training opportunities exist.

Second, submit a proposal for study and identify target interviewees. A proposal was submitted which explained the purpose of the study and the methodology to be followed. The proposal discussed the importance and benefits of the study and requested approval for the study.

Third, review literature on industry and occupational competencies to help develop the survey instrument and provide background information on the topic.

Fourth, contact potential interviewees by telephone to explain the survey and request their participation. Set time and date for interviews.

Fifth, conduct interviews and take detailed notes. Conduct follow up telephone calls when needed to clarify information.

Sixth, review notes, analyze quantitative and qualitative data, and organize information into a narrative summary.

#### *Method of Analysis*

After the final interview was conducted a spreadsheet was developed to categorize and rank the quantitative data. The data which indicated the importance level of the individual competency categories was ranked using averages and modes. The data which indicated the current level of skill was also ranked using averages and modes. The average and mode of each skill level was subtracted from the importance level for the same competency to determine how much of a gap there was for that particular category. The larger gaps indicated areas which may have greater training needs.

The individual interview notes were reviewed for specific quotations, important highlights, or other industry indicators which were also used in the summary of information on this topic.

## *Chapter Four – Results and Discussion*

The survey was designed to determine what training needs exist among professionals in the privately owned indoor sports industry. Fourteen industry professionals from across the country were personally interviewed using one standard survey form with probing and follow up questions for clarification. The results of those interviews and the approach used are discussed below.

### *Approach*

An interpretive approach was used in this study. The interpretive approach is used to uncover meaning which is attached to the particular topic of study. The data collection method used was interviewing. Industry general managers and owners were interviewed in areas regarding facility size and amenities, business sectors, staffing, desired competency levels in particular skill areas, current skill levels in corresponding areas and acceptable times, duration and cost of possible training opportunities.

The main substance of the interviews asked questions such as “how important is this particular skill to your organization?” followed by “how proficient is your staff in this particular skill?” The data analysis portion assessed the difference between the two answers. Thus, if the organizations agree that one particular skill is highly important to their organization, but the average skill level for that particular area is ranked low a gap would appear between desired competency and actual skills.

### *Organizational Overview*

The organizations surveyed for this research project all contained at least one indoor turf field. Thirteen of the 14 surveyed had both concession areas and meeting rooms or facilities. Twelve contained an arcade area and nine had indoor multi-purpose sport surfaces.

All of the organizations surveyed provided indoor soccer, sport instruction, private sport rentals and party packages. Nine provided opportunities for corporate usage, eight hosted football leagues, seven hosted la crosse, seven provided volleyball leagues, six had basketball facilities and five had baseball. Further sport and program breakdowns are provided in the appendix.

Eight of the fourteen facilities employed between 3 and 5 full-time staff members. Five organizations employed 11 - 20 part-time employees and five organizations employed over 21 part-time employees.

Over 10 of the organizations surveyed employed individuals in all of the following areas: general management, bookkeeping, sport sales and marketing, facility operations, coaches and instructors, part-time retail and concession help and janitorial staff. Compared to the average of only three to five full-time staff members, it can be concluded by the researcher that a) several staff members perform multiple functions, and b) part-time personnel are used for many of the duties performed within the organizations.

When asked if the organizations planned to add to, decrease or remain constant with staffing, responses indicated that eight of 14 organizations planned to increase staffing in areas of marketing and instructors and coaches. Seven of the 14 organizations indicated that they planned to hire or increase personnel in sponsorships.

#### *Data Analysis*

After reviewing the average and mode data, it was decided by the researcher to rely more heavily on the averaged data because there was greater differentiation noted. The top 10 areas of greatest gaps in the average category did correlate for the most part with those with the greatest gaps in the mode category.

The levels of both importance of skills and current skill levels were rated on the following likert scales:

#### Level of importance of skill

- 1 = Not important
- 2 = Moderately important
- 3 = Very important
- 4 = Extremely important

#### Current skill level at organization

- A = No skills
- B = Nominal skills
- C = Good skills
- D = Excellent skills

The summarized results of each category are included in the appendix of this research paper.

The ranking of greatest skills gaps, by averaging, is shown in the following table and ranked from greatest gap to least gap.

**Table 4.1 Skills Gap**

Skill Category	Average Difference
Employee Training	1.27
E-Mail Marketing	1.09
Money Collection	1.05
General knowledge of organization / programs	1.05
Sponsorship Sales	1
Strategic Planning	1
Cleanliness/Appearance	0.95
Employee Supervision	0.91
Database / File Management	0.91
Budgeting	0.82
Customer Communication	0.77
Leadership	0.77
Customer Service	0.77
Website Development / Updates	0.73
Purchasing / Cost Controls	0.64
Program Management	0.64
Cleaning / Janitorial	0.59
League Management	0.59
Preventive Maintenance	0.55
Accounting / Bookkeeping	0.55
Managing Referees / Coaches / Instructors	0.5
Advertising / Public Relations	0.45
Ongoing Maintenance	0.45
In-house Promotions	0.36
Food / Merchandising / Retail	0.32
Referee Training	0.32
Telephone Etiquette	0.32
Skill Category	Average Difference
Utility Management / Energy Conservation	0.23
Building Scheduling	0.23
Equipment / Appliance Service	0.18
Lawn / Turf / Rink Care	0.09
Instructor / Coach Training	0
Human Resources functions	-0.14
Legal: contracts / agreements / liability	-0.14
Insurance	-0.64

The mode rankings are included as a table in the appendix of this paper.

