MANAGEMENT OF SPORT TOWARDS SATISFACTION OF STUDENT NEEDS

By

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Submitted in partial fulfillment of the requirements for the degree of
MASTERS IN BUSINESS ADMINISTRATION

Graduate School of Business, Faculty of Management
University of Natal (Durban)

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June 2003

CONFIDENTIALITY CLAUSE

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Due to the contents of this research, the Departmental financial and participation information, it would be appreciated if the contents remain confidential and not be circulated for a period of five (5) years.

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DECLARATION

This research has not been previously accepted for any degree and is not being currently submitted in candidature for any degree.

This dissertation represents the own work of the author and where use has been made of the work of others this has been acknowledged and referenced in the text.

Signed ....

Date .....30·06·2003

DEDICATION

I dedicate this work to my son Shaun, whose passing led me into this course and whose life's dream was the pursuit of any form of sport and for which he gave his life.

ACKNOWLEDGEMENTS

I would firstly like to thank my Supervisor, Professor E Thomson, for her help and guidance.

I would also like to thank my fellow students, who supported me and provided invaluable criticism, guidance and motivation throughout this process.

Thank you to my daughter, Carla, for all her advice and wisdom and to my friends for their encouragement through the past two and a half years. I would especially like to thank: Stephanie for the loan of a laptop when my computer gave up and Gill who proof read every page and 'burnt the midnight oil' with me whilst this printed.

I would like to thank my employer, the University of Natal, for affording me the opportunity to undertake this degree and my colleagues for their encouragement and understanding when I was under stress.

ABSTRACT

The broad objective of strategic management is to enable an organisation to assess its strategic position, so it is able to provide its customers with a product or service they will value. This study attempts to use this broad objective to examine the Sports Administration Department at the University of Natal, Durban to identify issues that will assist it to reach a wider number of students.

The Sports Administration has, over the last ten years, seen a reduction in sports participation. This occurred at a time when the number of students at the University had grown substantially. This resulted in a need to examine the complex dynamics taking place in the Sports Administration's operating environment, for it to be in a position to address the needs of the students it is established to serve.

This study indicates that strategic management principles, which apply to a business organisation, can be applied to the setting of the Sports Administration to identify the needs and wants of its customers, to address the concerns of management and to make recommendations that will assist the Department to provide an improved service to students.

ACRONYMS

BSU	Black Sports Union
EC	Executive Committee, UND-Sport
HC	Howard College campus, University of Natal
HE	Higher Education
HOD	Head of Department
MS	Medical School campus, University of Natal
RSC	Residence Sports Council, University of Natal, Durban
SA	South Africa
SCM	Sports Commitment Model
SRC	Student Representative Council
SU	Sports Union
SASSU	South African Students Sports Union
TQM	Total Quality Management
UND	University of Natal Howard College and Medical School campuses
UNP	University of Natal, Pietermaritzburg
US	United States of America
The Department	Sports Administration, UND

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CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

This study attempts to provide a comprehensive understanding of strategic management and planning and the associated principles, such as leadership, organisational design and marketing. It also provides information on higher education (HE), sport and participation and why sport is considered valuable in promoting a lifelong healthy lifestyle. This understanding of both strategic management and sport is necessary to enable evaluation of the Sports Administration at the University of Natal, Durban (UND), to establish whether utilising strategic planning will assist in facilitating an appropriate service to a wider number of students than it currently attracts. This is relevant due to the reduction in sport participation at a time when the student body of the University of Natal had grown substantially.

The various analytical business management tools are considered, which enhance strategic thinking and provide direction for effective programmes that are focused toward the customer (students).

The changes in student demographic profile at the University of Natal bring it into line with the demographics of the area it serves. This has required transformation initiatives throughout all University structures. The process of transformation is ongoing and the University of Natal is committed to being a significant and successful player within South Africa's (SA) HE sector (Strategic Initiatives, 1999).

1.2 BACKGROUND

"The University of Natal has seen phenomenal growth over the last 15 years. The size of the University has doubled since 1984, from 10 479 to 20 860 students. The average annual rate of growth has been particularly rapid in the period 1994 to 1999 (6.5 %). The large increase in 1998 was due partly to the incorporation of the students from the Institute of Nursing and the introduction of a distance accounting course" (Planning Process at the University of Natal, 2000).

"The University of Natal is committed to widening access to its educational programmes, especially for students from communities which have historically not had access to tertiary education" (Strategic Initiatives, 1999:8).

The University has undergone two broad transformations. The more recent one is to do with funding, in that its subsidy from central government was reduced, placing severe constraints on its operations at a time when it was attempting to widen access to the broader community. The transformation in the demographics of the student population, to more accurately reflect the demographics of the country, began in the 1980s.

"In 1989 the University of Natal undertook to become an Equal Opportunities and Affirmative Action university and began to implement alternative selection policies and with this the student demographic profile changed dramatically" (Planning Process at the University of Natal, 2000). This was necessary to correct the imbalances created by the apartheid era in SA.

The University of Natal has dedicated itself to leading the HE sector "with regard to diversity and the creation of a campus culture of inclusion" as it believes this enhances teaching and research. Such an environment is "essential for students and staff who live and work in an increasingly diverse culture, to succeed and reach their full potential" (Discussion Document for Development of a Diversity Plan for the University of Natal, 2002:1). "Diversity in all its various forms is an imperative and integral part of education" (Makgoba, 2002).

The data in Table 1.1 details student registration numbers and year on year change for contact students only at the Howard College (HC) and Medical School (MS) campuses from 1990 to 2003. The data is further split into racial and gender groups to facilitate analysis of the changes that have taken place.

Table 1.1: Howard College & Medical School Registrations 1993 to 2003

RACE	GENDER	1990		1991		1992		1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003
African F		573	17.45%	673	23.77%	833	18.13%	984	11.59%	1098	21.68%	1336	16.69%	1559	3.01%	1606	62.14%	2604	12.29%	2924	-38.54%	1797	3.17%	1854	11.65%	2070	0.29%	2076
African M		832	20.79%	1005	15.02%	1156	16.87%	1351	12.58%	1521	16.37%	1770	13.11%	2002	2.95%	2061	11.64%	2301	1.56%	2337	-10.06%	2102	2.28%	2150	6.60%	2292	0.22%	2297
AFRICAN TOTAL		1405	19.43%	1678	18.53%	1989	17.40%	2335	12.16%	2619	18.59%	3106	14.65%	3561	2.98%	3667	33.76%	4905	7.26%	5261	-25.89%	3899	2.69%	4004	8.94%	4362	0.25%	4373
Coloured F		117	-0.85%	116	-4.31%	111	24.32%	138	20.29%	166	1.81%	169	-22.49%	131	28.24%	168	14.88%	193	6.74%	206	-20.39%	164	21.95%	200	14.50%	229	-2.18%	224
Coloured M		102	8.82%	111	0.90%	112	-0.89%	111	2.70%	114	7.89%	123	7.32%	132	12.12%	148	19.59%	177	-7.91%	163	-17.79%	134	17.91%	158	6.96%	169	-5.92%	159
COLOURED TOTAL		219	3.65%	227	-1.76%	223	11.66%	249	12.45%	280	4.29%	292	-9.93%	263	20.15%	316	17.09%	370	-0.27%	369	-19.24%	298	20.13%	358	11.17%	398	-3.77%	383
Indian F		937	12.81%	1057	8.80%	1150	13.13%	1301	14.91%	1495	19.93%	1793	14.78%	2058	9.62%	2256	16.49%	2628	4.98%	2759	4.02%	2870	5.26%	3021	10.16%	3328	2.73%	3419
Indian M		1184	4.65%	1239	6.94%	1325	6.34%	1409	6.39%	1499	10.94%	1663	9.20%	1816	11.45%	2024	14.62%	2320	8.58%	2519	-3.45%	2432	7.03%	2603	6.22%	2765	3.15%	2852
TOTAL INDIAN		2121	8.25%	2296	7.80%	2475	9.49%	2710	10.48%	2994	15.43%	3456	12.09%	3874	10.48%	4280	15.61%	4948	6.67%	5278	0.45%	5302	6.07%	5624	8.34%	6093	2.92%	6271
White F		1969	-5.08%	1869	-8.40%	1712	-8.53%	1566	-12.01%	1378	-11.03%	1226	-13.05%	1066	-0.28%	1063	-4.23%	1018	-2.46%	993	-11.78%	876	21.58%	1065	12.30%	1196	4.26%	1247
White M		3098	-3.45%	2991	-9.66%	2702	-11.21%	2399	-13.51%	2075	-15.86%	1746	-12.66%	1525	6.49%	1624	0.25%	1628	-3.62%	1569	-14.40%	1343	1.79%	1367	11.19%	1520	-0.72%	1509
WHITE TOTAL		5067	-4.09%	4860	-9.18%	4414	-10.17%	3965	-12.91%	3453	-13.93%	2972	-12.82%	2591	3.71%	2687	-1.53%	2646	-3.17%	2562	-13.39%	2219	9.60%	2432	11.68%	2716	1.47%	2756
TOTAL UND+MS		8812	2.83%	9061	0.44%	9101	1.74%	9259	0.94%	9346	5.14%	9826	4.71%	10289	6.42%	10950	17.53%	12869	4.67%	13470	-13.01%	11718	5.97%	12418	9.27%	13569	1.58%	13783

Source: Management Information, UN

The transformation of the student population appears to have had a direct impact on sport participation at UND in terms of a reduction in participation. In 1988 there were 3 626 students registered for sport at the Sports Union (SU). At this stage sport funding was granted to two independent UND sport bodies, the SU (based at the HC campus) and Black Sports Union (BSU) (based at the MS campus). In 1990 the BSU (by then known as SATISCO) began to be administered by UND Sports Administration, alongside the SU. The total sports registration figure for members of both unions in 1990 was 3 997 of a student population of 8 892 (45%) at the HC and MS campuses. Integration of the two sports bodies was accomplished in 1992. In 2002, there were only 1 604 students registered for sport, 11% of the contact student population. In 2003 there is a slight improvement with 13% of the student population participating.

Table 1.2 UND & Medical School Registrations: 1990 to 2003

YEAR	TOTAL STUDENTS	SPORT REGISTERED	% of SPORT REGISTERED TO TOTAL REGISTRATION
1990	8892	3997	45%
1991	8971	3440	38%
1992	9145	Not Available	
1993	9259	1537	17%
1994	9346	1732	19%
1995	9826	2206	22%
1996	10289	1761	17%
1997	10950	1721	16%
1998	12869	1804	14%
1999	13470	1650	12%
2000	11718	1744	15%
2001	12418	1593	13%
2002	13569	1604	11%
2003	13783	1806	13%

Source: Information supplied by Management Information and Sports Administration (Durban)

This study focuses on the changes in student sport participation from 1993 to 2003. The analysis of the numbers who participate is only done on UND (HC and MS campuses) statistics as the UND Sports Administration only serves those students. Table 1.3 shows the year on year change in numbers of participants, from 1993 to 2003, of the various sport clubs administered by UND Sports Administration. The blocked sections indicate the club did not operate in that particular year. The table includes clubs that did not operate over the full period, by indicating the years of operation.

