

# The Development of the Recreation Resource Person Competency Enhancement Program for the Students of the Institute of Physical Education, Ministry of Tourism and Sports

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## Abstract

*This research aims to 1) examine the factors and indicators of IPE students' recreation resource person competency; 2) develop the recreation resource person competency enhancement program for the students; and 3) assess the implementation of the recreation resource person competency enhancement program. The sample consists of 104 students of the Faculty of Sports and Health Science, while the research tools are the questionnaires on 1) the recreation resource person competency and 2) the need for the recreation resource person competency development. It is revealed by the analysis through the statistics, percentage, mean and standard deviation as follows:*

*1. According to the focus group discussion, five aspects of the factors and indicators of recreation resource person competency for the students of the Institute of Physical Education, Ministry of Tourism and Sports, (IPE students) are the cognitive capability, personality skills, human relation skills, management capability and recreation-specific skills.*

*2. The recreation resource person competency enhancement program is developed. It consists of 1) principle and rationality, 2) program objectives, 3) program structure, 4) contents of nine training packages, 5) training methods and procedures, 6) training materials, and 7) assessment.*

*3. The implementation of the recreation resource person competency enhancement program among IPE students is assessed. The students' pre-test overall recreation resource person competency is at a low level with a mean score of 1.87. When each aspect is examined, the mean scores of human relation skills, management capability, cognitive capability, personality skills, and recreation-specific skills are 2.02, 1.99, 1.94, 1.80 and 1.58, respectively. Meanwhile, their post-test overall recreation resource person competency is at a high level with a mean score of 3.81. The examination of each aspect reveals that the mean scores of recreation-specific skills, personality skills, human relation skills, management capability, and cognitive capability are 4.52, 3.76, 3.66, 3.58 and 3.52, respectively.*

**Keywords:** Competency, Recreation, Resource Person, Competency Enhancement Program

## 1. Introduction

The education is a crucial process for developing the human beings into the good and knowledgeable members of family, community and country. They can enjoy their happy social life based on Thainess. According the Constitution of the Kingdom of Thailand, “a person shall enjoy an equal right to receive education for the duration of not less than twelve years which shall be provided by the State thoroughly, up to the quality, and without charge.” In this regard, the participatory management of the Local Administration Organizations and community is taken into account. Besides, under Section 4 of the National Education Act of B.E. 2542 (1999), the education means “the learning process for personal and social development through imparting of knowledge; practice; training; transmission of culture; enhancement of academic progress; building a body of knowledge by creating a learning environment and learning society and the availability of factors conducive to continuous lifelong learning”. Also, Section 6 stipulates that “education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live happily with other people.” This conforms to the principle of the United Nations that “Learn to know, to do, to be and to live together” (Office of the National Education Commission, 2003; Karn Ruangmontri and Tharinthorn Namwan, 2011).

The responsibility of the Institute of Physical Education, Ministry of Tourism and Sports in providing the undergraduate education in the field of sport and health science and physical education aims at the promotion of students’ knowledge, skills and attributes in accordance with the curriculum as well as at the successful application in the careers. The students play their part in steering the organization towards the productivity and desired goals based on the ‘Productivity through People’ principle, which reflects the excellence or superior performance (Boyatzis .1982; Spencer and Spence. 1993). The Office of Higher Education Commission )2011( has determined the strategic objectives for short-term development of higher education )2008 -2011( with the expectation of at least 75% graduates being employed. Meanwhile, long-term goals and strategies (2008-2022) envision the reform and improvement of higher education quality in order to address the economic problems, especially the unemployment. Therefore, all educational institutes under the auspice of the Office of Higher Education Commission are required to accelerate the enhancement of the graduates’ capability, quality and global competency for their achievement of international-level competitiveness.