### *Training Opportunities*

Of the 14 organizations surveyed seven indicated that they will provide opportunities for outside training classes and seven provide in-house training opportunities through outside providers. Six provide payment of professional fees and dues, while only three provide tuition reimbursement.

Questions relating to whether or not the organization is open to employees participating in training opportunities resulted in the following responses:

**Table 4.2 Training Opportunities**

Is your organization open to employees participating in (please check all applicable)

in-house training led by internal staff members	13
in-house training led by outside training provider	11
continuing education courses thru local vocational college	8
professional courses through local university	8
off-site industry specific training in local area	13
off-site industry specific training outside of local area	8
off-site general skill training in local area	11
off-site general skill training outside of local area	4

The most striking observation by the researcher is that only eight of the 14 organizations are open to their employees participating in off-site training which is industry specific outside of their local area. While this is over fifty percent of the organizations surveyed, the researcher has found that almost all of the industry-specific training takes place at annual conferences in a single location. This lack of available, accessible training in industry related topics makes it appear that many industry professionals may never have an opportunity to get to share in best practice sessions, case study forums, or specific training with other industry peers.

### *Findings*

The next step of analysis of the data by the researcher was to determine which of the gaps between desired skills and current levels of skills is a training need and which are not. The top 10 gaps are discussed in Chapter Five.

## *Chapter Five - Conclusion and Recommendations*

### *Restatement of the Problem*

The privately owned indoor sports industry does not have an organizing body or association to which the majority of facilities are members. Due to this lack of organization, no one group is responsible for training and continuing education for industry professionals. Thus, a lack of organized, readily available and cost-effective training opportunities exist in this field.

### *Methods and Procedures*

An interview was the method used in this study to collect information. The interview was designed to obtain in depth information on the facilities investigated and develop a set of quantitative data for determining potential training needs. The interviewees were owners or general managers of indoor sports facilities. A total of 14 individuals participated in this study.

The data was assessed using modes and averages developed in an Excel spreadsheet. The data for desired skills was reviewed and compared with data regarding current skill levels among staff at the 14 facilities targeted for this survey.

The researcher's conclusions of what constitutes training needs and non-training skills gaps and subsequent recommendations are discussed in this chapter.

### *Findings and Recommendations*

Gap # 1 - Employee Training. Many of the interviewees indicated that they were aware of the importance of employee training, however they also noted their lack of skill set in this area. The researcher believes that this is an area which indicates a training gap. This gap could be addressed through such opportunities as Train the Trainer courses through local technical colleges, universities or private training providers. This does not appear to be an area which is specific to the indoor sports industry. The researcher would recommend such training to organizations which find a gap in this area. Other recommendations would be for organizations to retain the services of an outside consultant to develop and/or provide them with training manuals and programs specific to their organization and its operations.

Gap # 2 - E-Mail Marketing. The second largest gap exists in the area of e-mail marketing. Through the interview process it is apparent to the researcher that organizations are very aware of the importance of this inexpensive and timely marketing tool, however they lack the knowledge of how to execute the process. This indicates a training gap to the researcher. Technology is not specific to the indoor sports industry and organizations who have databases,

no matter what format, that include e-mail addresses of their clientele can find local technical specialists who can train them to use their current e-mail program to do some level of e-mail marketing.

The industry specific side of this training need relates to industry specific software that exists and incorporates e-mail marketing components as one of the main user features. Several software packages exist, the problem many small organizations face in this area is the cost of such software which ranges from \$3,000 - \$25,000 - out of the range of several organizations. In summary, e-mail marketing is a training need which can be addressed in one of two ways, 1) by seeking technical specialists to help train staff to incorporate current databases with current e-mail programs, or 2) by purchasing software designed to conduct mass e-mail marketing campaigns and receive training from the software vendor. How and when to use e-mail marketing is a secondary training component that can be assisted by using contracted marketing consultants or working to develop more thorough internal marketing plans which indicate how this communication is to be used.

Gap # 3 - Money Collection. This was ranked third in the averaging scale, but tied with 15 other categories for third in the mode scale. The researcher, based on personal experience, does not believe this is so much of a training need as it is a lack of follow through with operating procedures and internal controls. Money collection is a function of operations that in many organizations without automated management information systems is left to a system of paper trails and dry erase boards. The researcher's recommendation to organizations experiencing difficulty in money collection is to put more effort into internal controls and staff accountability.

Gap # 4 - General knowledge of the organization and its programs. The researcher believes that this gap is a training need. This need is based on internal staff members and employees not having adequate knowledge of the organization and its programs to present and/or sell it to the general public. The researcher believes that this training gap could be addressed by additional and broader training of staff members by upper management and on-going communications of new programs, program changes and having a central source for information. This can be accomplished by having procedure and policy manuals which include information and registration forms for all programs in one central folder or binder. The organization should designate one point of contact for collecting and disseminating this type of information and

ensuring that all sources of information are current and up to date. Outside training is not recommended to address this gap.

