# CONTENTS

## 1 ORIENTATION, PROBLEM, AIM AND METHODOLOGY OF THE STUDY

### 1.1 ORIENTATION
- Early origins ................................................................. 1
- Politics and sport............................................................ 2
- Emergence of current sport structures .............................. 3
- Education and training..................................................... 6
- Sports coaching ............................................................. 7

### 1.2 PROBLEM STATEMENT AND SUB-PROBLEMS
- Problem statement ....................................................... 12
- Sub-problems ................................................................ 12

### 1.3 AIM AND OBJECTIVES OF THE STUDY
- Aim ............................................................................... 13
- Objectives ...................................................................... 13

### 1.4 RESEARCH METHODOLOGY
- CLARIFICATION OF TERMINOLOGY
- Human resources management ......................................... 15
- Professional ................................................................... 16
- Organization .................................................................. 16
- Human resources manager ............................................... 16

### 1.6 OUTLINE OF THE STUDY

### 1.7 CONCLUSION

## 2 HUMAN RESOURCES MANAGEMENT IN SPORT

### 2.1 INTRODUCTION

### 2.2 THE SPORT INDUSTRY

### 2.3 HUMAN RESOURCES MANAGEMENT

### 2.4 HISTORY OF HUMAN RESOURCES MANAGEMENT

### 2.5 EVOLUTION OF HUMAN RESOURCES MANAGEMENT

### 2.6 OBJECTIVES OF HUMAN RESOURCES MANAGEMENT

### 2.7 SERVICES AND HUMAN RESOURCES MANAGEMENT

### 2.8 CONCLUSION
3  HUMAN RESOURCES MANAGEMENT IN SPORT ORGANIZATIONS

3.1 INTRODUCTION........................................................................................................ 50

3.2 PLANNING FOR THE EFFECTIVE USE OF HUMAN RESOURCES............................... 51
  3.2.1 Organizational analysis ....................................................................................... 51
  3.2.2 Environmental analysis ..................................................................................... 54

3.3 THE NEED FOR THE HUMAN RESOURCES FUNCTION IN SPORT ORGANIZATIONS .............. 57

3.4 HUMAN RESOURCES PRACTICES ........................................................................... 60
  3.4.1 Acquiring human resources .............................................................................. 60
    3.4.1.1 Job analysis .............................................................................................. 61
    3.4.1.2 Recruitment and selection .......................................................................... 66
      Recruitment ......................................................................................................... 67
      Selection ............................................................................................................. 70
    3.4.1.3 Legislation ................................................................................................. 76
      Labour relations ................................................................................................. 76
      Employment equity ............................................................................................. 79
      Basic conditions of employment ......................................................................... 80
      Diversity .............................................................................................................. 81
  3.4.2 Rewarding human resources ............................................................................ 86
    3.4.2.1 Compensation ............................................................................................ 88
      Purposes of compensation systems ..................................................................... 90
      Types of compensation systems ......................................................................... 92
      Bases of compensation ....................................................................................... 92
    3.4.2.2 Job security/job retention .......................................................................... 95
    3.4.2.3 Job satisfaction ......................................................................................... 105
  3.4.3 Training and developing human resources ........................................................... 109
    3.4.3.1 Training .................................................................................................... 110
      The need for training ......................................................................................... 113
      The function of training ..................................................................................... 116
      Training controlling bodies ............................................................................... 118
    3.4.3.2 Development ............................................................................................. 123
  3.4.4 Appraising human resources ............................................................................. 126
    3.4.4.1 Performance appraisal .............................................................................. 127
3.4.4.2 Purposes of performance appraisal .................................................... 131
3.4.4.3 Problems associated with performance appraisal............................ 133
3.5 Conclusion ................................................................................................. 137

