

# 運動管理行爲的探討

姬重慶

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## 摘 要

本報告之完成，先選修運動管理課程，閱讀相關刊物文章，參予課堂授課與專題討論，獲基本管理觀念，專業知識與技術，再設計問卷調查和預約訪問新墨西哥州立大學運動行政管理系運動經理，做為推展運動行政管理工作效率項目。

本研究報告的主要的目的為1.瞭解管理上行爲2.瞭解運動經理的實踐力行操作3.瞭解運動經理態度4.分析工作執行的實際與想像5.對未來志願當運動經理的有志人士之建議。

本研究報告從問卷調查和訪開運動經理中瞭解管理的態度和行爲，以製表分析彼此間相關因素，從理論和實際提供經驗給體育教師，運動教練和運動經理做為參考。

## A STUDY OF MANAGERIAL BEHAVIOR

Paul Chorng-Ching Ji  
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## ABSTRACT

In this study, examine questionnaire, interview the athletic manager of the Department of Health Promotion, Physical Education, and Leisure Programs as revealed in survey of selected the University of New Mexico in Albuquerque, New Mexico enrolled in the sports administration program. The main purpose of this study is to understand the managerial attitude and behavior on his job. Each of the interviewing question items makes up a table. This study examines the factors, analyzes the relationships between them, and provides recommendations.

## 結論與建議：

### 一、結論

#### A. 十條運動經理管理問卷調查法則模式：

##### 1. 項目一、

- a. 他對合法和主管職位的舉動不是佔很重要地位。
- b. 他對此項工作的消耗時間很少。
- c. 他對所有器材的使用人負責簽約。

##### 2. 項目二、

- a. 他對部屬員工的動機意願，開發推展和引導佔很重要地位。
- b. 他消耗很多時間在此項工作。
- c. 他負責管理14位員工在工作上非常順利。

##### 3. 項目三、

- a. 他對獲得接觸網路和外面資訊資源之提供給全部員工佔很重要地位。
- b. 他消耗很多時時在此項工作。
- c. 他參予作何會議他邀請員工共午餐或晚餐並供喝啤酒飲料。

##### 4. 項目四、

- a. 他對他機構和環境的資訊的獲得和瞭解佔很重要地位。
- b. 他消耗很多對間在此項工作。
- c. 他屬於美國運動管理資訊協會會員，經常參加研究討會去獲得資訊來幫助對器材場地的利用更有效果。

##### 5. 項目五、

- a. 他對機構負責工作部份訊息傳遞給員工佔很重要地位。
- b. 他消耗很多時間在此項工作。
- c. 他在很多地方很盡職。

##### 6. 項目六、

- a. 他對機構其他部門員工的職責訊息傳遞佔不很主要地位。
- b. 他對此項工作消耗時間很少。
- c. 他是器材場地的負責人。

##### 7. 項目七、

- a. 他對機構找改善計劃如改換產品，場地環境處理佔很重要地位。
- b. 他消耗很多時間在此項工作。
- c. 他經常改善器材與場地。

##### 8. 項目八、

- a. 他對受干擾和批的及時矯正行動佔很重要的地位。
- b. 他消耗很多時間在此項工作。

c.他的舉動類似問題解決者。

9.項目九

a.他對分配機構資源的決定和裁決權佔很重要的地位。

b.他消耗很多時間在此工作。

c.他的職責是處理特別活動項目和每日的活動。

10.項目十

a.他對代表機構協商薪資工作性質和其他簽約事宜佔某些重要地位。

b.他消耗不多時間在此項工作。

c.他對這些問題不做絕對性回答。

B.十項自製問卷調查：

1.項目一：

他對此項工作約有五年的時光。

2.項目二：

他每天工作約9~12小時。

3.項目三：

他非常喜歡他的工作而且很投入。

4.項目四：

他確信運動經理需要專業訓練。

5.項目五：

他對他薪資並不十分滿意但還能接受。

6.項目六：

他總是接納部屬員工合理的建議。

7.項目七：

他都記下每日工作事宜在每日工作開始前重溫或看一次。

8.項目八：

他的最大成就是獲得員工在工作上發揮團隊精神。

9.項目九：

他最感痛苦就是和其他單位人員在器材使用或場地裝備上一起工作。

10.項目十：

他願有朝一日是運動事業老闆。

二、建議：

- 1.做為一位成功的運動經理，他（她）必須積極自動，有自信和豐富管理知識（如訪談的運動經理Mr.Timm Tompe）。
- 2.做一位成功的運動經理，他（她）必須知道如何鼓勵員工的工作意願和發揮團隊精神。
- 3.一位好運動經理必須設定目標，重溫目標檢討你的實踐力行操作，看看你的