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Table 1.3: <u>Sport Registration Numbers: Total, Clubs, Year on Year Change, 1993 to 2003</u>

	1993	CHANGE	1994	CHANGE	1995	CHANGE	1996	CHANGE	1997	CHANGE	1998	CHANGE	1999	CHANGE	2000	CHANGE	2001	CHANGE	2002	CHANGE	2003	MEAN CHANGE 1993 to 2003	CHANGE 1993 to 2003	
TOTAL	1537	12.69%	1732	27.37%	2206	-20.17%	1761	-2.27%	1721	4.82%	1804	-8.54%	1650	5.70%	1744	-8.66%	1593	0.69%	1604	12.59%	1806	2.42%	17.50%	TOTAL
AEROBICS	90	-54.44%	41	31.71%	54	18.52%	64	-59.38%	26	223.08%	84	14.29%	96	222.92%	310	-36.13%	198	7.07%	212	-7.55%	196	36.01%	117.78%	AEROBICS
AIKIDO	33	66.67%	55	-25.45%	41	-34.15%	27	29.63%	35	-68.57%	11	118.18%	24	20.83%	29	-65.52%	10					5.20%	-69.70%	AIKIDO
WATERPOLO	24	-33.33%	16	-31.25%	11	-18.18%	9	100.00%	18	-11.11%	16	-56.25%	7	-14.29%	6				0.00%	6	-8.05%	-75.00%	WATERPOLO
ATHLETICS	128	-33.59%	85	-54.12%	39	-2.56%	38	-5.26%	36	66.67%	60	-11.67%	53	-3.77%	51	-19.61%	41	-31.71%	28	17.86%	33	-7.78%	-74.22%	ATHLETICS
BADMINTON	43	-39.53%	26	42.31%	37	-27.03%	27	-48.15%	14	-57.14%	6	316.67%	25	-12.00%	22	-90.91%	2					10.53%	-95.35%	BADMINTON
BASKETBALL	101	6.93%	108	-22.22%	84	-26.19%	62	53.23%	95	-13.68%	82	-14.63%	70	-27.14%	51	-1.96%	50	44.00%	72	-44.44%	40	-4.61%	-60.40%	BASKETBALL
BODY BUILDING	1069	21.33%	1297	-2.08%	1270	-21.02%	1003	-15.05%	852	17.84%	1004	-25.90%	744	-12.37%	652	-0.15%	651	-3.84%	626	29.07%	808	-1.22%	-24.42%	BODY BUILDING
CANOEING	44	-9.09%	40	0.00%	40	-57.50%	17	70.59%	29	-3.45%	28	75.00%	49	-40.82%	29	48.28%	43	-39.53%	26	-30.77%	18	1.27%	-59.09%	CANOEING
CHESS									51	-23.53%	39	-35.90%	25	12.00%	28	7.14%	30	-23.33%	23	-13.04%	20	-12.78%	-60.78%	CHESS
CRICKET	73	-27.40%	53	3.77%	55	-40.00%	33	42.42%	47	-46.81%	25	68.00%	42	4.76%	44	-52.27%	21	-71.43%	6	183.33%	17	6.44%	-76.71%	CRICKET
CYCLING	14	42.86%	20	-20.00%	16	-6.25%	15	-6.67%	14	71.43%	24	-25.00%	18	-5.56%	17						7.26%	17.65%	CYCLING
DANCING	143	8.39%	155	8.39%	168	-21.43%	132	-3.79%	127	55.12%	197	2.03%	201	-22.89%	155	-38.06%	96	-11.46%	85	75.29%	149	5.16%	4.20%	DANCING
FENCING	21	-14.29%	18	50.00%	27	-51.85%	13	-61.54%	5	120.00%	11	18.18%	13	123.08%	29	-37.93%	18	-38.89%	11	-18.18%	9	8.86%	-57.14%	FENCING
GOLF	13	100.00%	26	-53.85%	12	-8.33%	11												118.18%	24	39.00%	84.62%	GOLF
GYMNASTICS	53	-39.62%	32	-9.38%	29	-79.31%	6	216.67%	19	-36.84%	12	116.67%	26	-26.92%	19	-63.16%	7	-28.57%	5	100.00%	10	14.95%	-81.13%	GYMNASTICS
HOCKEY	126	-19.84%	101	-22.77%	78	-16.67%	65	6.15%	69	28.99%	89	11.24%	99	-6.06%	93	6.45%	99	-5.05%	94	36.17%	128	1.86%	1.59%	HOCKEY
JKA KARATE	30	-36.67%	19	0.00%	19	-63.16%	7											-71.43%	2	-42.81%	-93.33%	JKA KARATE
KYO KARATE	13	84.62%	24	29.17%	31	61.29%	50	-24.00%	38	-34.21%	25	24.00%	31	-9.68%	28	-64.29%	10			80.00%	18	16.32%	38.46%	KYO KARATE
MOUNTAIN	293	-45.39%	160	-16.25%	134	-41.79%	78	-15.38%	66	15.15%	76	-42.11%	44	38.64%	61	-3.28%	59	-13.56%	51	-35.29%	33	-15.93%	-88.74%	MOUNTAIN
NETBALL	30	13.33%	34	-44.12%	19	94.74%	37	-32.43%	25	8.00%	27	25.93%	34	5.88%	36	13.89%	41	41.46%	58	-37.93%	36	8.87%	20.00%	NETBALL
PARACHUTE	67	-20.90%	53	-5.66%	50	-28.00%	36	-11.11%	32	-34.38%	21	-28.57%	15	-60.00%	6					-26.94%	-91.04%	PARACHUTE
ROWING	35	65.71%	58	-32.76%	39	-46.15%	21	57.14%	33	51.52%	50	-24.00%	38	73.68%	66	-21.21%	52	50.00%	78	-1.28%	77	17.26%	120.00%	ROWING
RUGBY	33	-12.12%	29	-13.79%	25	-40.00%	15	180.00%	42	-64.29%	15	173.33%	41	-53.66%	19	-10.53%	17	29.41%	22	-63.64%	8	12.47%	-75.76%	RUGBY
SOCCER MEN	68	-8.82%	62	29.03%	80	-12.50%	70	42.86%	100	-25.00%	75	-2.67%	73	0.00%	73	-31.51%	50	8.00%	54	46.30%	79	4.57%	16.18%	SOCCER MEN
SOCCER WOMEN			54	-33.33%	36	0.00%	36	11.11%	40	-95.00%	2	1150.00%	25	-37.50%	25	48.00%	37	10.81%	41	-24.39%	31	114.41%	-42.59%	SOCCER WOMEN
SOFTBALL	9	244.44%	31	180.65%	87	-37.93%	54	87.04%	101	-36.63%	64	10.94%	71	-19.72%	57	-7.02%	53	-13.21%	46	-23.91%	35	38.46%	288.89%	SOFTBALL
SQUASH	106	36.79%	145	-27.59%	105	20.95%	127	2.36%	130	8.46%	141	-24.82%	106	-24.53%	80	-11.25%	71	11.27%	79	-46.84%	42	-5.52%	-60.38%	SQUASH
SURFING	32	-3.13%	31	-25.81%	23	-17.39%	19	47.37%	28	3.57%	29	48.28%	43	-18.60%	35	-28.57%	25	-12.00%	22	22.73%	27	1.64%	-15.63%	SURFING
TABLE TENNIS	77	7.79%	83	24.10%	103	-37.86%	64	-6.25%	60	-50.00%	30	-80.00%	6					466.67%	34	46.35%	-55.84%	TABLE TENNIS
TAEKWONDO									14	85.71%	26	34.62%	35	57.14%	55	123.64%	123	22.76%	151	-36.42%	96	47.91%	585.71%	TAEKWONDO
TENNIS	106	-43.40%	60	38.33%	83	-8.43%	76	-27.63%	55	1.82%	56	-35.71%	36	16.67%	42	-21.43%	33	57.58%	52	30.77%	68	0.86%	-35.85%	TENNIS
UNDERWATER	213	-24.41%	161	-12.42%	141	-61.70%	54	16.67%	63	-41.27%	37	24.32%	46	0.00%	46	-6.52%	43	-11.63%	38	63.16%	62	-5.38%	-70.89%	UNDERWATER
VOLLEYBALL	112	-34.82%	73	10.96%	81	-22.22%	63	-19.05%	51	-41.18%	30	46.67%	44	40.91%	62	-29.03%	44	6.82%	47	-6.38%	44	-4.73%	-60.71%	VOLLEYBALL
YACHT	89	52.81%	136	-27.21%	99	-33.33%	66	-3.03%	64	7.81%	69	-50.72%	34	5.88%	36	2.78%	37	-16.22%	31	87.10%	58	2.59%	-34.83%	YACHT

At the beginning of 2001 UND Sports Administration was granted functional management of Edgewood campus sport. The Edgewood figures are not included as they have a separate budget and participate mostly on a recreative basis. The few who participate in competitive sport do so for UND clubs. The Pietermaritzburg clubs only draw membership from students on that campus.

The decline in participation from a high of 45% to 13% of the contact student population from 1990 to 2003 indicates the need for assessment of whether the current mission, objectives, vision and subsequent strategy are appropriate. This assessment establishes whether it is possible to achieve the objectives.

The framework used in this study is that of strategic management, including strategic analysis, evaluation of strategic options and selection of strategy using *suitability* as outlined by Johnson and Scholes (1999). Johnson and Scholes (1999:355) state suitability concerns "whether a strategy addresses the circumstances in which the organisation is operating". A strategic analysis is necessary to assess whether the current strategy addresses the needs of the student population. Analysis establishes "an understanding of the basis on which the suitability of strategies can be judged" (Johnson & Scholes, 199:355). This analysis assesses the extent to which the current strategy of the UND Sports Administration can avoid the threats and remedy weaknesses identified by the declining numbers of sport participants. It also assesses how Sports Administration can capitalise on its strengths and exploit any possible opportunities.

Using this evaluation framework, consideration is given to the suitability of the current strategy to assess whether it is appropriate. Value chain analysis "describes the activities within and around the organisation and relates them to an analysis of the strength of the organisation" (Johnson and Scholes, 1999:360). An assessment is carried out on the configuration of the value system within Sports Administration to assess whether the linkages between the various sections are conducive to sustainable success. The framework will be extended to include *acceptability* and *feasibility* as outlined by Johnson and Scholes (1999:355). This is necessary to evaluate whether the recommendations this study proposes are financially sustaining, in line with stakeholder expectations and whether the resources and strategic capability are available to Sports Administration for implementation (Johnson and Scholes, 1999).

The University of Natal is a developmental university. It desires to fully reflect the demographics of the country within its student profile and seeks to provide opportunity for previously disadvantaged groups (Strategic Initiatives, 1999). However, funding limitations are placed on the University and particularly on the Sports Administration. There has been little growth in the Sports Administration's grant from the University over the years, which severely constrains its operation. "The grant allocation from the University for the Sports Administration increased by 24% from 1991 to 2001, equating to 2.4% per year. During this same period selected expenditure increased as follows: student tournaments 65%, telephone and stationery 408%, league travel 1 028%, coaching 183%, equipment 138% and affiliation fees 118%. The Department has to source its own funding to the same value as allocated by the University to maintain its programmes" (Holm, 2002).

In the years before the 1990s most students had access to transport to attend matches, whereas now, the Department has to supply transport to most league fixtures. This has increased transport costs considerably. The University has also not provided increased funding for the development of sport, especially for those students who have not been exposed to a wide variety of sporting options. Effective recommendations may be suggested but the financial constraints that are faced may limit implementation.

The University is faced with the pending merger with the University of Durban-Westville (UDW). This will impact on the management of student sport at the new university. It is assumed this re-aligned university will operate across 5 campuses, i.e. the current University of Natal (Medical School, Edgewood, Durban and Pietermaritzburg campuses) and UDW campuses. The merger is considered in relation to structure and governance.