4 RESEARCH METHODOLOGY

4.1 INTRODUCTION .......................................................................................... 139
4.2 RESEARCH DESIGN ..................................................................................... 140
4.2.1 The population ......................................................................................... 140
4.2.2 Target population .................................................................................... 141
4.2.3 Sample frame .......................................................................................... 142
4.2.4 Research sample ..................................................................................... 142
4.2.5 Sampling procedure ................................................................................ 143
4.2.6 Sample size and respondents .................................................................. 144
4.2.7 Data collection ........................................................................................ 145
4.2.7.1 Literature study .................................................................................... 146
4.2.7.2 In-depth interviews .............................................................................. 147
4.2.7.3 Questionnaires .................................................................................... 147
4.2.7.4 Pre-testing the questionnaires .............................................................. 148
4.2.7.5 Reliability ............................................................................................. 149
4.2.7.6 Validity ................................................................................................ 152
        Content validity ......................................................................................... 152
        Construct validity ...................................................................................... 153
        Convergent validity ................................................................................... 153
4.2.7.7 Administration of questionnaires .......................................................... 154
4.3 The measurement process ........................................................................... 155
4.3.1 Construct development ........................................................................... 155
4.3.2 Scale development .................................................................................. 156
4.4 Attitude scales used in the study ................................................................. 157
4.5 Data processing and statistical analysis ....................................................... 157
4.6 Conclusion .................................................................................................. 158

5 ANALYSIS AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION .......................................................................................... 159
5.2 TREATMENT OF DATA .............................................................................. 159
5.2.1 Comparison of various groups ................................................................. 161
5.2.1.1 Comparison of two independent groups .............................................. 162
5.2.1.2 Comparison of three or more groups ............................................... 162
5.3 THE PROFESSIONAL SPORTS COACHES’ QUESTIONNAIRE.. 163

5.3.1 Demographics........................................................................................................... 163

5.3.1.1 Respondents’ gender......................................................................................... 163
5.3.1.2 Number of completed years coaching experience ......................................... 164
5.3.1.3 Highest level of coaching qualification............................................................... 165
5.3.1.4 Main code of sport being coached................................................................. 167
5.3.1.5 Age groups ....................................................................................................... 168
5.3.1.6 Respondents per province............................................................................... 169

5.3.2 Section B of the professional sports coaches' questionnaire ......................... 169

5.3.2.1 Factor analysis .................................................................................................. 170
5.3.2.2 Recruitment and selection .............................................................................. 171
5.3.2.3 Training and development ............................................................................. 172
5.3.2.4 Compensation .................................................................................................. 173
5.3.2.5 Job security ..................................................................................................... 175
5.3.2.6 Labour relations ............................................................................................. 179
5.3.2.7 Individual items in section B of the professional sports coaches’
questionnaire ............................................................................................................. 182

5.3.3 Comparison of 2 groups with regard to professional sports coaches ............. 185

5.3.3.1 Hypotheses with gender of professional sports coaches as the
independent variable .................................................................................................... 185

5.3.4 Comparison of three or more groups with regard to professional
sports coaches ............................................................................................................. 187

5.3.4.1 Analysis of the number of completed years of professional coaching experience........................................................................................................... 188
5.3.4.2 Analysis of the highest level of professional qualification in coaching ........................................................................................................... 191
5.3.4.3 Analysis of the main code of sport being coached ........................................... 197
5.3.4.4 Analysis of age groups ..................................................................................... 202
5.3.4.5 Analysis of the province in which coaching is done ...................................... 205

5.4 THE HUMAN RESOURCES MANAGERS’ QUESTIONNAIRE .... 211

5.4.1 Demographics......................................................................................................... 211

5.4.1.1 Respondents’ gender......................................................................................... 211
5.4.1.2 Number of years management experience.................................................... 212
5.4.1.3 Highest level of academic qualification............................................................ 213
5.4.1.4 Main code of sport ............................................................................................ 215
5.4.1.5 Age groups ....................................................................................................... 216
5.4.1.6 Respondents per province............................................................................... 216