The survey of the Institute of Physical Education reveals several problems related to the potentials of graduates, namely, 1) low number of students applying for the Institute of Physical Education, 2) students’ poor quality and standards owing to the lack of full attention in the education process of certain campuses, 3) lack of academic knowledge exchange programs, 4) students’ poor educational performance and 5) graduates’ poor quality. All these factors explain why the employment rate of graduates of the Institute of Physical Education is below the expected level of the Office of Higher Education Commission. For example, in 2009, 70.36%, 67.95% and 65.38% of graduates from the Faculty of Sport and Health Science, Faculty of Education and Faculty of Arts are employed, respectively )Institute of Physical Education .2010). Besides, the other contributory factors to the problem of graduate production process when each factor is taken into account are: Factor 2: the production of graduates - 1) the number of lecturer with Ph.D. qualification in each campus is 30% below the required criteria; 2) the system-wide academic affair administrators system are unable to maximize the instruction’s full potential; 3) the recreation leader (Udon Thani and Mahasarakham campuses), sport management (Phetchabun campus) and Sport Training (Chiang Mai campus) are, for example, the disciplines with than 20 students; and 4) the graduates’ potentials in English communication skill are insufficient to be competitive after Thailand’s accession to the ASEAN community in 2015. Factor 3: the problems of student development activities are attributable to the following causes: 1) in spite of the provision of student development activities by the Institute of Physical Education, assessment results and feedbacks are not taken into account for improving those activities; and 2) there is no monitoring and assessment system for student-affair counseling services. Moreover, according to the quality assessment of faculty at central level, the Faculty of Sport and Health Science, the Faculty of Education and the Faculty of

Arts have the quality indicators as follows: the instruction system and mechanism, the learning achievement development system and mechanism under the graduates' desired characteristics, the level of success in the students' ethics and morality enhancement, the undergraduate students' quality under the National Qualifications Framework for Higher Education, information service and counseling system and mechanism as well as student activity promotion system and mechanism. However, all of them fail to meet the objectives required by the Office of National Education Standards and Quality Assessment (Public Organization) )Institute of Physical Education. 2010(.

Consequently, the researcher aims to find the solutions for the problems of IPE students with a particular focus on the development of their competency. This enables them to achieve the career success according to the expected standards and to properly address the problems using their knowledge, skills, attributes and attitudes (Delles and Hes. 1995; Hall and Jones. 1976; Orth and Athey. 1999: 11; Dubois, Rothwell). As a result, the researcher intends to develop the recreation resource person competency enhancement program for the students because the Institute of Physical Education has never had this particular program before. They are expected to be able to effectively apply what they have learned from those activities in pursuing their works and in enjoying their social life in the future.

## **2. The purpose of the study**

The purpose of the study were: 1) to explore the factors and indicators of IPE students' recreation resource person competency, 2) to develop the recreation resource person competency enhancement program for IPE students and 3) to assess the implementation of the recreation resource person competency enhancement program among IPE students.

## **3. Methodology**

The research and development approach is used in this research, which is divided into two following stages:

Stage1 : the examination of factors and indicators of IPE students' recreation resource person competency

1.1 The concepts and theories based on relevant textbooks and researches are explored along with the synthesis of factors and indicators of IPE students' recreation resource person competency.

1.2 The focus group discussion is held with an aim to examine the factors and indicators of IPE students' recreation resource person competency. Its participants are higher education institute instructors or recreation instructors or psychological instructors or recreation resource persons with minimum ten-year experiences. Five factors of recreation resource person competency consisting of cognitive capability, personality skills, human relation skills, management capability and recreation-specific skills are found through their analysis and conclusion during the focus group discussion.

1.3 The conclusions based on the results in Item 1.2 are made into the document.

Stage2 : the development of recreation resource person competency enhancement program for IPE students

2. 1The questionnaire on the recreation resource person competency and on the need of recreation resource person competency is developed by means of the examination of recreation resource person competency and IPE students' need of recreation resource person competency.

2. 2The results in Item 2.1 are used in drafting the recreation resource person competency enhancement program and IPE students' manual.

2.3 The focus group discussion reveals seven aspects of recreation resource person competency enhancement program, namely, principle and rationality, objectives, structure, contents, training methods and procedures, training materials, and measurement and assessment. These factors are then translated into nine training packages, which last for 16.35 hours or 4 days.