Gap # 5 - Sponsorship Sales. This was listed fifth by average, but second by mode and indicates a high level of importance and low level of skills. The interviewees generally indicated awareness that sponsorships are a very lucrative, yet untapped revenue stream. The interesting cross section is that of the 14 organizations surveyed, only 6 employ individuals specifically to perform sponsorship duties while 6 organizations ranked sponsorship extremely important and 6 others ranked it moderately to very important. While the researcher believes a training need exists in sponsorships, the data also indicates that personnel resources are not being allocated to this area. Thus, the recommendation would be for organizations to provide staffing specific to this need, but also to train current staff to better understand and provide sponsorship opportunities.

The researcher believes that training opportunities for sponsorships are industry specific. The training which exists, however, is on a larger scale for such industries as professional sports and large arenas. Training programs through companies such as IEG and the National Sports Forum provide some arms-length relevant training in proposal development, sponsor prospecting and fulfillment methods, but are on a scale of revenue and opportunities far beyond those of most small independent venues. US Indoor provides an annual conference at which one hour seminars discuss topics in this field - but does not provide specific training. The researcher has found that the only industry specific sponsorship training for small, privately-owned indoor sports facilities is through independent consultants. Consultants can be found through organizations such as US Indoor and SODA.

Gap # 6 - Strategic Planning. Strategic planning can be either a training need or an administrative procrastination. Some of the interviewees indicated the awareness of strategic planning importance, but a lack of time to set aside for the process. "There are always other items to deal with that seem more important" said one interviewee. The researcher finds that a large enough gap exists to indicate a training need is evident. Training in strategic planning is available through several non-industry specific providers. Chamber of Commerce offices, local professional associations, technical colleges and independent consultants can be retained or utilized to help with strategic planning processes.

For industry specific strategic planning assistance, organizations such as US Indoor and Athletic Business provide opportunities at their annual conferences for industry professionals to attend round table discussions and case study forums at which ideas can be shared to use in strategic planning processes. At least two of the interviewees indicated a need for “best practices” sessions among industry professionals as an alternative for specific “training”. The problem the researcher finds with this recommendation are twofold, 1) the number of opportunities for organizations to get together and share best practices is extremely limited, and 2) a lack of desire to share information which might give a competitor an advantage. An interviewee in a highly competitive market indicated “our industry is very squirrel-like, we take information and tuck it away in fear of someone taking it away.”

In the future, the researcher would recommend organizations which serve this industry help develop best practice opportunities on a regional basis and more regular schedule. Organizations and associations which purport to serve this industry should take on a role of information provider and disseminator in making this information available to all their members.

Gap # 7 - Cleanliness / Appearance. This category ranked seventh in averages and eighth in modes. This indicates that it is an important area to the organizations surveyed. Ten of the 14 organizations surveyed employ individuals to specifically maintain janitorial duties, of the remaining four organizations those duties are hired out to contractors. The researcher believes that the gap in this category may indicate a training need.

To address this need, organizations need to set clear, written goals and expectations for their cleaning personnel and/or contractors. Training of employed staff can be conducted in-house by the general manager or owner, or in a worst case scenario contracted out for an outside professional cleaning company to train internal staff. If it is the contracted service company which is not performing as desired, a meeting with the manager of that company is probably in order. Cleaning is not an industry specific training need. The researcher believes that the gap here indicates an operating and oversight issue as much as it may indicate a training need.

Gap # 8 - Employee Supervision. This ranks in the top 10 for average, but in the lower 50% for mode. This conflicting data can be viewed in relation to the interview notes which indicate statements of frustration and lack of attention to employee supervision. The researcher, thus, has concluded that this area indicates a valid training need.

Training in employee supervision is not specific to the indoor sports industry. This type of training can be garnered through several providers such as; private training courses including Fred Pryor and Dale Carnegie, Chamber of Commerce and local human resource organizations, technical colleges and universities and self-study courses.

Gap # 9 - Database / File Management. This category ranked 9th in averages, but tied for first in modes. Database and file management was a category which also exuded comments of frustration in relation to level of importance and lack of skill among organizations surveyed. Similar to the review of software management systems which simplify the e-mail marketing process, software is also critical to the management of an organization's data. The researcher has heard from organizations which realize the importance of such systems, but do not have the capital (or willingness to invest capital) to purchase such elaborate and expensive systems. Short of purchasing a management information software program many organizations rely on Excel spreadsheets, Word processing documents, or paper filing systems.

The researcher sees this gap as both a training need and system deficiency. Without a proper system in place for storing, sorting and recalling data, training would be almost totally ineffective. The researcher would suggest first, procurement of software if not already obtained. If software is being used, the researcher would suggest requesting additional training from the software vendor. If software is being purchased, training should be included with the purchase package. If software is not available, the researcher would suggest working with a local file management specialist through a local technical college or university to help set up an organized, maintainable system for the organization and training key personnel in methods to keep the system current and up to date.