5.4.2 Section B of the human resources managers’ questionnaire ......................... 217
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.2.1</td>
<td>Factor analysis</td>
<td>218</td>
</tr>
<tr>
<td>5.4.2.2</td>
<td>Recruitment and selection</td>
<td>219</td>
</tr>
<tr>
<td>5.4.2.3</td>
<td>Training and development</td>
<td>220</td>
</tr>
<tr>
<td>5.4.2.4</td>
<td>Compensation</td>
<td>222</td>
</tr>
<tr>
<td>5.4.2.5</td>
<td>Job security</td>
<td>224</td>
</tr>
<tr>
<td>5.4.2.6</td>
<td>Labour relations</td>
<td>227</td>
</tr>
<tr>
<td>5.4.2.7</td>
<td>Individual items in section B of the human resources managers’ questionnaire</td>
<td>229</td>
</tr>
<tr>
<td>5.4.3</td>
<td>Comparison of 2 groups with regard to human resources managers</td>
<td>235</td>
</tr>
<tr>
<td>5.4.3.1</td>
<td>Hypotheses with the gender of human resources managers as the independent variable</td>
<td>235</td>
</tr>
<tr>
<td>5.4.4</td>
<td>Comparison of 3 or more groups with regard to human resources Managers</td>
<td>236</td>
</tr>
<tr>
<td>5.4.4.1</td>
<td>Analysis of the number of completed years human resources management experience</td>
<td>236</td>
</tr>
<tr>
<td>5.4.4.2</td>
<td>Analysis of the highest level of professional qualification in management groups</td>
<td>241</td>
</tr>
<tr>
<td>5.4.4.3</td>
<td>Analysis of the main sport code</td>
<td>246</td>
</tr>
<tr>
<td>5.4.4.4</td>
<td>Analysis of the age groups of human resources managers</td>
<td>251</td>
</tr>
<tr>
<td>5.4.4.5</td>
<td>Analysis of the province in which the sport organization is situated</td>
<td>254</td>
</tr>
<tr>
<td>5.5</td>
<td>COMPARISON OF RESPONSES OF PROFESSIONAL SPORTS COACHES AND HUMAN RESOURCES MANAGERS</td>
<td>259</td>
</tr>
<tr>
<td>5.6</td>
<td>CONCLUSION</td>
<td>261</td>
</tr>
</tbody>
</table>