### Data Collection Tools

The research tools are the five-scale rating questionnaires 1) on the recreation resource person competency and 2) on the need of recreation resource person competency development. The congruence of questions and definitions of terms is examined by the senior experts in order to validate the content validity of questionnaires. The questionnaires are experimented with 104 IPE students and the recreation entrepreneurs who are not the sample of this research. The discrimination index is analyzed through the examination of item-total correlation. In this regard, the question items with the required discrimination index are chosen for the verification of questionnaire reliability as shown in Table 1-2.

Table 1. The Recreation Resource Person Competency

Variables (The Recreation Resource Person Competency)	Amount	Discrimination Index	Reliability
1. The Recreation Resource Person's Cognitive Capability	12	.43-.76	.88
2. The Recreation Resource Person's Personality Skills of Recreation Resource Person	13	.45-.75	.90
3. The Recreation Resource Person's Human Relation Skills	15	.24-.74	.92
4. The Recreation Resource Person's Management Capability	10	.28-.81	.87
5. Recreation-Specific Skills	54	.25-.76	.97
5.1 Speaking for General Communications	7	.16-.63	.63
5.2 Speaking for Specific Communications	6	.53-.81	.87
5.3 Speaking for General Communications	7	.23-.82	.85
5.4 Speaking for Specific Communications	3	.59-.73	.81
5.5 General Group Relation Activity	7	.42-.69	.82
5.6 Specific Group Relation Activity	3	.28-.54	.60
5.7 General Walk Rally Activity	7	.54-.81	.88
5.8 Specific Walk Rally Activity	3	.26-.65	.65
5.9 General Singing Activity	7	.45-.79	.86
5.10 Specific Singing Activity	4	.19-.68	.60
Total	104		

Table 2. The Need of Competency Development

Variables (The Need of Competency Development)	Amount	Discrimination Index	Reliability
1. The Recreation Resource Person's Cognitive Capability	12	.63-.85	.95
2. The Recreation Resource Person's Personality Skills of Recreation Resource Person	13	.50-.84	.94
3. The Recreation Resource Person's Human Relation Skills	15	.44-.81	.94
4. The Recreation Resource Person's Management Capability	10	.22-.65	.64
5. Recreation-Specific Skills	54	.17-.81	.96
5.1 Speaking for General Communications	7	.33-.65	.71
5.2 Speaking for Specific Communications	6	.25-.51	.63
5.3 General Game Activity	7	.43-.72	.79
5.4 Specific Game Activity	3	.19-.52	.54
5.5 General Group Relation Activity	7	.29-.80	.85
5.6 Specific Group Relation Activity	3	.21-.65	.64
5.7 General Walk Rally Activity	7	.46-.824 <sub>u</sub>	.86
5.8 Specific Walk Rally Activity	3	.37-.81	.79
5.9 General Singing Activity	7	.45-.80	.89
5.10 Specific Singing Activity	4	.31-.65	.69
Total	104		

### Data Collection

The research and development approach is used in this research consisting of three following stages:

Stage1 : the examination of factors and indicators of IPE students' recreation resource person competency

Stage2 : the development of recreation resource person competency enhancement program for IPE students

Stage3 : the assessment of the implementation of the recreation resource person competency enhancement program among IPE students

### 4. Conclusions

The research on the development of recreation resource person competency enhancement program for IPE students can be concluded as follows:

4.1 According to the analysis of the factors and indicators of IPE students' recreation resource person competency, five factors are found: cognitive capability, personality skills, human relation skills, management capability and recreation-specific skills.

4.2 The recreation resource person competency enhancement program for IPE students comprises nine training packages, which last for 16.35 hours or 4 days. Those trainings focus on the applicability in the actual context with pre- and post-test assessments based on well-defined assessment criteria.

4.3 The implementation of recreation resource person competency enhancement program reveals as follows:

4.3.1 The pre- and post-test assessments of IPE students' recreation resource person competency through questionnaires are conducted. Their pre- and post-test overall recreation resource person competency is at a low level ( $\bar{X}=1.87$ ) and at a high level ( $\bar{X}=3.81$ ), respectively.

4.3.2 The pre- and post-test assessments of IPE students' recreation resource person competency based on ten-item test of the 2<sup>nd</sup> training package reveals that the students' pre- and post-test overall mean score is at a low level of 4.26 and at a high level of 8.13, respectively. Similarly, for the 3<sup>rd</sup> training package, their pre- and post-test overall mean score is at a low level of 4.60 and at high level of 8.20, respectively.