1.3   MOTIVATION

The change in demographic profile of the student population at UND, requires a study to analyse whether the Sports Administration is addressing the needs of the students it is designed to serve. There are various impacts on an organisation from the outcome of events in its environment. This has occurred in respect of the University and the Sports Administration from the changes in SA since the 1990s. It is necessary to examine how best these changes should be addressed.

When looking at this question, a preliminary review was done on the management structure of sport at various other universities. Here it was found that sport participation was approached differently and with varied financial support. In this study these models are referred to for comparison.

In order to contribute meaningful input a full strategic analysis is undertaken, rather than just an analysis of trends in participation, as it provides a comprehensive assessment. Strategic planning and analysis is necessary for any organisation to provide direction and scope over the long term, so as to configure its resources within a changing environment. This is of particular importance to the Sports Administration in order for it to be sensitive to changing student needs and to address the diversity of UND's population.

1.4   VALUE OF THE STUDY

The value of this study is to enable the Sports Administration to effectively serve the needs of UND's student population, which is now more representative of SA's population. It is envisioned that by analysing the needs of students and formulating recommendations with a 'customer orientation', sport participation will increase.

An increase in participation will provide the additional advantage of increasing revenue streams to the Department and will facilitate accomplishment of its mission, vision and objectives. The Department has never utilised strategic planning to provide focus and it is now extremely relevant as it continues to operate within a changing environment.

1.5   PROBLEM STATEMENT

Is the current strategy for student sport management suitable to fulfill the sporting needs of the students it serves and will strategic analysis and planning identify a more appropriate (*suitable, feasible and acceptable*) strategy to enable the Sports Administration to serve the needs of its diverse student body? Is there a need for changes to the provision of sport for students at UND (HC and MS campuses)?

1.6   OBJECTIVES OF THE STUDY

To establish an understanding of the current mission, vision and objectives of the UND Sports Administration, together with a case analysis to provide a comprehensive understanding of all aspects of its strategy.

To identify the sporting needs of the student population and analyse past trends in sport participation to establish whether there is a requirement for a change in focus.

To utilise the theories of *suitability, acceptability and feasibility* to provide recommendations for the future management of sport at the UND.

1.7 LIMITATIONS

It is acknowledged that limitations are placed on this study as not everything that impacts on levels of sport participation is researched. Motivational factors (extrinsic and intrinsic) are too broad and not the focus of this study and information from secondary sources is used.

Access to students is a limiting factor. The study focuses on contact students.

In the analysis of past participation rates, consideration is given to the fact that no records are kept of the students who use the swimming pool and squash and tennis courts without joining the respective clubs.

In this study it is assumed that the changes in demographic profile of the student body has resulted in lower levels of participation. The objective is to obtain data in the correct demographic relationship within the population, to assess what sport types and type of participation are preferred.

The researcher is a member of staff in the Sports Administration and it is understood this may result in personal opinion. However, all attempts are made to reduce this by using data obtained as supporting information for all arguments made.

1.8 STRUCTURE OF THE STUDY

Chapter One provides an overview of the study by providing background information and the motivation and aims of the study.

Chapter Two explains the methodology selected and the rationale behind the decisions taken, resulting in the selection of the most appropriate methods. Data is both qualitative and quantitative.

Chapter Three places the research topic into a theoretical framework. The conceptual framework is that of strategic management, including the strategic planning process, which provides direction for the future. The concepts of strategic analysis, evaluation, selection and implementation are explored to provide an understanding of their application within the strategic management process. Discussions on services, non-profit organisations and marketing are vital for understanding and conceptualisation of the Sports Administration Department at UND. Such issues as change management, leadership, organisational design and culture are included for an understanding of how they impact on strategic management and thus are related to the strategic planning process.

Chapter Four explores the HE sector and discusses the role of sport and how this should be managed. This subject matter has been placed into a chapter on its own, so that the issues related to all of these concepts can be fully understood. The focus of this study is not motivational factors related to sports participation, however, due to their impact such a conceptualisation is necessary. The provision of sport and how sport is managed at other universities across the globe are also discussed.

Chapter Five contextualises the study, by providing a case analysis of the current and past strategy and operation of the Sports Administration at UND. It discusses the background of the Department and how it is incorporated into the University and the role it plays at UND. On 1 January 2004, the Universities of Natal and Durban-Westville will merge. Plans have been drawn up but without the use of accepted management principles as outlined in Chapter Three. These plans are mostly related to the structure of sport management and the integration of student governance structures for the merged institution. There has been no formulated business unit strategy for each campus. This information will be used as a comparison with the full strategic planning process that is undertaken with this case analysis

In **Chapter Six** the results, derived from the analysis, survey and secondary sources, are presented, interpreted and discussed in relation to the theoretical concepts provided in Chapters Three and Four.

Chapter Seven provides recommendations that arise from this research and concludes the findings of this study.

1.9 <u>CONCLUSION</u>

This dissertation attempts to present the concept of strategic management and planning and the views on these subjects. The prevailing view is that today more than ever before, organisations need to constantly track and consider all the factors that influence their operation, as these influences will either enhance or retard performance. It is insufficient to merely initiate cost cutting when the most common problem is probably a lack of focus. This can only be established utilising the theory outlined in Chapter Three. This necessary focus can only be achieved by a change in approach, suitable to the environment in and around the organisation. This focus is achieved by paying attention to the key fundamentals that connect the organisation with its customers, thus providing them with what they value.

The idea for this dissertation arose when the researcher became aware of the positive influence strategic management provides organisations, particularly those operating in an ever-changing environment. This appeared extremely relevant to the UND Sports Administration Department as it has never utilised strategic planning to provide focus and yet continues to operate within a changing environment.

CHAPTER TWO: METHODOLOGY

2.1 INTRODUCTION

The theoretical framework informs the design of the research methodology, which is explained in this chapter. This chapter details the research methodology used to address the objectives of this research. It also discusses how the various analyses are undertaken.

There are many ways in which to conduct research and it is thus essential that the most appropriate method is selected. This appropriateness is related to the research question and is informed by the nature of the research that is undertaken, any limitations and the scope of the topic.

The link between theory and practice must also be evident. Hence the direction of the literature reviews undertaken. The focus of the research is on the need for strategic planning and management to achieve a customer orientated organisation. The limitations of this study, required research into secondary data on motivation and participation as these are beyond the bounds of this study. The information gained from these secondary sources complements the study.

The methodology employed combined both qualitative and quantitative data. Quantitative data is useful as it allows comparisons between data and qualitative data is useful to gain insight into views and opinions. Qualitative data is useful method for answering questions in a bounded social context such as a sport market, where the research only requires finding out 'what' is happening (Golden-Biddlle and Locke as cited in Smith and Stewart, 2001).

2.2 RESEARCH DESIGN

Research design is essentially the plan for the research, "based on the research question". This design guides how information will be sourced, the type of information that will be gathered and "outlines procedures for every research activity" (Cooper and Schindler, 2001: 134).

This study aims to assess the current strategy of the UND Sports Administration and to establish future direction. This assessment is a full case analysis and evaluation on the Sports

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Administration Department at UND. The case evaluation uses both qualitative and quantitative data. The evaluation assesses Departmental processes and appraises how financial resources are distributed. This evaluation utilises the principles of strategic management and the widely accepted business 'tools' (discussed in Chapter Three), where appropriate. Presentation of the secondary data in the literature review in Chapter Three provides the understanding required to make sense of the operating environment. The secondary data in Chapter Three provides an understanding of the concept of sport, particularly in HE institutions, as well as an understanding of motivation in sport participation.

In order to gain an understanding of customer needs and wants it is necessary to conduct research into the identified market. This segment of the dissertation is a formal study as it seeks to answer clear research questions based on whether the current provision of sport is suitable to fulfill the sporting needs of students and whether or not this approach should be changed. The research question is based around four broad themes: the customer (student), the background of students and their exposure to sport and in what format this exposure was, the sports offered and current methods of participation, constraints to participation and an understanding of motivation for participation.

The method of data collection indicates it is "an interrogation/communication study as the subjects are questioned (responses collected by impersonal means) not observed" (Cooper and Schindler, 2001: 135). It is an ex post facto study (not an experimental study) as the investigator has no influence over the variables and will merely report on what is/has happened. A weakness is the use of convenience sampling data (explained in section 2.3). The purpose is a descriptive study as there is no attempt to explain relationships between variables (a causal study), such as using hypothesis to explain why there are less students participating. The time dimension is cross-sectional as the study is only carried out at one point in time. Some of "the benefits of a longitudinal study, such as history and future intentions" are included in the questions (Cooper and Schindler, 2001: 136). The topical scope is a case study as there is "more emphasis on a full contextual analysis of inter-relations" than on "making inferences from sample characteristics" (statistical study) (Cooper and Schindler, 2001: 137). The nature of the data makes support or rejection more difficult but an advantage of a case study is the detail that can be gained, which can "provide valuable

insight for problem solving, evaluation and strategy" (Cooper and Schindler, 2001: 138). The research environment is that of field conditions (Cooper and Schindler, 2001).

2.3 SAMPLING

The population for this study is registered contact students (full or part time) at UND (HC and MS campuses), which numbers 13 783 students. Only these campuses are selected as the Durban Sports Administration serves only those students. Staff are not included as the primary 'customer' of the Sports Administration is the student, although, staff may join clubs and use the facilities. Distance students are not included in the target population as it is assumed they do not live in Durban, therefore, do not have access to the facilities. All students are selected as suggested by Jackson (1990) and Crawford, Jackson & Godbey (1991), who contend that target groups should include those who do not express a desire to participate in sport. These authors believe those who state they are not interested are actually affected by antecedents (intrapersonal constraints), which affect preferences rather than intervene between preferences and participation. In consideration of this and to assess the entire market to which Sports Administration offers its services, it was decided against only targeting those students who participate in sport at the University.

"In some instances, the best tool for gauging the relative success of a programme is a survey ... consumers should be surveyed at regular intervals" (Briley, Fowler & Teel as cited in Dolle, 2001: 1). Each registered student at the University is issued with an email address and it was decided to use this method of communication. However, problems were encountered. The email address book for the University contains all the staff members and all students of all four campuses, Durban, Medical School, Edgewood and Pietermaritzburg. The Information Technology Department is unable to issue a list (address book) for students only or a list for each campus. The first two digits of the student number indicates the year of first registration and this could be used to cluster or stratify samples. The email address book lists the students by name, therefore, it is not possible to identify students or the year of registration due to this restriction. With the rise in 'hotmail' email usage many students may not use this facility. In consultation with Information Technology staff, it was agreed to issue an electronic notice to all students at the HC and MS campuses, with a link to the URL address where the questionnaire had been placed.

It was initially intended to use Probability Systematic Sampling by selecting every k^{th} element or stratified sampling based on the year of registration. In view of the problems encountered and due to practical, time and cost considerations it was agreed to draw a convenience sample as discussed above.

One of the objectives of this study is to provide an understanding of the current strategy and to make recommendations for future management of sport at UND. This section of the study does not require analytical data collection. As part of the objectives it is necessary to assess why participation levels reduced. This is calculated using historical data to analyse trends in sport participation to establish whether there is a requirement for a change in focus. Another objective is to identify the sporting needs of the student population. The purpose of the study is not to statistically assess participation levels or motivation for participation where more statistically relevant methods would be required. In consideration of the study objectives and the time, cost and practical problems encountered in element selection, a convenience sample appeared appropriate. It is considered that non-probability sampling in this study provided a "compelling practical advantage" and is to be used to "discover the range and extent of conditions" (Cooper and Schindler, 2001: 196).