### 6. CONCLUSIONS, RECOMMENDATIONS LIMITATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>INTRODUCTION</td>
<td>262</td>
</tr>
<tr>
<td>6.2</td>
<td>CONCLUSIONS</td>
<td>263</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Conclusions with regard to guidelines for human resources management in sport organizations</td>
<td>265</td>
</tr>
<tr>
<td>6.2.2</td>
<td>Conclusions with regard to current practice of human resources management</td>
<td>269</td>
</tr>
<tr>
<td>6.2.2.1</td>
<td>Coaches’ perceptions</td>
<td>269</td>
</tr>
<tr>
<td>6.2.2.2</td>
<td>Human resources managers’ perceptions</td>
<td>272</td>
</tr>
<tr>
<td>6.2.2.3</td>
<td>Coaches’ perceptions versus human resources managers’ perceptions</td>
<td>275</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Figure 1.1</td>
<td>Principles of the integrated development plan</td>
<td>5</td>
</tr>
<tr>
<td>Figure 2.1</td>
<td>Segments in the sport industry</td>
<td>21</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Evolution of human resources management</td>
<td>34</td>
</tr>
<tr>
<td>Figure 2.3</td>
<td>Service providers as boundary spanners</td>
<td>44</td>
</tr>
<tr>
<td>Figure 2.4</td>
<td>Human resources management</td>
<td>49</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>Organizational analysis</td>
<td>52</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>Environmental analysis</td>
<td>55</td>
</tr>
<tr>
<td>Figure 3.3</td>
<td>Job analysis</td>
<td>61</td>
</tr>
<tr>
<td>Figure 3.4</td>
<td>Recruitment</td>
<td>68</td>
</tr>
<tr>
<td>Figure 3.5</td>
<td>Selection</td>
<td>72</td>
</tr>
<tr>
<td>Figure 3.6</td>
<td>Legislation</td>
<td>76</td>
</tr>
<tr>
<td>Figure 3.7</td>
<td>Compensation</td>
<td>88</td>
</tr>
<tr>
<td>Figure 3.8</td>
<td>The many roles of a professional sports coach</td>
<td>112</td>
</tr>
<tr>
<td>Figure 3.9</td>
<td>Training</td>
<td>117</td>
</tr>
<tr>
<td>Figure 3.10</td>
<td>Protea Mmuso course design</td>
<td>121</td>
</tr>
<tr>
<td>Figure 3.11</td>
<td>Development</td>
<td>123</td>
</tr>
<tr>
<td>Figure 3.12</td>
<td>Performance appraisal</td>
<td>128</td>
</tr>
<tr>
<td>Figure 3.13</td>
<td>Guidelines for HRM of professional sports coaches</td>
<td>138</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Procedure for drawing a sample</td>
<td>140</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Key steps followed in the collection of data</td>
<td>146</td>
</tr>
<tr>
<td>Figure 5.1</td>
<td>Treatment of data</td>
<td>160</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Coach turnover in the South African national soccer team</td>
<td>103</td>
</tr>
<tr>
<td>3.2</td>
<td>Coach turnover in the South African national rugby team</td>
<td>104</td>
</tr>
<tr>
<td>3.3</td>
<td>Training vs development</td>
<td>125</td>
</tr>
<tr>
<td>3.4</td>
<td>Operational definition of the scale of coaching performance</td>
<td>130</td>
</tr>
<tr>
<td>4.1</td>
<td>Reliabilities of dimensions for managers</td>
<td>150</td>
</tr>
<tr>
<td>4.2</td>
<td>Reliabilities of dimensions for coaches</td>
<td>151</td>
</tr>
<tr>
<td>5.1</td>
<td>Frequencies and percentages of respondents’ gender</td>
<td>164</td>
</tr>
<tr>
<td>5.2</td>
<td>Frequencies and percentages of the number of completed years coaching experience</td>
<td>163</td>
</tr>
<tr>
<td>5.3</td>
<td>Frequencies and percentages of the highest level of coaching qualification</td>
<td>166</td>
</tr>
<tr>
<td>5.4</td>
<td>Frequencies and percentages of the main code of sport being coached</td>
<td>167</td>
</tr>
<tr>
<td>5.5</td>
<td>Frequencies and percentages of the age groups of coaches</td>
<td>168</td>
</tr>
<tr>
<td>5.6</td>
<td>Frequencies and percentages of the respondents per province</td>
<td>169</td>
</tr>
<tr>
<td>5.7</td>
<td>Cronbach alpha reliabilities of the extracted factors for professional sports coaches per number of items</td>
<td>170</td>
</tr>
<tr>
<td>5.8</td>
<td>Professional coaches’ extent of agreement towards the items in the recruitment and selection of professional coaches factor</td>
<td>171</td>
</tr>
<tr>
<td>5.9</td>
<td>Professional coaches’ extent of agreement towards the items in the training and development of professional coaches factor</td>
<td>172</td>
</tr>
<tr>
<td>5.10</td>
<td>Professional coaches’ extent of agreement towards the items in the compensation factor of professional coaches</td>
<td>174</td>
</tr>
<tr>
<td>5.11</td>
<td>Professional coaches’ extent of agreement towards the items in the job security of professional coaches factor</td>
<td>176</td>
</tr>
<tr>
<td>5.12</td>
<td>Professional coaches’ extent of agreement towards the items in the labour relations of professional coaches factor</td>
<td>179</td>
</tr>
<tr>
<td>Table 5.13</td>
<td>Professional coaches’ extent of agreement towards individual items in section B of the professional coach’s questionnaire</td>
<td>182</td>
</tr>
<tr>
<td>Table 5.14</td>
<td>Mean, standard deviation and significance of differences between male and female professional coaches, per factor</td>
<td>187</td>
</tr>
<tr>
<td>Table 5.15</td>
<td>Combined and separate hypothesis of completed years of professional coaching</td>
<td>188</td>
</tr>
<tr>
<td>Table 5.16</td>
<td>Mean, standard deviation and significant differences between the number of completed years coaching experience groups, per factor</td>
<td>190</td>
</tr>
<tr>
<td>Table 5.17</td>
<td>Combined and separate hypothesis of highest levels of professional qualification in coaching</td>
<td>192</td>
</tr>
<tr>
<td>Table 5.18</td>
<td>Levene’s test of equality of error variance for the highest levels of professional qualification in coaching, per factor</td>
<td>193</td>
</tr>
<tr>
<td>Table 5.19</td>
<td>Mean, standard deviation and significant differences between the highest level of professional qualification in coaching groups, per factor</td>
<td>194</td>
</tr>
<tr>
<td>Table 5.20</td>