行為態度有否跟著你的目標進行。

#### 4. 一位成功的運動經理必須瞭解你機構的任務、目的、目標和政策。

（此處內容極其模糊，疑似為掃描或印刷錯誤，無法辨識具體文字。）

# A STUDY OF MANAGERIAL BEHAVIOR

Paul Chorng-Ching Ji

## I. THE UNIVERSITA OF NEW MEXICO :

### A. Organizational Mission:

It is the mission of the University of New Mexico is to serve the citizens of the state of New Mexico, and commensurate with its resources, those of the nation and the world. This service takes three principal directions.

1. The University develops and offers selected instructional programs at the associate, baccalarueate, masters and doctoral levels in a wide spectrum of academic, professional, and occupational fields. Offerings are designed and modified to provide to provide broad and balanced opportunity for strdy of the intellectual and cultrual endeavors that form the bases of civilization. The University thus helps its students to acquire needed information and skills and to develop critical judgement and a capacity for discovery.
2. The University conducts research, scholarly studies, and other creative avtivities in support of both graduate and undergraduate educational programs and as additions to the store of human knowledge.
3. The University provides direct service to the public by applying its capabilities to the resolution of social problems. Generally, such public service activities stem from its research and teaching program and contribut to them.

### B. Sports Administration in Physical Education Mission:

It is the mission of the Sports Administration specialization in the Department of Health Promotion, Physical Education, and Leisure Programs to recruit, educate, and therefore develop leadership competencies in selected individuals to assume a variety of leadership roles in the broad areas of sports administration in the state, region, national, and international setting. This mission is performed through a program of preparation, research, leadership, and practical experiences. The academic preparation is based principally on the personal and professional provides technical services to diverse publics by applying its capabilistem from the research, teaching, and practical experiences involved in the degree program.

### C. The Objectives of Sports Administration:

The programs are designed to prepare students for administrative careers in:

1. The sporting goods industry.
2. Country clubs and resorts.
3. Commercial bowling, gymnastics, soccer, and tennis facilities.
4. Facilities management.
5. Professional sports teams.
6. Amateur sports organizations (baseball, basketball, track & field, etc.)
7. Leisure/entertainment analyst/brokerage/manufacturing organizations.
8. Governmental agencies.
9. Retail sporting goods stores.
10. Sports/Health clubs.
11. Student union management.
12. Teaching sports administration courses.
13. School and college athletics and intramural departments.

## I. INTRODUCTION

### 1. Statement of the Problems:

The administration of the human component in an organization is the most important and difficult. As Likert has expressed it, "Of the tasks of management, managing the human component is the most central and most important task, because all else depends upon how well it is done." A good manager in internal he/she shall know the philosophy of management, as an effective human being and in external he/she must understand human behavior, motivation, the leadership process, communication, flow of information, decision making processes, and the organization's mission, objectives, goals and policies. In order to accomplish this, a good manager should know how to set individual goals, how to work as a team, how to motivate people, understand employee's behavior, encourage people to speak the truth, laugh, and enjoy work. A good manager also sees that his/her behavior matches the goals that he/she has set.

### 2. Motivation of Study:

From the many concepts of management that exist in current literature, the management approach is to explore the functions that managers perform and, hence, arrive at a clear picture of what is really involved in the management process. The four managerial functions that emerge as most significant to sport managers are planning, organizing, leading, and evaluating. In order to meet these concepts for a preparation to be a fu-

ture sports administration career, both in class and outside study are important. This study will provide an experience in which you collected some information on what contributions managers make to achieving the organization's goals.

### 3. Purpose of Study:

The purposes of this study are:

- a. To understand the managerial behavior.
- b. To understand the manager's performance.
- c. To understand the manager's attitude.
- d. To analyze the task between reality and ideality.
- e. To Suggest to be a sports manager as a career in the future.

### 4. Definition of Terms:

#### a. Theory X (Production-Oriented)

A rational and systematic approach to the design of the work situation. Because such great stress is placed on the objectives dimension of management, the subject, or the more human dimension, is often ignored.

#### b. Theory Y (People-Oriented)

The focus of these developments is on the worker as a total human being, but is found lacking when it comes to rigor and precision.