Cooper and Schindler (2001: 192) acknowledge that even with probability sampling there is an element of self-selection as the "receivers of the questionnaire decide for themselves whether they will participate". A convenience sample can be used to " test ideas or even gain ideas about a subject of interest" (Cooper and Schindler, 2001: 196).

Smith and Stewart (2001) assert that it is acceptable to classify the views of one specific sport market into a common theme or concept but it is not acceptable to assume the data can be transferred to another sport market due to the uniqueness of each marketplace. Qualitative research has a fundamental approach to solving the research question as it assumes to capture reality. When the focus of the research is to gain a broad understating of the marketplace then qualitative methods are ideal (Smith and Stewart, 2001). Research findings at one education campus may appear applicable to another, however, it is necessary for other campuses to be aware of the their campus characteristics before adapting and/or using research conducted on another campus (Sherman, Giles & Williams-Green, 1994). There is no intention to transfer the findings of this study to another sport or student market, thus in light of the views held by

Smith and Stewart (2001) and Sherman, Giles & Williams-Green (1994) it is accepted that the sampling method is appropriate.

2.4   DATA COLLECTION

Both primary and secondary data was collected. This section describes how the two types of data were gathered, the instrument used to obtain the primary market research data and information regarding the case study.

2.4.1   Primary Data

The primary data on student registrations at UND and sport participation is that obtained from Management Information and Sports Administration at UND, respectively. The primary data on financial and general Departmental information is obtained from the Sports Administration, UND and financial records of the University.

The primary market research data collected is that obtained from the online self-administered questionnaire submitted via the UND innerweb and notified to users via the email notice system sent to all registered students on the HC and MS campuses. Another source of primary data is the registration information provided by Management Information and the sports registration details from Sports Administration. Both of these sets of data include historical and current data.

Online surveys are becoming more popular as they provide an alternative to human and paper based questionnaires. They remain interactive, whilst they are less costly and responses are in electronic format. Form-based designs present the questionnaire as one long form and the user scrolls through. The advantage of this type of instrument is that the context of items are preserved within the questionnaire, although it is acknowledged that may cause some confusion with regard to navigation (Norman et al. 2001). The online survey package, Perseus Survey Solutions, was used to develop the questionnaire. This programme also handles basic statistical calculations.

The survey questions attempted to identify the customer, "what is important to the customer, how to improve the programmes provided, what requires improvement" and ultimately to identify "where resources should be directed" (Meir, 2002).

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2.4.2 Survey Instrument

The survey instrument (Appendix A) is designed to flow logically, with objective questions avoiding wording with multiple meanings and questions that only asked one item of information per question. It is believed that the range of possible answers, provided sufficient detail for inclusiveness (Dolle, 2001). The parameters of interest include:

- exposure to sport at school, including level of participation,
- current participation in sport and whether or not this is for a University club
- the factors that prevent participation,
- the factors that would encourage participation
- the motivating factors for those who participate in sport
- assessment of service quality and affordability.

The investigative and measurement questions are specifically designed to identify the factors, which could possibly increase participation, and to assess the constraints that possibly hinder participation in programmes. The questionnaire included nominal, ordinal and ratio (age) data. The information ranged from classification and categorsing data sets to rating scales.

External validity refers to the ability of the findings to be generalised to the population and to other persons, settings and times. Due to the nature of the sample this cannot be assured. The researcher believes internal validity has been established by providing adequate coverage of the investigative questions (Cooper and Schindler, 2001). The investigative and measurement questions are designed to specifically identify the issues believed necessary to identify the sporting needs of the students.

2.4.3 Secondary Data

Secondary data was collected from books and electronic journals and articles. This secondary resource material consisted of theoretical literature used to provide the concepts on which to base the research and to expand understanding. Other secondary sources were used to provide background information to situate the research topic in the fields of student services and sport participation. Secondary data sources were also used to refine the research and formulate the investigative questions.

Electronic data was obtained using the EBSCO Host bibliographic databases of Business Search Premier and Academic Search. All requests to EBSCO requested 'Peer Reviewed' information. Some online data was selected from the Internet, particularly from other HE institutions. All data sourced was checked for relevance to the study.

2.5   ANALYSIS OF DATA

The evaluation in the case analysis assesses the macro-, micro- and internal environments. The appropriate analytical tools are used where necessary. Due to the nature of the operation, the usual financial analyses could not be done. It is considered more appropriate to assess the financial information by how it is distributed. As discussed in the limitations in Chapter One, the researcher is a staff member of the Department. This results in a comprehensive understanding of internal processes.

Perseus Survey Solutions codes the data correctly for the questionnaire as the questionnaire was developed using the same programme. Preliminary analysis was done whereby the data was checked and corrected where necessary, e.g. where '20 years' was entered for age it was corrected to '20' only. The information for area of residence was coded into nine groups related to the distance from campus to facilitate analysis. Where provision is made for general comments these are grouped into themes, e.g. more information/advertising, specific club comments, etc.

The information was transformed into SPSS format as well and both programmes, SPSS and Perseus Survey Solutions were used to handle the data.

The results are presented in frequencies and cross-tabulations. There is no hypothesis testing of assumptions. This selection of sampling method and rationale for the choice is discussed in 2.3. Due to the nature of the sample, there is no control to ensure precision, such as confidence levels.

2.6   LIMITATIONS

A weakness is the use of convenience sampling data (explained in section 2.3). It is acknowledged that probability sampling is "technically superior" as it "reduces or eliminates sampling bias" and it is possible to substantiate with "confidence that the sample is representative" (Cooper and Schindler, 2001: 189). Whilst it is acknowledged that it would

be ideal to "generalize to a population parameter", there is a limited objective, which could accept a "range of conditions or dramatic variations" as "carefully controlled non-probability sampling often seems to give acceptable results" (Cooper and Schindler, 2001: 191). When "simply checking on the presence of a characteristic or seeing whether two variables happen to have some association, samples can be non-representative samples of convenience". It is acknowledged that "results cannot be generalized to any group with confidence" due to the low response rate which has made the sample "non-representative" (van Harrison, 1997: 229). It is acknowledged that the nature of the data can make support or rejection more difficult, however, the practical advantage (discussed in section 2.3) of obtaining this sample could not be outweighed due to time and cost constraints.

Another weakness is the use of secondary data based on international campuses, however, the author was unable to find similar information pertaining to SA. The author is aware of this limitation and acknowledges and heeds the comments of Sherman, Giles & Williams-Green (1994) in this respect.

The researcher is a staff member within the Sports Administration at UND and it is acknowledged this will result in personal opinions, which may be reflected in the recommendations. However, all attempts are made to prevent this. There is a positive benefit in that a broad understanding is brought to the analyses.

2.7 FINDINGS

The objective of the questions included in the survey is to obtain information to enable some form of explanation as to why the number of participants has reduced. Administrative data was collected on age, race, gender, year of study and school of study. Data was gathered about the place of residence in order to assess whether those who reside closer to the campus are more likely to participate. Data was gathered about exposure at school level to the various sport types offered at UND, as it is assumed that many of the students who now enter the University have not been exposed to the wide variety of sport currently offered. Data was gathered on the student, preferred sport types, possible financial constraints and motivation. The survey was not directed only at students who participate, enabling assessment of the potential body of participants, in order to reveal the different students that should be targeted in order to increase participation. The survey enables assessment of how students desire to participate and what their constraints are, especially with respect to time and cost in order to

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understand what Sports Administration is not doing that would attract participants. The data obtained is important to understand why people are not participating, even though they have an interest in sport participation and the findings enable an understanding of how best to serve the needs of the student population.

2.8 <u>CONCLUSION</u>

The survey, even though conducted on a convenience sample, provides valuable insight into what motivates those who participate in sport and what would motivate those who do not participate for UND. The sample represents all races and both genders as well as those who do and do not participate. Information gathered suggests strong reasons why people do not participate and preferred forms of participation. An interesting aspect revealed from the general comments is that there is a real problem related to a lack of sport information dispersed to students at UND. There appears to be a strong belief amongst respondents that Sports Administration does not market itself adequately to the student body. A positive aspect is that 265 responses were obtained, as this can be considered a high number for an online survey. Approximately 150 were expected. It may be only a small percentage of the student population but many students have mentioned they do not read the electronic notices or do not use the email system. This study provides valuable insight but suggests the need for a wider study to reach a greater number of students, with a more representative sample that would take advantage of the technological superiority of probability sampling. This would also enable significance testing to confirm reliability. The next chapter presents the theoretical background on which this study is based.

CHAPTER THREE: THEORY

3.1 INTRODUCTION

This chapter considers the conceptual framework of the research topic. This establishes the framework for the research question and provides a broader context of strategic management. The primary conceptual framework chosen is that of strategic management, including planning and how this translates into suitable action. An overview of strategic analysis, leadership, change management, organisational design, evaluation and implementation concepts provide the context for the study. Although, not the focus, it is felt a discussion on services, marketing and non-profit organisations is necessary. This section considers the literature that deals with the specific concepts that inform the research question.

Wherever the term 'product' is used it is in the wider context of product and/or service.

3.2 THE CONCEPT OF STRATEGY

It is commonly accepted that what worked before in an organisation to achieve success will most probably not work in the future. All strategists believe that the external environment is continuously changing resulting in it being inherently unstable. It is necessary, therefore, to continually adapt organisations so as to maintain success and enable sustainability (Levitt, 1960; King and Cleland, 1978; Fahey and Randall, 1994; Aaker, 1998; Colenso, 1998; Johnson and Scholes, 1999; Saloner, Shepard & Podolny, 2001; Manning, 2001a, 2001b, 2001c, 2002a, 2002b; int Veld, 2000; Thompson and Strickland, 2001; Galbraith, 2002; Christensen, Raynor and Anthony, 2003).

Johnson and Scholes (1999: 10) define strategy as *"the direction and scope of the organisation over the long term, which achieves advantage for the organisation through its configuration of resources within a changing environment, to meet the needs of markets and to fulfil stakeholder expectations "*.

King and Cleland (1978), Fahey and Randall (1994), Aaker (1998), Colenso (1998), Johnson and Scholes (1999), Saloner, Shepard & Podolny (2001), Manning (2001a, 2001b, 2001c, 2002a and 2002b), int Veld (2000), Thompson and Strickland (2001), Galbraith (2002) and Christensen, Raynor and Anthony (2003) all have similar views of strategy. These views can

be defined as an organisation's concept of how it will connect with its customers by pursuing its purpose in order to achieve an outcome that adds value for its customers, satisfies the goals of both its internal and external stakeholders and enables it to make a difference. Strategy formulation involves defining the goals, objectives and mission, examining the internal and external contexts and establishing how best to configure the internal organisational design. It also involves defining the products to be offered and the markets to which it will make the offering available, in order to provide superior value for its customers. It is fundamentally a conceptual framework, which enables those responsible to acquire a complete understanding of the present position, in order to establish direction for the future. The commonly used terminology is defined in Table 3.1.