Gap # 10 - Budgeting. This category ranked 10th by averages and tied for first in modes. Budgeting is another administrative task that can be either a training need or prioritization item. The researcher believes that the level of ranking could indicate that a training need exists in creating and maintaining organizational budgets.

Some elements of budgeting are industry specific in terms of budget categories, seasonal considerations and league and program revenues and expenses. However, budgeting in general is an accounting and mathematical principle in essence and should not require industry specific training. The researcher would suggest the following training for professionals who require help with budgeting; first, meet with a professional accountant who has experience with business

budgets and retain their services in reviewing past accounting reports for the organization, second, use the accountant's retained services to help collaborate on an organizational budget based on historical and current data. Another suggestion for training in developing, maintaining and analyzing budgets is to retain the services of a professional industry consultant. Consultants can offer an industry-specific review of program revenues and expenses and make informed decisions and suggestions based on previous experience and best practices from other industry businesses.

Gaps # 11 - 21. Customer communication, website development and updates, purchasing and cost controls, program management, cleaning/janitorial, league management, preventive maintenance, accounting/bookkeeping, and managing referees, coaches and instructors all ranked one-half point difference (0.5) or greater in the average ranking. Of these gaps, all can indicate training needs within the organizations, only to a lesser extent than the top 10. The remaining gaps indicate needs which, while dealing with industry specific items, do not necessitate industry specific training. Training in all of the remaining areas can be found in local markets through providers at the technical college or university level, through private training courses in management and marketing, and through non-industry specific and industry specific business consultants.

#### *Summary and Discussion*

The researcher has concluded that organizations in the indoor sports industry are experiencing training needs in several non-related categories. The majority of training needs can be addressed locally through educational institutions, professional business groups, private training providers or using current staff members to train other employees. Some training, however, such as sponsorship sales is very industry specific and a lack of available, relevant training is very evident. The remaining training, in areas such as e-mail marketing and database management, are very tied to management information software and the utilization of such software.

The researcher does see a definitive need for an association or organization to serve this industry in a capacity to further the sharing of "best practice" information, industry specific sponsorship training, and leadership and management training that can bring people of similar backgrounds together for cooperative learning experiences.

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**Appendix A**

**Voluntary Consent Form  
for  
Training Needs Assessment for Sports and Recreation Facility Professionals  
conducted by  
Lisa Clark – Graduate Student, MS in Training and Development, UW Stout  
2004**

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The basic nature of this study is to determine what training needs, if any, exist for professionals in the field of privately owned sports and recreation facilities.

I understand that by participating in this interview, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about the research study should be addressed to Lisa Clark, the researcher, 2736 Irene Drive, Eau Claire, Wisconsin 54701, (715)852-0374 or (715)271-7410, or the research advisor, Dr. Donna Stewart, University of Wisconsin – Stout, (715)232-1234. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715)232-1126.

\_\_\_\_\_  
Participant's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Signature

## Appendix B

### Training Needs Assessment for Sports and Recreation Facility Professionals 2004

Your opinion is highly valued, and your time is very appreciated. Your answers will be treated in a confidential manner and used to help assess what, if any, training needs exist among professionals in your industry. The information taken from this research project will be used to help provide direction for the development and implementation of training programs to meet any needs uncovered in this study.

**DIRECTIONS:** Listed below are questions pertaining to staffing needs in your industry. Please check as many answers as are appropriate. Feel free to write in information to clarify your answers as you feel necessary.

1. Please indicate the areas of business applicable to your organization.

- |   |  |
|---|--|
| <input type="checkbox"/> Indoor Turf Surface<br>Describe _____  | <input type="checkbox"/> Indoor Multi-purpose Surface<br>Describe _____  |
| <input type="checkbox"/> Outdoor Turf Surface<br>Describe _____ | <input type="checkbox"/> Outdoor Multi-purpose Surface<br>Describe _____ |
| <input type="checkbox"/> Arcade Area                            | <input type="checkbox"/> Concession / Food Service                       |
| <input type="checkbox"/> Retail                                 | <input type="checkbox"/> Meeting Rooms / Facilities                      |
| <input type="checkbox"/> Batting Cage                           | <input type="checkbox"/> Fitness Area / Equipment                        |

2. What business markets does your organization target?

- Sports Leagues (if checked, please specify which sports below)
- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> Soccer        | <input type="checkbox"/> Baseball                   | <input type="checkbox"/> Ice Hockey |
| <input type="checkbox"/> Football      | <input type="checkbox"/> Volleyball                 | <input type="checkbox"/> Basketball |
| <input type="checkbox"/> Roller Hockey | <input type="checkbox"/> Field Hockey               | <input type="checkbox"/> Softball   |
| <input type="checkbox"/> La Crosse     | <input type="checkbox"/> Others (please list below) |                                     |

- 
- Fitness Programs  
 Sport Instruction  
 Private Sport Rental (Practices, Leagues, Tournaments, etc.)  
 Batting Cages  
 Community Events / Private Community Rentals  
 Parties (Birthdays /others)  
 Corporate Usage / Business Meetings / Corporate Rental