4.3.3 The pre- and post-test assessments of IPE students' recreation resource person competency are also conducted by means of the interview. It is found that 8 of 9 training packages contribute to the improvement of students' recreation resource person competency at the highest level. It can thus be hierarchically arranged from the highest to the lowest level as follows: Training Package 1 - Orientation (41.54%), Training Package 6 - Game Instruction Techniques (36.85%), Training Package 5 - Singing Instruction Technique (36.18%), Training Package 2 - Recreation (35.51%), Training Package 3 - Being the Recreation Resource Person (34.17%), Training Package 4 - Speaking Principles in Performing Recreation Resource Person (33.50%), Training Package 7- Group Relation Instruction Techniques (32.83%), and Training Package 9 - Integrated Activities (30.82%), respectively. Meanwhile, Training Package 8 - Walk Rally Instruction is at a high level.

## 5. Discussion

According to the research on the development of the recreation resource person competency enhancement program for IPE students, it is found that

5.1 IPE students' recreation resource person competency consists of five factors:

5.1.1 The recreation resource person's cognitive capability: the results based on the questionnaire reveal that the cognitive capability leads to the increased competency of the sample at a high level with a mean score of 3.52. The cognitive capability promotes the students' knowledgeability and understanding of the profession of recreation resource person with the focus on work accomplishment. They understand the stakeholders' needs and analyze the tendency of the world, society and environment that may affect the way of life. They are creative and industrious learning for self-development in responding to the changes. This agrees with the concept of Lawson (2011: 5-22) who claims that cross-cultural awareness and sensibility refer to the future and farsighted visions and perspective with a clear imagination of the organizational possibility along with good feelings and strong desires. The future is foreseen with the persuasive influence and no one is unable to challenge. The innovative and creative ideas are presented for practicing certain things with joyfulness. Despite of difficulties, it is willing to overcome them in order to reach the goals according to the determined norm. In addition, Wanich Nirantranon (2012: Interview) argues that the creative thinking process is beneficial for the recreation resource persons in creating different activities, planning and making decisions on problem solutions and in developing greater value and quality of work process or product for competency enhancement of an individual and of an organization. This eventually increases the organizational competitiveness. Ronaruth Butsaenkhom (2012: interview) also argues that the cognitive capability is indispensable for IPE students who desire to become the recreation resource person. They need to learn the creative thinking principle, to apply the concepts in practice for the highest accomplishment and to train the thinking skill in creating the innovation according to the time spent in thinking. Besides, the incentives for creativity such as the acknowledgement, compliment and awarding should also be introduced. Sakul Soraj )2012: Interview (claims that the creativity is required for the recreation resource persons in designing and conducting the activities in which the stakeholders are able to enjoy learning. Those activities may be adjusted according to the context of changing situations or different participant groups. The recreation resource person thus needs to engage in continual self-development. The cognitive capability is thus essential for IPE students in serving as the recreation resource person.

5.1. 2The recreation resource person's personality skills: according to the questionnaire, the competency of the sample is increased at a high level with a mean score of 3.76. The recreation resource person's personality is an important

contributory factor to the success in conducting the recreation activities. The enthusiasm and clear communication with sense of humor and friendliness will indeed persuade the recreation activity participants to follow the recreation resource person's guidance. The personality skill development is thus required for the recreation lectures. According to Hellrigel, Jackson and Slocum (2001: 14-24) and Delmont (2010: <http://www.umn.edu/ohr/adp/heads>), the leaders' personality comprises several characteristics e.g. self-control, morality and ethics, honesty, reliability, gentility, responsibility, self-practice in desired behaviors and obedience to the laws. The leaders can make a suitable decision and persuade the others. They attach themselves to the professional principle and focus on national and organizational benefits rather than the individual gains. This is to maintain the honor of profession and to support the achievement of principal missions of organization and state. The personality skills are thus essential for IPE students in serving as the recreation resource person