Stacey (1993:2) argues that it is necessary to consider strategy in the broader context of "a game that people play", rather than in the depersonalised manner of "the response of the organisation to its environment". He believes that if this is not done there is a lack of understanding of the complexities arising from these many interactions, which are illustrated in Figure 3.1. Stacey (1993:4) supports this argument by stating that this approach "results in a focus on the feedback processes" from the "dynamics of the interactions between suppliers, competitors and customers", resulting in more successful strategies (1993:4).
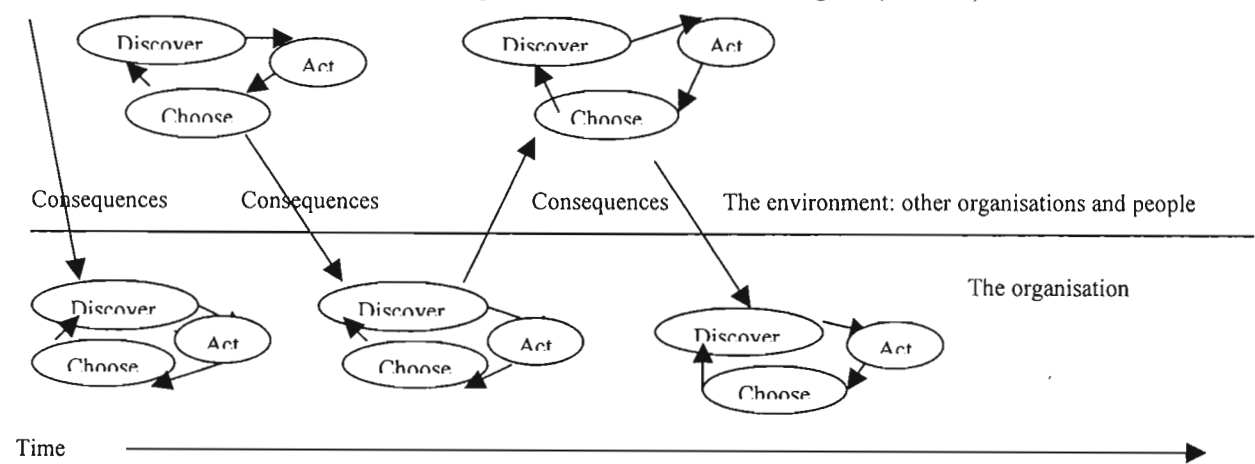
Figure 3.1: The Broader Context of Strategy (Source: Stacey, 1993: 4)

The view of Saloner, Shepard & Podolny (2001) is similar to Stacey (1993). They discuss how it is vital for all who make strategic decisions to consider these interactions and call this the context of the organisation. The context is not only the actions that an organisation takes but also the industry characteristics and the structure of the organisation.

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Table 3.1: Strategic Terminology

TERM	DEFINITION / EXPLANATION
CORPORATE STRATEGY	The overall purpose and scope of the organisation to meet the expectations of stakeholders and add value to the different parts of the organisation [2]
OPERATIONAL STRATEGY	How the component parts of the organisation, in terms of resources, processes, people and their skills, effectively deliver the corporate strategy [2]
PURPOSE	The outcome to be provided and who it will be provided to [3]
MISSION	What business are we in [2] General expression of overall purpose [2] Ideally in line with values and expectations of major stakeholders [2] Concerned with scope and boundaries [2]
GOALS	A general aim in line with the mission, usually qualitative [2] A clear set of directions for long-term strategy [1]
OBJECTIVES	A more precise aim, usually quantified, in line with the goal [2]
SCOPE	Definition of activities to be engaged in and the products [1] Identifies the market demographics and geographic area [1] Identifies the technologies and processes in order to deliver [1]
VISION/STRATEGIC INTENT	A competitive agenda for the whole organisation [5] The plan to close the gap between current reality and a potential future [1] The desired future state. An aspiration to focus the attention and energies of organisational members [2] The ideas of personal fulfilment, pride in participation, the pursuit of something worthwhile, something to aspire to [3] Creating an obsession with winning that encompasses all participants at all levels and functions [5] The commonality of purpose to a mutually understood destination for employees [3]
COMPETITIVE ADVANTAGE	How the long-term goals will be achieved within the chosen scope [1] Operational excellence is a source of real competitive advantage [4] A compelling reason to expect to be able to compete effectively [2]
CAPABILITIES	An ability to manufacture at low cost [1] Specific processes [1] Factors which enable the completion of complex tasks automatically [1]
COMPETENCIES	Activities that distinguish it from competitors and are of value to customers [2] Skills that distinguish it from competitors and are of value to customers [2] Know how that distinguishes it from competitors and is of value to customers [2] An ability to anticipate, imagine and innovate [4]
STRATEGIC ARCHITECTURE	The necessary framework that bridges the strategic intent with resource leverage and capabilities [5] Assists in identifying the core competencies of the organisation and those it needs to develop [5] The combination of processes, resources and competencies to effect the strategy [2]
STRATEGIC IMPLEMENTATION	Translates strategy into action [2] Achieved through organisational design, resource planning and management of change [2]

[1] Saloner, Shepard & Podolny (2001:21/22/47).   [2] Johnson and Scholes (1999: 13/14/22)
[3] Colenso (1998: 52/135/149)   [4] Manning (2002b:3); (2001:18)
[5] Prahalad (1994: 258)

Colenso (1998:2) defines strategic intent as "an outline of what the organisation is trying to achieve in the long term". In order to describe the future position of the organisation the strategic intent must:

- "Clearly define the areas in which to channel energy.
- Deal with how the organisation intends to compete.
- Address the financial implications.
- Provide employees with the ability to build viable operational objectives to enable them to achieve all aspects of the intent.
- Be a source of aspiration for employees.
- Be seen as worthwhile, ethical, involving and rewarding.
- Be shared with and be understood by everybody"

(Colenso, 1998:58)

As existence is dependent on customer satisfaction, Colenso (1998: 5-8) argues that the only way for all to realise this is "for each operational unit, functional department or division to have its own strategic intent". He believes this devolution will enable operational units to focus on "their reason for being".

This vision of the future contributes to formulating a good strategy and motivates employees, however, Saloner, Shepard & Podolny (2001:28) caution that a vision is not always necessary for strategy and that it is never sufficient. This leads into discussion on the formal planning process.

3.3 STRATEGIC PLANNING

Strategic planning is relevant for organisations as it integrates all aspects and elements of strategy, into a coherent plan for the future.

Brandt (1981:53) defines strategic planning as a "systematic process" which assesses the entire organisation to decide future issues, by collecting and analysing information on the various aspects that affect it. Saloner, Shepard & Podolny (2001) include the various elements of the strategic planning process, namely: strategic analysis, an operational plan and a financial budget, in their definition.

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Jones' (1974: 9) approach to planning is that it is "no more than a logical method ... of running" an organisation due to its comprehensive nature, which incorporates all activities. He acknowledges that this is a more formal and disciplined approach but believes it provides a means to operate in anticipation of changes, in a proactive rather than reactive manner.

Cohen and Cyert (1976) argue that a formal planning process results in more efficient allocation of resources, as it forces managers to think seriously about long-term strategy, rather than the more frequent tendency of focusing primarily on immediate problems.

Johnson and Scholes, (1999: 26) have a similar view, "strategic planning should be managed through a planning process of setting objectives, analyses of environmental trends and resource capabilities, evaluation of options and careful implementation". They believe a formal process provides a "structured means of analysing complex strategic problems, resulting in managers challenging what would otherwise (frequently) have been taken for granted". By involving operational personnel it "creates ownership" and by regularly reviewing performance and progress against agreed objectives, it becomes "a control mechanism" (Johnson and Scholes, 1999:51-53)

However, Brandt (1981:53), Aaker (1998:298), Johnson and Scholes (1999:53) and Saloner, Shepard & Podolny (2001) all caution against certain issues related to a formal process:

- It is not typically designed to consider the cultural and political dimensions and the dynamics of change.
- It is time consuming.
- Key decision makers may not have the required expertise to contribute usefully to the strategic planning process.
- If the process is ceded to specialists, when line managers are too busy or unable, these specialists do not have the power to facilitate successful implementation.
- Ownership is determined by who is involved.
- Managers may perceive this process to be strategic management when it is not.
- Many strategic plans end up filed and forgotten once reviewed and discussed.
- Concentrating on over detailed analysis can result in a lack of focus on the strategic issues.

- Obsession with performance determinants, such as short-term financials and long-term projections, whilst a more flexible and generalised strategic direction is more worthwhile.

Although Manning's (2001a, 2001b, 2001c, 2002a, 2002b) view of strategy is similar to the other authors mentioned in Section 2.2, his approach is somewhat different from those more 'traditional approaches'. He argues, "if we spend more time on doing whatever gets results and less on idiotic semantic battles, we'd all be better off" (2002a: 4). "Running almost any organisation is complicated but it's made more complicated by managers and those who provide their tools" (Manning, 2002b: 5). However, Manning (2002a: 3) does acknowledge the studies of United Kingdom consultancy firm, Bain and Company, that show in the 1999 and 2000 surveys that 89% and 76%, respectively, of managers used strategic planning consistently as top of their list of management tools and rated it first with regard to satisfaction with tools in uncertain times. Manning (2003) quotes Fortune magazine as stating strategic planning is the number one management tool, followed by the use of vision and mission statements. However, he states that the result of strategising has to be an "increased capacity to think and act strategically". He discusses the work of Harvard Business School Professor C Argyris' work on what he terms "double-loop learning" which goes beyond a response when something happens (single-loop learning) to ask why it happened. Argyris (as cited in Manning, 2003) advocates that managers must move to "double-loop learning" due to the deeper insights that are gained in order to adapt more readily.

Brandt (1981) believes that strategic planning becomes increasingly more valuable as it is integrated into normal events and its greatest value is the resulting consistency and congruence of the attitudes and behaviours of all. For strategic planning to result in successful performance outcomes, available resources should be channelled into the opportunities identified, not to where they were historically channelled.

Strategic thinking must be ongoing, not merely to create a plan. Strategic thinking must be involved in constantly tracking assets and the external environment to ensure strategy is aligned with the internal and external contexts (Saloner, Shepard & Podolny, 2001).

The levels at which strategy is determined are:

- Corporate level: determination of the scope of the businesses, how the business units will be related and how this will be managed in order to promote overall performance (diversified organisations) (Christensen, 1994; Thompson and Strickland, 2001).

- Business level: determination of the scope and activities of the business and how the long-term position will be established and maintained (Gupta, 1994; Thompson and Strickland, 2001).

- Functional level: determination of the scope and activities of major functional areas such as human resources, finance and research and development (Thompson and Strickland, 2001).

- Operational level: management of frontline units, concerned with operating tasks that support the higher-level strategies (Thompson and Strickland, 2001).

All of the authors discussed in this section view strategies as the result of an objective analysis and planning process, resulting in decisions that establish future direction, with the conclusion that managers are then able to make major changes to support the strategy. It is acknowledged, though, that a formal planning process should be flexible enough to respond whenever change occurs.

3.4   STRATEGIC DEVELOPMENT

In order to understand the complexities in which organisations operate and undertake strategic decisions, it is necessary to understand how strategy develops.

Strategic development results from change and creates challenges for management. It is necessary for all organisations to "manage strategic developments no matter the source" (Johnson and Scholes, 1999:46).

Strategic development can take various forms but it is generally best understood as continuous with incremental change taking place. During sustained periods of incremental change, strategy may remain fundamentally unchanged or there may be periods of flux, during which strategies may change without clear direction. Punctuated equilibrium is the tendency of strategies to develop incrementally with periodic transformational change. It is insufficient to merely react to environmental changes without question, as opportunities can then be missed, "resulting in incremental change lagging environmental change". This lag

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may result in a necessity for fundamental change, which is often "more difficult to accomplish. Transformational change is when fundamental change of strategic direction takes place" (Johnson and Scholes, 1999:45-46).