#### c. Theory Z (Productivity-Through-People)

The uniting of scientific management and human relations management is called "Theory Z."

#### d. Behavior

Action, reaction, or function under specified circumstance.

## II. REVIEW OF RELATED LITERATURE

### 1. Sports Administration:

The program is designed to prepare students for administrative careers in sports administration.

### 2. Management:

The universal functions of management are planning, organizing, staffing, and staff development, motivating, and controlling.

## III. DESCRIPTION OF PROCEDURES

1. Subject : one manager

2. Instrument: Interviewing Questionnaire and self-made questionnaire

3. Date: November 26, 1991

4. Place: Johnson Center, UNM

5. Conductor: Paul Chorng-Ching Ji

#### IV. METHODS AND PROCEDURES

1. Ten "roles" Interviewing Questionnaire test divided into three columns:
  - a. Column 1 - Importance to effective performance on the job.
  - b. Column 2 - Time-consuming parts of the job.
  - c. Column 3 - A typical example for finding out the relationships from the numbers based upon the scale.
2. The ten items on the self-made questionnaire are for finding out personal problems that each manager may have in his/her job.

#### V. RESULTS AND ANALYSIS

##### 1. Ten "roles" Interviewing Questionnaire Test

- a. Do you act as legal and symbolic head: performs obligatory social, ceremonial, or legal duties (retirement dinner, luncheon for employees, plant dedication, annual dinner dance, civic affairs, signs contract on behalf of firm)?

Table 1 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	2
Time-consuming parts of the job.	2
A typical example: Sign contracts for all users of the facility	

From the data, it found:

1. Minimal importance to effective performance on the job.
  2. Minimal time consumed parts of the job.
  3. Sign contracts for all users of the facility.
- b. Do you motivate, develop, and guide subordinates: staffing, training, and associated duties (management by objectives, provide challenging assignments, develop people, personnel, encourage subordinates, train new employees)?

Table 2 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: In charge of 14 people to ensure smooth operation	

From the data, it found:

1. It is very high importance to effective performance on the job.
  2. It takes a large amount of time.
  3. He is in charge of 14 people to ensure smooth operations.
- c. Do you maintain a network of contacts and information sources outside your work group to obtain information and assistance (attends staff meeting, takes customers to lunch, attends professional meetings, meets with the manager of department X, keeps abreast of upcoming design changes)?

Table 3 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	3
A typical example: Attends meeting and takes people to lunch and dinner, and beers for the crew.	

From the data, it found:

1. Very high importance to effective performance on the job.
  2. Consumes some time in parts of the job.
  3. Attends meetings and takes people to lunch or dinner and many beers for the crew.
- d. Do you seek and obtain information to understand organization and environment? Do you act as a nerve center for your organization (chart work

flow, work-place meetings, audit expense control statements, review exception reports, review fluctuations, meet with production control)?

Table 4 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: Belongs to IFMA and attends conferences to help make the facility a more efficient one.	

From the data, it found:

1. It is very high importance to effective performance on the job.
  2. It requires a large amount of time.
  3. He belongs to IFMA, and attends conferences to obtain information to help make the facility a more efficient and effective one.
- e. Do you transmit information to subordinates within own organizational area of responsibility(workplace meetings, disseminates results of meetings, transmit policy letters, brief subordinates, send out copies of information, post schedules and forecasts)?

Table 5 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: On-going on all the examples.	

From the data, it found:

1. It is very high importance to effective performance on the job.
2. It takes a very high amount of time for this part of the job.
3. It is on-going on all the examples.

- f. Do you transmit information to persons outside of your organizational area of responsibility (work with product committee, prepare weekly status reports, participate in meetings, deal with customer's coordinator, field sales) ?

Table 6 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	3
Time-consuming parts of the job.	2
A typical example: Acts as contact person for the facility.	

From the data, it found:

1. It is some importance to effective job performance.
  2. It takes a minimal amount of time.
  3. He acts as contact person for the facility.
- g. Do you search organization and its environment for "improvement projects" to change products, processes, procedures, and organization? Do you supervise design and implement change projects as well (cost reduction program, plan trip to X division, change forecasting system, bring in subcontract work to level work load, and reorganize the department)?

Table 7 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: Acts as contact person for the facility.	

From the data, it found:

1. It is some importance to effective job performance.
2. It takes a minimal amount of time.

3. He acts as contact person for the facility.
- h. Do you take corrective action in time of disturbance or crisis (handles union grievances, negotiates sales problems, redistributes works during "crash programs," handles customer complaints, resolves personel conflicts, assigns engineers to problem jobs)?