3. How many full-time employees does your organization employ?  
 \_\_\_ 0-2 \_\_\_ 3-5 \_\_\_ 6-10 \_\_\_ 11-20 \_\_\_ 21+
4. How many part-time employees does your organization employ?  
 \_\_\_ 0-2 \_\_\_ 3-5 \_\_\_ 6-10 \_\_\_ 11-20 \_\_\_ 21+
5. If your organization uses independent contractors, how many does your organization employ?  
 \_\_\_ 0-2 \_\_\_ 3-5 \_\_\_ 6-10 \_\_\_ 11-20 \_\_\_ 21+

6. Please check if your organization employs people to perform the following functions?

- |                          |                         |                          |   |
|--------------------------|-------------------------|--------------------------|---|
| <input type="checkbox"/> | General Management      | <input type="checkbox"/> | Administrative / Secretarial              |
| <input type="checkbox"/> | Bookkeeping/Accounting  | <input type="checkbox"/> | Coaches / Instructors                     |
| <input type="checkbox"/> | Sport Sales / Marketing | <input type="checkbox"/> | Sponsorship/Advertising Sales             |
| <input type="checkbox"/> | Facility Operations     | <input type="checkbox"/> | Part-time Retail and / or Café/concession |
| <input type="checkbox"/> | Referees                | <input type="checkbox"/> | Janitorial / Maintenance                  |

7. Please check below if your organization provides:

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | Tuition Reimbursement    | <input type="checkbox"/> | Paid professional association fees/dues                   |
| <input type="checkbox"/> | Outside training classes | <input type="checkbox"/> | In-house training opportunities through outside providers |

8. What is the minimum required education level for newly hired employees in your organization in the following categories?

- |                     |                                |                                   |
|---------------------|--------------------------------|-----------------------------------|
| 1 = None Specified  | 2 = High School Diploma or GED | 3 = Technical College             |
| 4 = Bachelor Degree | 5 = Graduate Degree            | 6 = Don't Employ / Not applicable |

General Management .....	1	2	3	4	5	6
Administrative / Secretarial.....	1	2	3	4	5	6
Bookkeeping/Accounting.....	1	2	3	4	5	6
Sport Program Management .....	1	2	3	4	5	6
Sport Sales / Marketing.....	1	2	3	4	5	6
Sponsorship/Advertising Sales.....	1	2	3	4	5	6
Operations .....	1	2	3	4	5	6
Part-time Retail and / or Café/concession .....	1	2	3	4	5	6
Referees .....	1	2	3	4	5	6
Coaches .....	1	2	3	4	5	6
Instructors.....	1	2	3	4	5	6

9. How important is each of the following competencies/skills to your organization's success? How do you rate your employee's overall skill levels?

- |                    |                          |                 |                      |
|--------------------|--------------------------|-----------------|----------------------|
| 1 = Not Important  | 2 = Moderately Important | A = No Skills   | B = Nominal Skills   |
| 3 = Very Important | 4 = Extremely Important  | C = Good Skills | D = Excellent Skills |

Marketing

In-house promotions.....	1	2	3	4	A	B	C	D
Customer Communication .....	1	2	3	4	A	B	C	D
Advertising/Public Relations .....	1	2	3	4	A	B	C	D
Website Development/Updates .....	1	2	3	4	A	B	C	D

E-Mail Marketing..... 1 2 3 4      A B C D  
 Sponsorship Sales..... 1 2 3 4      A B C D

1 = Not Important      2 = Moderately Important      A= No Skills      B = Nominal Skills  
 3 = Very Important      4 = Extremely Important      C= Good Skills      D= Excellent Skills

Management

Strategic Planning ..... 1 2 3 4      A B C D  
 Leadership..... 1 2 3 4      A B C D  
 Employee Supervision ..... 1 2 3 4      A B C D  
 Human Resources functions..... 1 2 3 4      A B C D  
 Legal: contracts/agreements/liability ..... 1 2 3 4      A B C D  
 Insurance ..... 1 2 3 4      A B C D  
 Employee Training..... 1 2 3 4      A B C D  
 Managing Referees / Coaches / Instructors..... 1 2 3 4      A B C D  
 Purchasing/Cost Controls..... 1 2 3 4      A B C D  
 Food /.Merchandising / Retail..... 1 2 3 4      A B C D  
 Database / File Management..... 1 2 3 4      A B C D

Facility/Operations

Utility Management/Energy Conservation..... 1 2 3 4      A B C D  
 Ongoing Maintenance ..... 1 2 3 4      A B C D  
 Preventive Maintenance ..... 1 2 3 4      A B C D  
 Lawn / Turf / Rink Care ..... 1 2 3 4      A B C D  
 Cleaning / Janitorial ..... 1 2 3 4      A B C D  
 Equipment / Appliance Service..... 1 2 3 4      A B C D  
 Building Scheduling..... 1 2 3 4      A B C D

Financial

Budgeting ..... 1 2 3 4      A B C D  
 Accounting / Bookkeeping..... 1 2 3 4      A B C D

Programs

League Management ..... 1 2 3 4      A B C D  
 Program Management..... 1 2 3 4      A B C D  
 Referee Training..... 1 2 3 4      A B C D  
 Instructor / Coach Training ..... 1 2 3 4      A B C D

General Administrative

Money Collection..... 1 2 3 4      A B C D  
 Telephone Etiquette ..... 1 2 3 4      A B C D

Café/Concession/Front Counter

Customer Service ..... 1 2 3 4      A B C D  
 General Knowledge of organization/programs ..... 1 2 3 4      A B C D  
 Cleanliness/Appearance..... 1 2 3 4      A B C D

10. Over the next five years, do you expect the number of employees in the following categories to 1) Increase, 2) Decrease or 3) Remain the same?