The *logical incremental* view of change is that due to the complexity of the environment it is impossible to consider and plan for all possibilities. As gradual implementation is easier, many believe it is beneficial to develop a successful core business, whilst incrementally moving to the chosen future position. The argument for this approach is that commitment by staff is increased due to the incremental nature of change and because implications are continuously being assessed (Johnson and Scholes, 1999: 55).

Grant (1994:389) asserts that careful attention to "systematic procedures for managing strategy development reduce the chances of omissions and poorly conceived actions". He discusses how using an administrative and planning system (PAS) offers mechanisms for co-ordinating strategy development and execution. He believes that PAS contributes substantially "to quality, timeliness and the structure of information that is readily available for important decisions" (Grant, 1994:390). Such systems monitor strategic issues, human resource requirements, capital budgeting, and operations and can be linked to analysis, choice and evaluation.

Manning (2001a: 46) contends that strategy development is in fact "change management" and implementation is frequently not successful because strategy and implementation are considered different issues. He makes a sound argument for strategy development to consider the broader issues of macroeconomics, politics, society, customer opinions, competition and the various implications of each.

Johnson and Scholes (1999: 26) argue that in order to understand "the challenges and prevent the constraints of past experiences and personal preferences affecting the strategy process" it is necessary to understand the explanations of the various development processes. Such an understanding enables questioning of assumptions within these experiences.

- *Crafting* considers strategy as a process whereby strategies develop from a manager's experience, sensitivity to the market and what is learnt from the market, i.e. it is not a formal process but develops incrementally with managers being proactive to adapt and build on existing strategies.

- *Complexity and Chaos Theory* is based on the premise that as the environment is unpredictable and complex, not everything can be understood. However, it is possible to become intuitive to this complexity and uncertainty, enabling appropriate responses. Proponents of this theory, thus, believe the issue is to build intuitive capability amongst managers.

- *Institutional theory* is based on the belief that managers think they have more choice in selecting strategy than they actually do. The way of doing things is similar in comparable operating environments since organisations exist in relation to other similar organisations (universities are similar and accountancy firms are similar). Operations and views become so 'institutionalised', it becomes difficult to question or institute change. Strategy development is less proactive due to the constraints of institutional cultures.

- *Population ecologists* believe that the way things are done is developed over time, whether within institutional frameworks or not. Development is inevitable but success depends on the extent to which 'the way of doing things' coincides with the needs of the environment.

(Johnson and Scholes, 1999: 25-28).

Strategic drift is what Johnson and Scholes (1999) term the situation when an organisation's strategy has gradually moved until it is no longer relevant. Ultimately performance is adversely affected as environmental change increases or strategic drift becomes more apparent. Strategic development is then likely to lack direction causing further negative impact on performance. As incremental change is the most frequent form of strategic development, this would result in strategies lagging environmental change, which makes it extremely important to detect *strategic drift* early.

Johnson and Scholes (1999: 503-504) list the symptoms of strategic drift as:
- "A highly homogenous organisational culture and paradigm with few differences about the assumptions of the organization".
- "Little tolerance of questioning or challenge and a readiness to dismiss new ideas".
- "Major power blocks to change due to resistant dominant leaders or people/groups resistant to change".
- "An organisation with little focus on its external environment, especially its customers" (strategy most likely based on internalised views).

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- "Deteriorating relative performance".

An organisation that has drifted will either have noticed changes but not reacted or missed detecting changes and present strategy will no longer be relevant. It can be useful to begin at a base case of the present situation, firstly considering what will happen if nothing is done to change the strategic direction and then compare these outcomes against other options (Johnson and Scholes, 1999).

3.5 CHARACTERISTICS OF STRATEGY & DECISION MAKING

In order to further enhance the understanding of the concept of strategy it is necessary to consider the characteristics of strategic decision-making.

Colenso (1998) specifies the characteristics necessary for strategy to be successful:

- Clarity regarding strategic purpose: by considering what the product "currently achieves for the customer" and not merely focusing on product characteristics. Intense focus on the "current product leads only to incremental improvement, frequently precluding the possibility of redefining the market" (Colenso, 1998: 52-53).

- Clarity regarding strategic intent: being aware of "what is driving the industry" (not merely reacting to it) and "consistently assessing change drivers against intent". It is equally important to decide on "what will not be done, as on what should be done" (Colenso, 1998: 56-57).

- Involvement of employees to establish purpose, strategic intent, vision and values: empowerment will more readily lead them to align with the strategy and influence its formulation and implementation. Very important as each employee has a unique perspective of organisational processes.

- Clearly defined key success factors (KSFs): "what must be achieved to support each statement of strategic intent by describing successful outcomes for the organisation. KSFs can be considered objectives, which generate operating plans" (Colenso, 1998: 63).

- An understanding of current strengths and capabilities, what skills and competencies are required for the future and how to obtain and develop those not currently available.

"Strategy defines a framework for guiding the choice of actions" regarding the products to be offered, the resources, capabilities and organisational structure required to successfully produce and market the offering and necessary human resource policies to successfully implement the strategy (Saloner, Shepard & Podolny 2001:4). Developing a conceptual map of all the influences, as in Figure 3.2, will result in a comprehensive understanding of all relationships and interactions. This 'conceptual map' enables management to think strategically at all times and translate formulated strategy into successful outcomes (Saloner, Shepard & Podolny 2001).
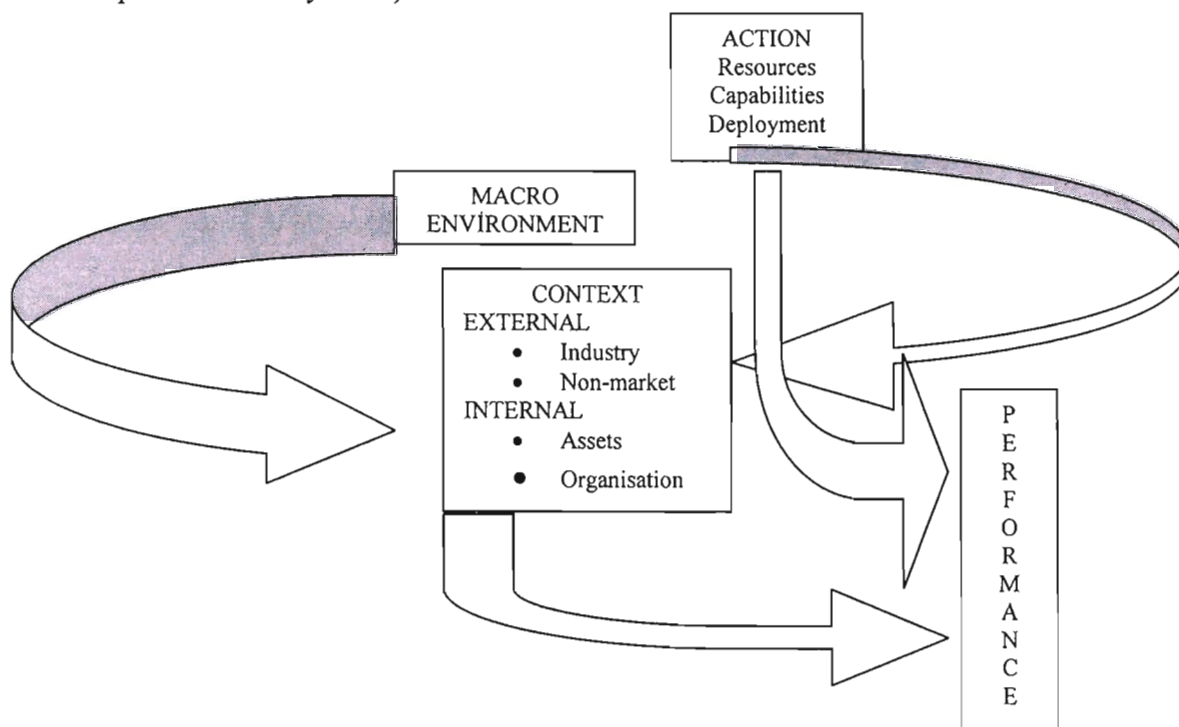
Figure 3.2: Dynamics of Business Strategy (Saloner, Shepard & Podolny, 2001:20)

Colenso (1998: xiv) uses an analogy of the human body to describe the required characteristics. The body, he argues, "delivers its functional benefits continuously, efficiently and without the intervention of a management system intent on issuing and agreeing objectives". Each part of the body delivers its functional benefit, knowing clearly what it has to do, adjusting to its environment when necessary and only requiring "the brain (boardroom) when it can no longer cope".

Saloner, Shepard & Podolny (2001: 24) caution that strategy should not be confused with the mission, values, vision and purpose, all of which complement strategy. Lynch (2000:11-12) comments on the key elements of strategic decisions so as to "deliver long-term added

value": development of processes to deliver a strategy that offers sustainable competitive advantage by linking the organisation to a vision of its future environment.

Manning (2001a) states that strategy, leadership and change management are interlocked and that for effectiveness it is critical to understand the inter-relationships between these factors. Manning (2001a:32) argues that these principles should be a basic ethos for all organisations:

- "*Focus* resources" where their optimal use can be realised (critical for success).
- "Continually drive up customers' perceptions of *value*". Even if one person makes such decisions, everyone must carry this out (customer satisfaction is driven by all).
- Everyone should consciously be trying to "simultaneously drive down the *cost*" of operations (cost containment facilitates investment in the resources and capabilities required for success).

Strategic decisions are usually complex, therefore, an integrated approach to strategic decision-making is necessary. These decisions are not of a functional nature but involve the operation of the entire organisation.

3.6   STRATEGIC MANAGEMENT

As early as 1954, Peter Drucker affirmed that management did not involve passive-adaptive behaviour, rather that action was needed to ensure positive outcomes for an organisation. Fahey (1994:3) regards strategic management as how the organisation lays "the foundation for tomorrow's success while competing to win in today's marketplace". Brandt (1981) emphasises that strategic management goes beyond strategic planning, to link daily activities to long-term planning and decision-making processes within a dynamic organisation.

Strategic management is "the process of strategic decision-making, the scope of which is greater than that of operational management, involves non-routine situations and extends beyond the decision process to ensure strategy is effected" (Johnson and Scholes, 1999:16).

Stacey (1993:5) and Figure 3.1 show how strategic management is encased in a "feedback loop that considers the dynamics of interactions and connects analysis with choice and action". Strategic management involves the inter-related processes shown in Figure 3.3
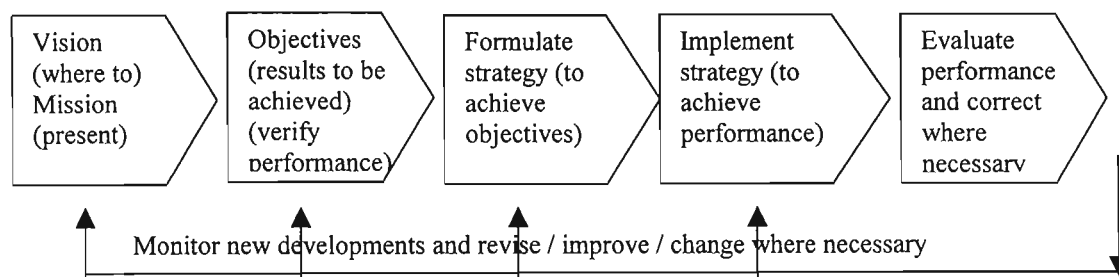
Figure 3.3: The Strategic Management Process (Adapted Thompson and Strickland, 2001: 7)

Colenso (1998) believes that employee empowerment has resulted in a shift of how organisations are driven. This shift, from the boardroom to managers, has changed the roles, with top management out networking, whilst the middle manager is assuming more responsibility for strategic management.