Table 8 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: Acts as problem solver.	

From the data, it found:

1. It is very high importance to effective performance on the job.
  2. It takes a large amount of time.
  3. He acts as a problem solver.
- i. Do you allocate organizational resources by making or approving decisions, scheduling, budgeting planning, programming of subordinate's work, etc. ( budgeting, program scheduling, assigns personnel, strategic planning, plans manpower load, stes objectives)?

Table 9 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	5
Time-consuming parts of the job.	5
A typical example: Arranges special events and daily activites	

From the data, it found:

1. It is very important to effective job performance.
2. It takes a large amount of time.

3. He arranges special events and daily activities.
- j. Do you represent organization in negotiating of sales, labor, or other agreements? Do you represent your department or group negotiating with other function within the organization (negotiate with supplies, assist in quoting on new work, negotiate with union, hire, resolves jurisdictional disputes with department X, negotiate sales contact)?

Table 10 Comparison of some data from survey.

Column Classification	scale values
Importance to effective performance on the job.	3
Time-consuming parts of the job.	3
A typical example: No answer	

From the data, it found:

1. It is somewhat important to effective job performance.
2. It takes some time in parts of the job.
3. He had no answer.

# Ten Items Self-Made Questionnaire Interview

1. (a) How many years have you worked here?

- a. 1-5 years      b. 6-10 years

\* He marked (a) 1-5 years.

2. (b) How many hours do you work per day?

- a. 6-8 hours      b. 9-12 hours

\* He marked (b) 9-12 hours.

3. (a) Do you like your job?

- a. yes      b. no

\* He marked (a) yes, and said "yes" very much.

4. (a) Do you think an athletic managing career demands professional training?

- a. yes      b. no

\* He marked (a) yes, and said it is very important.

5. (b) Are you satisfied with your pay?

- a. yes      b. no.

\* He marked (b) no.

6. (a) Do you make a daily log and review it before you start work ?

- A. yes      b. no

\* He marked (a) yes.

7. What is your greatest achievement in handling your job thus far?

\* He said his biggest achievement is getting people to work together.

8. (a) Do you accept reasonable suggestions from subordinate employees?

- a. yes      b. no

\* He marked (a) yes.

9. What is your most difficult problem?

\* He said getting L. S. to work with other people in the facility.

10. (a) Do you plan to be a boss someday in the future?

- a. yes      b. no

\* He marked (a) yes.

## V. FINDING

1. The philosophy of management is a uniting of scientific management and human relations management consists of values, goals, and strategies. As a manager, the most valuable skill is how to motivate employees to work together. According to the data, the result found the interviewed athletic man-

ager motivated his employees based on positive reinforcement. The interviewed athletic manager believes that it is important to emphasize at least two points about the hierarchy. First, managers must comprehend the hierarchical nature of human needs. For example, an employee at the bottom of the hierarchy perhaps suffering from extreme job stress--simply will not be interested in those actions relevant to the upper tiers of the hierarchy, such as career planning or an extra job. The interviewed athletic manager takes employees to lunch or dinner and buys many beers for them, and sometimes the interviewed athletic manager treats them with courtesy and respect, then explains the mission, objectives, and goal of the organization. The purpose of the action is to let the employees understand, have a sense of pride, and work harder. Concerning praise and reprimand. If an employee does well on his job, the interviewed athletic manager always praises the employee immediately, shakes hands, or touches the employee in a way that makes it clear that the manager supports their success in the organization. If an employee is not doing right or will not complete the job on time or is missing work, the interviewed athletic manager will not hesitate to reprimand, and tell the employee what he did wrong, stops for a while of uncomfortable silence to let the employee feel how you feel, then redirect that person what will you do right. In order to do better on his job and as a good manager leader, the interviewed athletic manager spends most of work time to make a diary log, review and examine work the problem with employees, and solve the problem. The interviewed athletic manager always works late night to review and examine work schedule about what work has to be done, what work has not been done yet, where we need improvement and emphasizes to improve, then the interviewed athletic manager notes it and improves it. Second, in talking of evaluation, managers must relate to their employees on an individual basis. As we know, a reward system exists in every organization. The main purpose of evaluation is to encourage the employees to work well and praise the employees. According to the interviewed athletic manager, there is a standard and fair evaluation scale for employees. The evaluation depends on positive or negative performance such as special achievement or missing work seriously. The evaluation is open without personal prejudice and people are accepted. The interviewed athletic manager keeps the evaluation document sheet well because this evaluation is related to the employee's reward. On the other hand, the interviewed athletic manager has not only responsibility to do his

work duty, but also an employee's personnel problem solution person. He cares about his people both working and individual, he always helps the employee about personal problem. Many cases had showed he is a real good athletic manager. He likes his job very much and he is eager to help people. That is why he is in charge of 14 people for smooth operation.