Managerial ..... 1 2 3  
 Marketing ..... 1 2 3  
 Bookkeeping / Administrative / Secretarial ..... 1 2 3

Facility Operation.....	1	2	3
Janitorial/Maintenance .....	1	2	3
Sponsorship/Advertising Sales.....	1	2	3
Instructors / Coaches .....	1	2	3
Café/Concessions/Front Desk .....	1	2	3

11. Is your organization open to employees participating in (please check all applicable):

- In-house training led by internal staff members
- In-house training led by outside training provider
- Continuing education courses through local vocational college
- Professional courses through local university
- Off-site industry specific training in local area
- Off-site industry specific training outside of local area
- Off-site general skill training in local area
- Off-site general skill training outside of local area

12. If you checked any of the training in item #11, please specify the length of time most acceptable for training courses?

1 = Not acceptable                      2 = Acceptable                      3 = Very Acceptable

1 - 2 Hours .....	1	2	3
2 - 4 Hours.....	1	2	3
4 - 8 Hours.....	1	2	3
1 - 2 Days .....	1	2	3
3 - 4 Days .....	1	2	3
5 Days .....	1	2	3
6 + Days .....	1	2	3

13. If you checked any of the training in item # 11, please specify the days of and seasons of year most acceptable for training courses?

1 = Not acceptable                      2 = Acceptable                      3 = Very Acceptable

June .....	1	2	3
July .....	1	2	3
August .....	1	2	3
September.....	1	2	3
October .....	1	2	3
November.....	1	2	3
December .....	1	2	3
January .....	1	2	3
February .....	1	2	3
March .....	1	2	3
April .....	1	2	3
May .....	1	2	3

14. If you checked any of the training in item #11, please specify the value of training to your organization per class/course.

1 = Not acceptable      2 = Acceptable      3 = Very Acceptable

\$0-\$49 .....	1	2	3
\$50 - \$99 .....	1	2	3
\$100 - \$149 .....	1	2	3
\$150 - \$249 .....	1	2	3
\$250 - \$349 .....	1	2	3
\$350 - \$499 .....	1	2	3
\$500 - \$749 .....	1	2	3
\$750 - \$999 .....	1	2	3
\$1,000 - \$1,499 .....	1	2	3
\$1,500 - \$1,999 .....	1	2	3
\$2,000 + .....	1	2	3

Thank you very much for your time and consideration of this research project!

## Appendix C

### List of Participating Facilities

Soccer Blast (x 2)	Burnsville, MN
Ralia Sports Center	Maple Grove, MN
Corner Kick	Maplewood, MN
Sun Prairie Athletic Club	Sun Prairie, WI
Break Away Sports Center	Madison, WI
Keva Sports Center	Madison, WI
Brookfield Indoor	Brookfield, WI
Eau Claire Indoor Sports Center	Eau Claire, WI
TDS Player's Choice	Appleton, WI
Sports Blast	Lexington, KY
Vetta Sports	St. Louis, MO
Arena Sports	Seattle, WA
High Velocity	Canton, MI

## Appendix D

### Interview Tabulations and Results

**Training Needs Assessment  
Response Summary**

1. Please indicate the area of business applicable to your organization:

- a. Indoor Turf Surface 14
- b. Outdoor Turf 7
- c. Indoor Multi-Purpose surface 9
- d. Outdoor Multi-Purpose 1
- e. Arcade Area 12
- f. Concession / Food Service 13
- g. Retail 7
- h. Meeting Rooms / Facilities 13
- i. Batting Cage 4
- j. Fitness Area / Equipment 5

1 - use outdoor field but don't own it, 1 on & off-site outdoor fields, 1 is purchasing

0 15

2. What business markets does your organization target?

- a. Soccer 14
- b. Football 6
- c. Roller Hockey 4
- d. La Crosse 7
- e. Baseball 5
- f. Volleyball 7
- g. Field Hockey 3
- h. Ice Hockey 3
- i. Basketball 6
- j. Softball 4
- k. Other sports (please list) 5
- l. Fitness Programs 14
- m. Sport Instruction 14
- n. Private Sport Rental (practice, leagues, tournaments) 4
- o. Batting Cages 4
- p. Community Events / Private Community Rentals 10
- q. Parties (Birthday / other) 14
- r. Corporate usage / Business Meetings / Corporate rental 9