However, Johnson and Scholes (1999:16) consider strategic management "to be difficult for functional managers", as they are trained to take operational responsibility for their daily tasks by utilising the resources under their control. They assert that strategic management must look beyond these functional issues to an overview of the entire organisation based on a conceptualisation of difficult issues. Most functional managers do not have the necessary capability to manage or influence strategy and focus their attention on the financial, human resource or marketing aspects alone, each of which is important but cannot be considered in isolation (Johnson and Scholes, 1999).

Ondorf (2002:60) agrees with this view, he states that "management research shows that the more strategic the function, the more critical it is that those involved have the ability to easily traverse a broad range of disciplines".

In order for employees to understand how they contribute to achieving the strategic intent, they must have a clear idea of the strategy, understand how their activities contribute to achieving successful outcomes and acknowledge the impact of their actions on the organisation. To achieve this comprehensive understanding and to create ownership, employees must participate in strategy formulation (Colenso, 1998). To facilitate this, visionary, participative leadership is required.

Strategic management is linked to strategic marketing and thus requires an understanding of the concepts of 'market' and 'market share'. The 'market' can be considered the area in which the price and demand for the product are set. 'Market share' is the percentage of sales an organisation receives in its defined 'market' (Chandler, 1987). It may be necessary to redefine the market in order to increase market share.

The first step in the process of strategic management is establishing direction by developing the mission, vision and objectives. This leads to analytical decisions and strategy formulation that will achieve success for the organisation in its selected markets. Consideration of how the organisation should be configured is also part of the process, as well as ensuring effective implementation of selected strategy and assessment of agreed to targets against performance.

3.7   THE CONCEPT OF STRATEGIC ANALYSIS
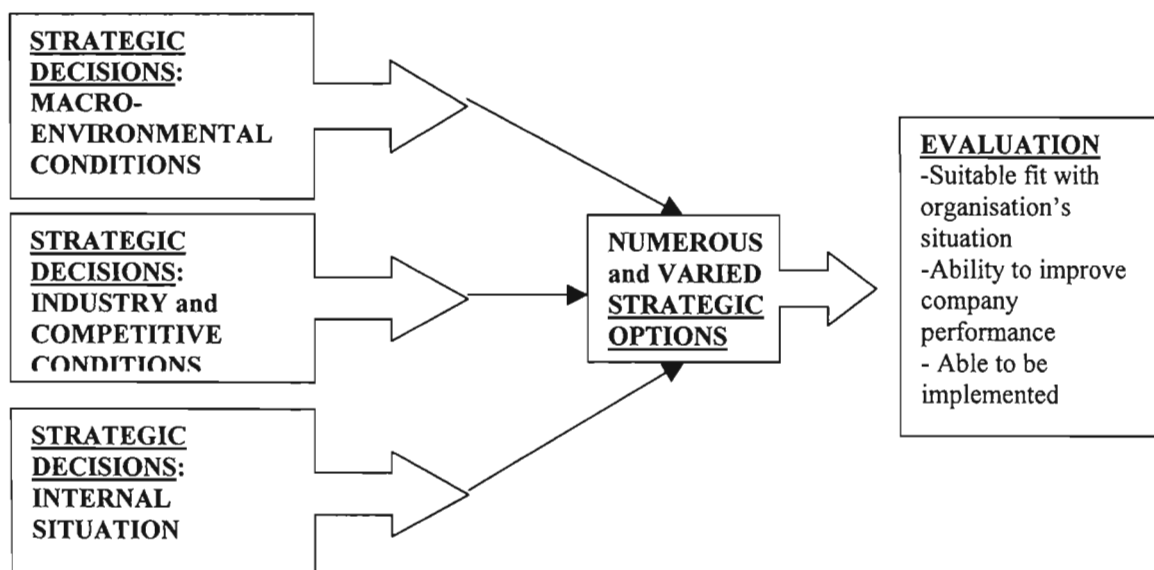
Figure 3.4: Strategic Thinking and Strategic Analysis Lead to Good Strategic Choice
(Adapted from Thompson and Strickland, 2001:75)

Strategic analysis, involves understanding the strategic position of the organisation in terms of its external environment, internal resources and competences and the expectations and influence of stakeholders (Johnson and Scholes, 1999:17). Figure 3.4 provides a simplified view of the flow of strategic analysis. When undertaking strategic analysis it is necessary to establish what changes are taking place in the environment and the resulting effect on the organisation and its activities. It is also necessary to "analyse the current competencies and resources and establish how they can provide advantage or yield opportunities". The purpose

of the organisation and stakeholder aspirations must also be considered. Consideration must also be given to corporate governance and ethical issues (Johnson and Scholes, 1999: 19). Fahey (1994:27) considers the mindset of those involved, as an important issue, as this affects decisions taken. He discusses this mindset as made up of: "what they strive to attain for the organisation, what they consider to be important, their beliefs regarding relationships and their assumptions".

Lyles (1994:294) suggests that management is in a position to "influence the problem frame" wherein ideas are created and challenged by "how the issues are framed, e.g. as a problem, an opportunity or a crisis, thereby influencing the alternatives generated". He contends that management should use this influence to propose numerous alternatives, developed in "sufficient detail". However, he does acknowledge that management frequently lacks the knowledge and capacity or see it as too time consuming but states it is absolutely essential that all the obstacles to alternative creativity are removed and the necessary resources provided, which encourage numerous alternatives in order to "prevent extrapolating the present into the future".

Fahey (1994) considers it a challenge to remain strategically focused in order to detect opportunities and not merely make statements regarding the future. Those who conduct analysis must "dare to break free of the intellectual shackles that the past imposes on anyone who tries to anticipate the future" (Fahey 1994:27). Strategic analysis should not be focused exclusively on industry structure, current products and current competitors. It is necessary to consider all areas that may possibly impact on an organisation, so that valuable adjustments can be made so as to exploit any opportunities (Narayan and Fahey, 1994). Most change arises from within the macro-environment, e.g. regulations, demographics and lifestyles. Macro-environmental change can affect all areas of the organisation and such changes raise relevant issues. It is imperative that all impacts are considered to enable the adoption of strategies that anticipate and can benefit from change.

The analytical process should

- initially analyse the macro environment: to identify developments that may impact on the industry and/or organisation,

- followed by the micro-environment: to ascertain the organisation's competitive position within the industry and identify any possible impacts in order to assess long-term sustainability (the primary problem is to define what constitutes the industry)

- and then the internal organisation: to examine the processes, resources and capabilities that are available or are required.

Manning (2001a:25) argues that the effect of the environment is determined to a great extent on the "way you choose to deal with it". "You need to create the circumstances in which things are most likely to go your way" (Manning, 2001a:25). However, this argument does not detract from the fact that it must be understood, as it cannot be effectively dealt with it if it is not understood. This is not only true of the external environment. The way in which the internal environment is dealt with also determines its effects. It is necessary to facilitate strategic thinking throughout the organisation so that all understand the impact of current and potential changes.

In dynamic conditions the greatest success is achieved by establishing an organisation that can readily adapt to changes that occur by creating an organisational culture that is intuitive and questioning about the future (Manning, 2001a). The fundamental challenge is for the organisation to be in a position to exploit what is available today, whilst at the same time it builds for tomorrow.

The next section discusses the various management tools that have been developed in order to assist in making informative strategic analyses.

3.8   TOOLS FOR STRATEGIC ANALYSIS

There are many conceptual frameworks and analytical methodologies for analysis. Analysis leads to "an understanding of the current state of the organisation within its industry and the potential future state, in order to assess the implications of strategic decisions that are made" (Fahey, 1994:26).

Manning (2002b:5) acknowledges there is a large body of "management theory" and numerous tools for analysis but believes "most managers would do better using fewer tools and using them well" because "no one needs the whole toolkit to be effective". Despite this

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argument, Manning (2000; 2002c) has also developed 'tools', which are included in this discussion.

3.8.1 PEST Analysis

To establish "a forecast of the future or interpret impacts from the past" (Lynch, 2000:110). Manning (2001b:5) expresses the belief that "assumptions about the future … are based on past experience or speculation … and the best predictions are mostly wrong". However, PEST Analysis is widely used to develop an understanding of the issues that arise from the macro-environment and their possible impacts on the industry and the organisation. The issues for consideration during a PEST Analysis are summarised in Table 3.2.

Table 3.2: Issues for Consideration in a PEST Analysis

P: POLITICAL	E: ECONOMIC	S: SOCIAL	T: TECHNOLOGY
Political parties Legislation Government ownership of industries and Attitude to monopolies and competition	Inflation Gross Domestic Product Disposable income Exchange rates Investment levels Unemployment rates Energy costs	Income distribution Demographic changes Lifestyle changes Values and culture 'Green' issues Work and leisure attitudes	Research initiatives New patents and products Speed of change and adoption of new technology

3.8.2 Porters Five Forces

A framework (see Figure 3.5) to analyse the nature and intensity of competitive forces, "to establish the main sources of competitive pressure and how strong each competitive force is" (Thompson and Strickland, 2001: 79). A primary problem is the definition of the industry.

SUBSTITUTES
Threat of substitute products

SELLERS
bargaining power of suppliers

RIVALRY AMONG COMPETING SELLERS

BUYERS
bargaining power of buyers

threat of new entrants
POTENTIAL NEW ENTRANTS
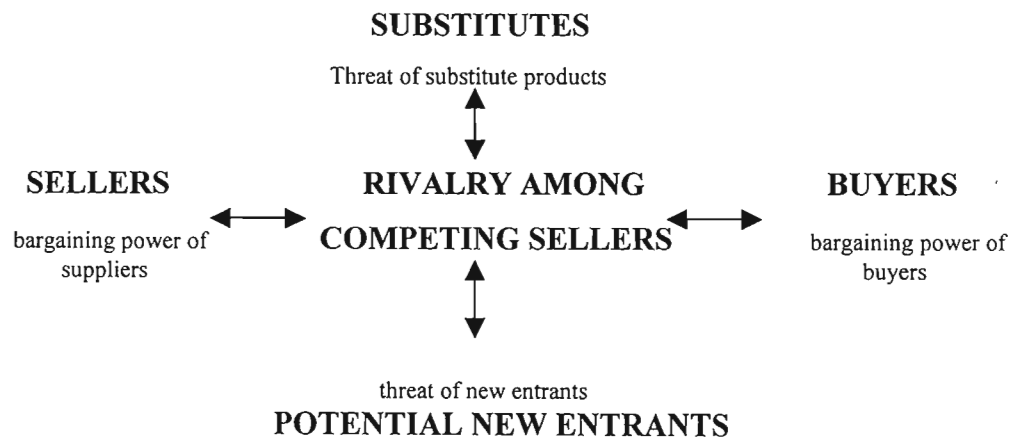
Figure 3.5: Porter's Five Forces Industry Analysis Framework (Source: Saloner, Shepard & Podolny, 2001:126)

3.8.3 SWOT Analysis

This analysis matches an organisation's resources and capabilities to the environment in which it operates by identifying the strengths, weaknesses, opportunities and threats (QuickMBAa). Relevant strategies are shown in each segment in Figure 3.6.