5.1.3 The recreation resource person's human relation skills: it is found in the questionnaire that the overall human relation skills of the sample are at a high level with a mean score of 3.66. The human relation skills are essential for the recreation resource persons because they translate the recreation activities into the relationship among the participants. In this regard, Hellrigel, Jackson and Slocum (2001:14-24) and Lawson (2011:5-22) argue that the human relation is an ability to interact with persons of different cultural background. It also involves the conscious decision making in choosing the right thing in spite of the restricted condition. This includes the understanding of feelings and attitudes of others together with the awareness of their expressions. The human relation builds the power that enables the others to think, to act, to practice and to control the pursuit of works and decision making with the sense of relationship. This is to respond to the changing world situations and to the cross-culture context. In the midst of intense competition, time constraints and complicated works, the human relation strengthens the coordination and teamwork - the integral element that benefits the individuals and organizations. Sirisak Chanruchai (2012: Interview (argues that the understanding of human relation is crucial for the recreation resource person because it promotes the teamwork and enables the group members to collaboratively work and deal with problems. Besides, the human relation improves work atmosphere leading to the trust and work accomplishment. Likewise, Mongkol Faengsakhen) 2012: Interview (claims that the human relation suits the current work practice, which focuses on the teamwork because it enhances the work in team and pool the individual strength for development of oneself, life quality and professional life. The human relation skills are thus essential for IPE students in serving as the recreation resource person.

5.1.4 The recreation resource person's management capability: it is revealed by the questionnaire that the sample has the management capability at a high level with a mean score of 3.58. The management is a conscious process in defining the work process and in making the decision according to the goal, knowledge and discretionary speculation. This is to choose the best work process for determining the objective, guidance, operational process, policy and practice. It leads to the achievement of objectives of individuals and organizations in the future. This finding agrees with the opinion of Goad (2010: 10) who argues that the resource persons must possess the management expertise for the benefit of learning. They should be able to successfully manage the training programs in spite of the limited budget and to handle the time schedule for their trainees who dedicate their work time for training. The resource and asset include the group of staffs and all members. The management capability is thus essential for IPE students in serving as the recreation resource person.

5.1.5 The recreation-specific skills: according to the questionnaire, it is found that the sample has the overall development of recreation-specific skills at a high level with a mean score of 4.52. The successful recreation resource person requires the recreation-specific knowledge, which differs from the resource person in the other disciplines. Indeed, the recreation is an activity with aims at knowledge development through joyful learning in order to noticeably develop the skills and attitudes within a limited period of time. This finding agrees with the research of Leonard Nadler

and Garland D. Wiggs) Office of the Civil Service Commission 2005: 224). They argue that three ways of human resource development are: 1) training is an activity with an emphasis on the applicability of knowledge in the actual work e.g. accounting training programs instructed by the accountants; 2) the education aims at the personnel preparation for the relevant work in the future such as the instruction on the use of accounting principles in the future when certain regulations may be changed; and 3) the development is an activity focusing on the future organizational development. Moreover, Sakul Soraj et al. (2012: Interview) claim that the recreation resource person needs a wide range of skills in conducting different activities in response to one given situation. The activities may include, for example, speaking, signing, game, group relation, walk rally and integrated activities in the scope of recreation. The management capability is thus essential for IPE students in serving as the recreation resource person.

5.2 Results of the development of the recreation resource person competency enhancement program for IPE students: Nine training packages, which last for 16.35 hours or 4 days, are developed for the continual development of all competencies. Under those training packages, the trained students are encouraged to integrate what they have been trained in the actual context for a period of time. Then, the seminar related to the implementation of recreation resource person competency enhancement program is held in order to identify the new knowledge.

5.3 Results of the implementation of the recreation resource person competency enhancement program among IPE students: The experimentation of the recreation resource person competency enhancement program for IPE students reveals that:

5.3.1 According to the pre- and post-test questionnaires on the students' level of recreation resource person competency, their pre- and post-test overall recreation resource person competency is at a low level with a mean score of 1.87 and at a high level with a mean score of 3.81, respectively.

5.3.2 The comparison of pre- and post-test level of recreation resource person competency of IPE students reveals that their post-test level is higher than the pre-test one.

### **Acknowledgements**

The researchers would like to express our thanks and gratitude to Faculty of Education, Maharakham University, Thailand for financial support for this research paper.

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