<td>Combined and separate hypothesis of main code of sport being coached</td>
<td>197</td>
</tr>
<tr>
<td>Table 5.21</td>
<td>Mean, standard deviation and significant differences between the main code of sport being coached groups, per factor</td>
<td>199</td>
</tr>
<tr>
<td>Table 5.22</td>
<td>Age groups of professional sports coaches</td>
<td>202</td>
</tr>
<tr>
<td>Table 5.23</td>
<td>Combined and separate hypothesis of different age groups</td>
<td>203</td>
</tr>
<tr>
<td>Table 5.24</td>
<td>Mean, standard deviation and significant differences between the age groups, per factor</td>
<td>204</td>
</tr>
<tr>
<td>Table 5.25</td>
<td>Combined and separate hypothesis of different provinces in which coaching is done</td>
<td>206</td>
</tr>
<tr>
<td>Table 5.26</td>
<td>Levene’s test of equality of error variance for the province in which coaching is done, per factor</td>
<td>207</td>
</tr>
<tr>
<td>Table 5.27</td>
<td>Mean, standard deviation and significant differences between the provinces in which coaching is done, per factor</td>
<td>208</td>
</tr>
<tr>
<td>Table 5.28</td>
<td>Frequencies and percentages of respondents’ gender</td>
<td>212</td>
</tr>
</tbody>
</table>
Table 5.29  Frequencies and percentages of the number of years human resources management experience ............................................  212
Table 5.30  Frequencies and percentages of the highest level academic qualification .................................................................  214
Table 5.31  Frequencies and percentages of the main code of sport of the sport federation ..........................................................  215
Table 5.32  Frequencies and percentages of age groups of human resources managers .................................................................  216
Table 5.33  Frequencies and percentages of respondents per province ..........................................................  217
Table 5.34  Cronbach alpha reliabilities of the factors for human resources managers per number of items ..........................  218
Table 5.35  Human resources managers extent of agreement towards the items in the recruitment and selection of coaches’ factor..  219
Table 5.36  Human resources managers extent of agreement towards the items in the training and development of coaches’ factor..  220
Table 5.37  Human resources managers extent of agreement towards the items in the compensation of coaches’ factor............  222
Table 5.38  Human resources managers extent of agreement towards the items in the job security of coaches’ factor............  224
Table 5.39  Human resources managers extent of agreement towards the items in the labour relations of coaches’ factor...........  227
Table 5.40  Respondents’ extent of agreement towards individual items in section B of the human resources managers’ questionnaire ..........................................................  229
Table 5.41  Combined and separate hypothesis of number of years management experience ...................................................  237
Table 5.42  Mean, standard deviation and significant differences between the completed years management experience groups per factor ..........................................................  239
Table 5.43  Combined and separate hypothesis of highest level of human resources management qualification .......................  242
Table 5.44  Levene's test of equality of error variance for the highest level of human resources management qualification, per factor................................................................. 243
Table 5.45  Mean, standard deviation and significant differences between the highest management qualification groups per factor............................................................................................ 244
Table 5.46  Combined and separate hypothesis of main code of sport..... 247
Table 5.47  Levene's test of equality of error variance for the main code of sport, per factor ......................................................................................................................... 248
Table 5.48  Mean, standard deviation and significant differences between the main code of sport, per factor................................................................. 249
Table 5.49  Combined and separate hypothesis of age groups of human resources managers ................................................................. 252
Table 5.50  Mean, standard deviation and significant differences between age groups, per factor ................................................................. 253
Table 5.51  Combined and separate hypothesis of different provinces in which the sport organization is................................................................. 255
Table 5.52  Mean, standard deviation and significant differences between the provinces, per factor ................................................................. 257
Table 6.1  Description of the human resources factor, coaches’ and managers’ perception – current practice comparison and recommendations ................................................................. 264
ANNEXURES

Annexure 1  Letter to Human Resources Managers and Professional Sports Coaches

Annexure 2  Questionnaire for Human Resources Managers

Annexure 3  Questionnaire for Professional Sports Coaches

Annexure 4  In depth Interviews - Human Resources Managers

4.1 Soccer
4.2 Cricket
4.3 Rugby
4.4 Cricket
4.5 Cricket
4.6 Athletics
4.7 Tennis
4.8 Soccer
4.9 Cricket
4.10 Rugby

Annexure 5  In depth interviews – Professional Sports Coaches

5.1 Tennis
5.2 Netball
5.3 Cricket
5.4 Soccer
5.5 Athletics
5.6 Soccer
5.7 Cricket
5.8 Softball
5.9 Rugby
5.10 Hockey

Annexure 6  Summary of sport popularities for different spectator groups

Annexure 7  Summary of most popular sports for different adult groups

Annexure 8  List of federations