1 spring training

1 spring training  
1 codgeball & Wiffball, 1 racquetball, tennis swimming

3. How many full-time employees does your organization employ?

- a. 0 - 2 1
- b. 3 - 5 8
- c. 6 - 10 2
- d. 11 - 20 2
- e. 21 + 1

4. How many part-time employees does your organization employ?

- a. 0 - 2 1
- b. 3 - 5 3
- c. 6 - 10 5
- d. 11 - 20 5
- e. 21 + 5

5. If your organization uses independent contractors, how many does your organization employ?

- a. 0 - 2 1
- b. 3 - 5 1
- c. 6 - 10 5
- d. 11 - 20 4
- e. 21+ 4

6. Please check if your organization employs people to perform the following functions:

- a. General Management 14
- b. Bookkeeping / Accounting 10
- c. Sport Sales / Marketing 11
- d. Facility Operations 13
- e. Referees 7
- f. Administrative / Secretarial 7
- g. Coaches / Instructors 11
- h. Sponsorship / Advertising Sales 6
- i. Part-time Retail and/or Concessions 13
- j. Janitorial / Maintenance 10

7. Please check below if your organization provides:

- a. Tuition Reimbursement 3
- b. Outside training classes 7
- c. Paid professional association fees / dues 6
- d. In-house training opportunities through outside providers 7

8. What is the minimum required education level for newly hired employees in your organization in the following categories?

- 1 = None Specified
- 2 = High School Diploma or GED
- 3 = Technical College
- 4 = Bachelor Degree
- 5 = Graduate Degree
- 6 = Don't Employ / Not applicable

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
General Management			1	1			9				
Administrative / Secretarial			7		2	2	3		2		3
Bookkeeping / Accounting					4	1	6		3		1
Sport Program Management	1		3		2	3	7				
Sport Sales / Marketing			2		3	3	5				1
Sponsorship / Advertising Sales			1		3	1	5				
Operations			3		3						
Part-time Retail and / or Café / Concessions	8	1	2	2	1						
Referees	7		4								
Coaches	5		3	1		1					3
Instructors	5		3	1							1

9. How important is each of the following competencies/skills to your organization's success? How do you rate your employee's overall skill levels?

- 1 = Not Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important
- A = No Skills
- B = Nominal Skills
- C = Good Skills
- D = Excellent Skills

	1	2	3	3.5	4	A	B	B 1/2	C	C 1/2	D
<b>Marketing</b>											
In-house Promotions		1	6		7		2		8		4
Customer Communication		5	1		13	3	4	1	8		5
Advertising / Public Relations	2	2	2		5		6		6	1	1
Website Development / Updates		1	4		8		7		7		2
E-Mail Marketing		4	2		6	4	2		4		2
Sponsorship Sales	1	4	2		6		2		4		2
<b>MANAGEMENT</b>											
Strategic Planning		1	3		10		4		8		2
Leadership		2	3		9		3		8		2
Employee Supervision		5	8		6		5		5		2
Human Resources functions	2	3	2		4	1	4		4		3
Legal: contracts / agreements / liability	3	3	5		4	1	1		7	1	2
Insurance	3	4	3		4	2	2		5	1	4
Employee Training		1	4		9	1	6		5		2
Managing Referees / Coaches / Instructors		2	3		9		2		7		4
Purchasing / Cost Controls		4	4		5		6		6		1
Food / Merchandising / Retail		7	1		3		7		5		2
Database / File Management		1	5		7		6		5		2
<b>Facility / Operations</b>											
Utility Management / Energy Conservation		2	5		6		3		7		4
Ongoing Maintenance		3	5		6		3		10		1
Preventive Maintenance		3	5		6		4		9		1
Lawn / Turf / Rink Care		2	8		3		3		7		3
Cleaning / Janitorial		5	6		7		3		7		4
Equipment / Appliance Service	1	5	4	1	3		7		5		1
Building Scheduling		1	3		10		1		5		7
<b>Financial</b>											
Budgeting		1	2		8		6		3		3
Accounting / Bookkeeping		1	5		7		2		7		3
<b>Programs</b>											
League Management		2	2		11		1		7		5
Program Management		4	4		8		3		4		5
Referee Training		5	5		5		4		6		2
Instructor / Coach Training		4	1	2	5		3		4		5
<b>General Administrative</b>											
Money Collection		1	3		11		3		8		2
Telephone Etiquette					8		2		9		1

Café/Concession/Front Counter

Customer Service

General knowledge of organization / programs

Cleanliness/Appearance

2 4 4  
1 1 1  
8 3 4  
1 1 1  
2 3 4

10. Over the next five years, do you expect the number of employees in the following categories to: 1) Increase 2) Decrease, or 3) Remain the same

managerial	1	2	3
marketing	4	9	5
bookkeeping/administrative/secretarial	2	11	13
facility operations	1	11	11
janitorial/maintenance	7	6	7
sponsorship/advertising sales	8	7	7
instructors/coaches	4	9	9
café/concession/front desk			

11. Is your organization open to employees participating in (please check all applicable)

in-house training led by internal staff members	13
in-house training led by outside training provider	11
continuing education courses thru local vocational college	8
professional courses through local university	8
off-site industry specific training in local area	13
off-site industry specific training outside of local area	8
off-site general skill training in local area	11
off-site general skill training outside of local area	4

12. If you checked any of the training in item #11, please specify the length of time most acceptable for training courses?