2. Why the interviewed athletic manager does an excellent job: the interviewed athletic manager data shows the motivation, instruction, care taking, encouragement of teamwork, maintainance of a network of contacts and good relationship with outside resource, obtainment of information from International Facility Management Conference (he is a member of IFMC). Those factors cause the interviewed athletic manager success in his work.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### 1. Conclusions:

###### A. Ten "roles" Interviewing Questionnaire test.

###### 1. Item 1.

- a. He is minimal importance to act as legal and symbolic head.
- b. He is minimal time consumed in parts of the job.
- c. He signs contracts for all users of the facility.

###### 2. Item 2.

- a. He is very high importance to motivate, develop, and guide subordinates.
- b. He has a large amount of time consumed in parts of the job.
- c. He is in charge of fourteen people to ensure a smooth operation.

###### 3. Item 3.

- a. He is very high importance to maintain a network of contact and information sources outside his own group to obtain information and assistance.
- b. He takes a very high amount of time consumed in parts of the job.
- c. He attends meetings, and takes people to lunch or dinner for beers for the crew.

###### 4. Item 4.

- a. He is very high importance to seek and obtain information to understand his organization and environment. He acts as the nerve center for the organization.
- b. He takes a very high amount of time consumed in parts of the

- job.
- c. He belongs to IFMA and attends conferences to obtain information to help make his facility more efficient and effective.
5. Item 5.
    - a. He is very high importance to transmit information to subordinates within his own organizational area of responsibility.
    - b. He takes a very high amount of time consumed in parts of the job.
    - c. He has on-going responsibility in many areas.
  6. Item 6.
    - a. He is some importance to transmit information to persons outside his organizational area of responsibility.
    - b. He takes minimal time consumed in parts of the job.
    - c. He acts as a contact person for the facility.
  7. Item 7.
    - a. He is very high importance to search organization and its environment for "improvement projects" to change products, procedures, and organization.
    - b. He takes a very high amount of time consumed in parts of the job.
    - c. He constantly improves the facility.
  8. Item 8.
    - a. He is very high importance to take corrective action in times of disturbance or crises.
    - b. He takes a very high amount of time consumed in this part of the job.
    - c. He acts as a problem solver.
  9. Item 9.
    - a. He is very high importance to allocate organizational resources by making and approving decisions.
    - b. He takes a very high amount of time consumed in this part of the job.
    - c. he takes care of special events and daily activities.
  10. Item 10.
    - a. He is some importance to represent organization in negotiating sales , labor, and other agreements.
    - b. He takes some time consumed in this part of the jbo.

c. He had no answer to it.

B. Self-Made Interviewing Questionnaire.

1.Item 1: He has been on the job between 1 and 5 years.

2.Item 2: He works between 9 and 12 hours per day.

3.Item 3: He likes his job very much.

4.Item 4: He is convinced that an athletic manager needs professional training.

5.Item 5: He is not satisfied with his pay.

6.Item 6: He always accepts reasonable suggestions from subordinate employees.

7.Item 7: He makes a daily log and reviews it before he starts work each day.

8.Item 8: His greatest achievement is getting people to work together.

9.Item 9: The most difficult time for him is getting L. S. to work with other people in the facility.

10. Item 10: He would like to be a boss someday in the future.

2. Suggestions:

A. To be a successful manager, he/she should be active, self-confident, and full of knowledge (like the interviewed manager Mr. Tim Limpe)

B. A successful manager knows how to motivate people and encourage them to work together. We are people managing our behavior.

C. A good manager should be setting goals, reviewing goals, looking at your performance, and seeing that your behavior matches your goals.

D. A successful manager understands the organization's mission, objectives, goals, and policies.

**REFERENCE**

Dr. Bill DeGroot. "Management Concepts in Sport and Fitness Settings, Notebook." Fall Semester, 1991. Dept. of HPPPEL, UNM. Albuquerque, NM. U.S.A.