1= not acceptable, 2 = acceptable, 3 = very acceptable	1	2	3
1-2 hours	1	3	9
2-4 hours		4	7
4-8 hours	4	6	3
1-2 days	9	1	3
3-4 days	12		2
5 days			2
6+ days			

13. If you checked any of the training in item #11, please specify the seasons of the year most acceptable for training courses?

1= not acceptable, 2= acceptable, 3 = very acceptable	1	1.5
June	2	1
July	1	1
August	2	1
September	2	9
October	5	7
November	9	3
December	11	2
January	12	1
February	10	3
March	8	4
April	5	6
May	1	10



Training Needs Assessment  
Data Averages

9. How important is each of the following competencies/skills to your organization's success? How do you rate your employee's overall skill level?

- 1 = Not Important
- 2 = Moderately Important
- 3 = Very Important
- 4 = Extremely Important
- A = No Skills
- B = Minimal Skills
- C = Good Skills
- D = Excellent Skills

Competency	1				2				3				4				ever	mode	
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D			
<b>Marketing</b>																			
In-house Promotions	1	2	2.5	3	3.5	4	48	4	360035	7	4	44	4	3	0.36				
Customer Communication										12	48	51	4	4.630364					
Advertising / Public Relations	2	6	2	2	5	3	2	10	6	20	26	3	3	4	6	1	4	33	3.654545
Website Development / Updates	2	4	7	5	20	46	3	2	4	21	20	46	4	4	12	21	4	37	4.000000
E-Mail Marketing	1	4	8	4	8	4	1	2	12	32	40	4	7	4	2	2	2	34	3.000000
Sponsorship Sales	1	4	2	2	6	24	4	1	8	6	24	30	4	4	4	12	8	28	4.111111
																			3.545455
<b>Management</b>																			
Strategic Planning	1	3	10	4	1	3	10	4	4	4	8	8	2	3	1.00				
Leadership	2	3	9	36	48	4	2	4	9	36	48	4	3	1	8	2	8	40.5	3.630364
Employee Supervision	2	6	1	2	4	4.300000	2	10	2.5	6	18	36.5	2	1	4	2	4	3	4.654545
Human Resources Functions	2	3	9	3	3.18182	2	3	9	3	1	1	2	7	1	2	3.5	8	49.5	0.97
Legal contracts / agreements / liability	2	3	9	3	2	3	9	3	1	1	2	7	1	2	3.5	8	49.5	0.97	
Insurance	3	4	3	4	3	4	3	4	2	2	2	1	5	1	4	4	3	3.001818	

Employee Training	1	4	0	18	36	3,272,727	4	2	4	2.5	16	3.5	16	43	3,900,001	2	(0.64)
	2	12	30	80	4,944,655			1	6	15	5	6	2	30		1	1.27
Managing Releases / Coaches / Instructions	2	3	9	36	49			2	2	1	7	4	4	43.9		3	
	4	9	36	49				4	4	2.5	21	18	18	3,954,645		1.5	0.50
Purchasing / Cost Controls	4	4	1	5				6	1	6	1	4	1	2.5		2.5	
	8	12	3.5	20	43.5			12	2.5	18	4	4	4	34.6		0.94	
Food / Merchandising / Retail	7	1	3	3				7	2	2	5		2			0	
	14	2.5	9	12	37.5			14	5	15			34		0.32		
Databases / ITs Management	1	1	7					6	1	5	2	2	2			2	
	2	2.5	15	28	47.5			12	2.5	15	6	6	37.5		0.91		
Facility / Operations																	
Utility Management / Energy Conservation	2	1	6	6				3	3	7	4	4	3			1	
	4	2.5	15	24	45.5			6	6	21	16	16	43		0.23		
Ongoing Maintenance	3	5	6	6				3	3	10	1	3	3			1	
	6	15	24	45				6	6	30	4	4	40		0.45		
Preventive Maintenance	3	5	6	6				4	4	8	1	3	3			1	
	6	15	24	45				6	6	27	4	4	36		0.55		
Lawn / Turf / Risk Care	2	1	3	3				3	1	7	3	3	3			0	
	4	2.5	24	12	42.5			6	2.5	21	12	12	41.5		0.09		
Cleaning / Janitorial	6	1	7					3	3	7	4	4	3			1	
	18	3.5	28	49.5				6	6	21	18	18	43		0.59		
Equipment / Appliance Service	1	5	3					7	7	5	1	2	2			0	
	10	12	12	35				14	14	15	4	4	35		0.11		
Building Scheduling	1	3	10					1	1	6	7	4	4			0	
	2	9	40	51				2.5	2.5	18	28	28	48.5		0.23		
Financial																	
Budgeting	1	1	2	1	6			6	1	3	3	3	2			2	
	1	2	6	3.5	44.5			12	2.5	8	12	12	35.6		0.57		
Accounting / Bookkeeping	5	7						2	2	7	3	3	3			1	
	15	28	43					4	4	21	12	12	37		0.55		
Programs																	
League Management	2	11						1	1	7	6	3	3			1	
	6	44	50					2.5	2.5	21	20	20	43.5		0.59		