STRENGTHS

S-O Strategy
Pursue opportunities
that fit strengths

S-T Strategy
Identify strengths that
can reduce vulnerability
to external threats

OPPORTUNITIES ◄─────────────────────────► **THREATS**

W-O Strategy
Overcome weaknesses
to pursue opportunities

W-T Strategy
Establish defensive plan
to prevent weaknesses
exacerbating external
threats
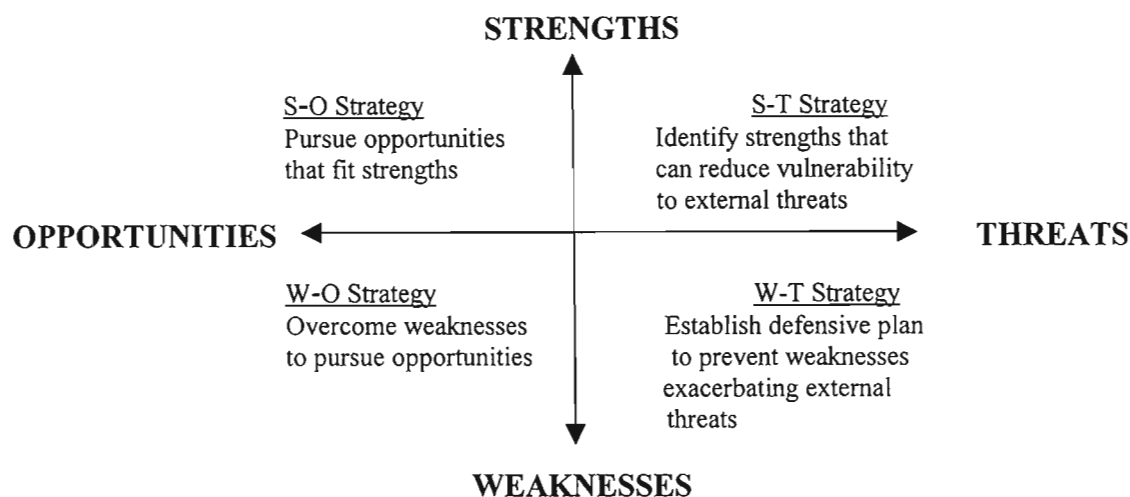
WEAKNESSES

Figure 3.6: SWOT Analysis (Source: QuickMBAa)

The information gained from a SWOT Analysis can be used to conduct:

- Impact Analysis to assess "the impact of environmental change on the current strengths and weaknesses ... which will identify the key issues". "The identified strengths, weaknesses, opportunities and threats are scored and collated into a matrix to show which are the most critical and those that will be the most affected" (Jacobs, Shepherd and Johnson, 1998:126).

- Suitability Analysis to "screen strategy options". A matrix is collated to show "each strategic option against external changes, strengths and weaknesses". This assists to establish which strategy is the most suitable to adopt (Jacobs, Shepherd and Johnson, 1998:129).

- Sensitivity Analysis to test "the underlying assumptions of strategic alternatives" (Jacobs, Shepherd and Johnson, 1998:132).

- Situation Analysis to "gather and analyse the information needed" regarding stakeholder perceptions, evaluate and analyse programmes and define implied strategies for the organisation in its environment (http://www.allianceonline.org/faqs/spfaq8.html).

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3.8.4   Strategy Canvas

The relevant issues are plotted on a graph, as shown in Figure 3.7. This graph clearly depicts the strategic profile, showing the factors affecting competition amongst industry players, those factors that might in the future and a profile of competitors. The benefits of this tool are shown in Table 3.3. The "Value curve" or strategic profile shows how an organisation invests in resources and capabilities and how best it should in the future (Chan Kim and Mauborgne, 2002).

Table 3.3: Benefits of Strategy Canvas

VISUAL	EXPLORATIVE	COMMUNICATION	IMPLEMENTATION
comparison to competitors and readily see where strategy needs to change	observe the advantages of alternative products and see which factors to eliminate, create, or change	Ease of comparison of different profiles	only those projects and operational moves that allow your company to close the gaps to actualise the new strategy.
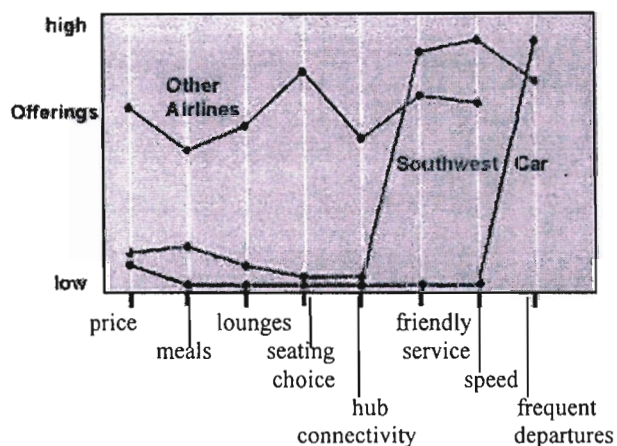
Figure 3.7: An Example of a Strategy Canvas (Source: http://hbswk.hbs.edu/pubitem. jhtml?id=3020andsid=oandpid=oandt=leadership)

3.8.5   Life Cycle Analysis

This analysis can be done as part of the industry analysis to glean an understanding of the rate of market growth. The implications of each stage in the life cycle, from introduction, through growth and maturity to decline, are examined. It is not always easy to determine the duration of each segment. It is also difficult to assess, as at each stage competitive pressures may be different from what was expected (Lynch 2000). It is also used in strategic marketing to determine the "appropriate marketing mix of product, place, promotion and price" for each stage of the life cycle of a product (Bhowan, Hosking, Msweli-Mbanga and Naidu, 2001:23)

3.8.6 Scenario Analysis

A "model of a future environment" is used to investigate strategic implications and explore the outcomes of these events. It is not used to "predict the future", it examines "different situations with alternative starting points" and the consequences of each alternative is explored to show how it is expected to unfold (Lynch, 2000:111).

3.8.7 Comparative Analysis

This is an assessment of competencies against 'best-in-class'. Benchmarking, as defined by international management consultancy group AT Kearney, is "an objective and comparative evaluation of processes using indicators established through direct research among a representative group of similar or competing organisations, which can lead to the implementation of best practice" (as cited in Tomlinson, 1998:63). Benchmarking requires "detailed data gathering and analysis that varies according to the quality and detail required". The common forms of benchmarking include, "competitor analysis, sales force intelligence, mutual exchange of data and the database approach" (Tomlinson, 1998:64-65).

3.8.8 7Ps Framework

"This framework provides the discipline" to "examine the current situation from the numerous perspectives identified in the model ... to ensure all possibilities are considered" (Manning 2000:2). These "7Ps need to link together and complement each other ... and over time the bonds become tighter but ... the better the integration, the harder it becomes to change" (Manning 2000:2). Manning (2000:2) argues that if consideration is frequently given to the model and "current thinking is challenged" within the framework, then an organisation will "adapt to new realities and develop new advantages". At the centre of the model is Purpose (why the organisation exists). The other perspectives, which link to one another and the purpose, are:

- Philosophies: "the guiding beliefs with regard to strategy, people, processes, competitors and social responsibility".
- Positioning: "who the customer is and how the organisation wishes to be perceived".
- Products: "what is offered, what is its difference and why it should be important to the customer".
- Processes: "what and how things are done".
- People: "who is employed and how they are managed".

- Partners: those who "assist in achieving the organisation's goals and how these relationships are managed"

(Manning 2000:2-5).

3.8.9   5Ss Framework

This is a "systems view framework for value delivery". It provides a "holistic view" that will identify the difference that customers value and how this will be delivered (Manning, 2000b:3). Manning (2002c:2) argues that whilst the value chain is a useful tool, it "assumes that value delivery is a neat, step-by-step process". Manning's (2002c:2) 5Ss framework "is based on the reality that an organisation operates in a world of many stakeholders with different agendas and that value is increasingly created through knowledge and relationships. This revolutionary management tool ... helps you to think about issues that the traditional value chain ignores and considers that whilst many activities are important for success, they are relatively worthless until they are all pulled together". This framework can be used in conjunction with the 7Ps framework to establish where the organisation is now and what is necessary to be successful in the future. All the elements of the model are linked to each other but "the most important is Synthesis, the ability to pull it altogether" (Manning, 2000b: 5), the "most critical factor in effective execution" (Manning, 2002c : 2):

- Sensing: "the ability to rapidly detect change, opportunities and threats ... and see the connections between them" and how this understanding of the internal and external environment is used.

- Sourcing: ascertaining what resources are required and the best way to obtain them.

- Serving: what is offered, the difference and why it matters, "the ability to deliver the value that customers expect".

- Symbiosis: "the ability to live in reasonable harmony with all stakeholders" by creating meaningful relationships.

- Synthesis: "the ability to pull everything together so the whole value system is aligned to create real synergies and drive down costs".

Manning (2002c:2-3)

3.8.10 Porter's Value Chain

The value chain is used to identify the resources and competencies needed to enhance competitive performance by mapping process flows to highlight the value-creating activities. Examination of the value chain shows how the primary activities are carried out, how these

activities are facilitated by the support activities and identifies the linkages between these value creation activities (QuickMBAb). Manning (2002c:2) explains the value chain as "a set of discrete activities: buy, make, sell, service" and another "set of activities: parenting, financing, human resource management, technology" which add value to the organisation. Quinn (1994:246) states that "in order to achieve a true competitive advantage it is necessary to develop innovative capacities, experience factors and an understanding of the market, all knowledge-based value chain activities, which must be concentrated on to achieve advantage".

3.8.11 GAP Analysis

Gap Analysis (Johnson and Scholes, 1999:365) is a technique used to identify the extent to which existing strategies will fail to meet performance objectives in the future. Key performance criteria are identified and postulated into the future, year by year. An assessment is then undertaken to evaluate whether these performance criteria will be achieved using the current strategies. This forecast will reveal a possible gap between forecast and required levels and then strategies can be implemented which will address closing the gap. Gap Analysis is used extensively in the public sector to establish resource provision. Here consideration is given to quantifiable targets such as productivity or less subjective areas such as levels of quality and service. In Gap Analysis it is not acceptable to merely 'pro rata' future resource requirements as a function of forecast demands. When such an analysis is undertaken it "frequently leads to consideration of innovative ways in which to deliver service" (Johnson and Scholes, 1999:367)

3.9 FOCUS & APPLICATION OF TOOLS IN STRATEGIC ANALYSIS

The details in Table 3.4 are derived from the discussions of Ambrosini (1998), Christensen (1994), Collis and Ghemawat (1994), Narayan and Fahey (1994), Thompson and Strickland (2001), Saloner, Shepard & Podolny (2001), Manning (2000, 2001a, 2002b, 2002c); Johnson and Scholes (1999), Pearce and Robinson (2003), Chan Kim and Mauborgne (2002) and Gary (2002).

This table details the issues that must be considered when undertaking the various analyses. It suggests the most appropriate tools, from those discussed in section 3.8, for each area of focus.

Table 3.4: Areas of Analysis: Focus & Respective Tools

STRATEGY	FOCUS	TOOLS/ACTIONS
PURPOSE	Define the product currently provided and current customers Describe customer benefits and expectations of quality Consider all of above in the context of the future environment Assess Mission/Vission/Objectives/Goals	Strategy Canvas (see 3.8.4) 7Ps Framework (see 3.8.8)
MACRO-ENVIRONMENTAL ANALYSIS: EXTERNAL	Simple or complex and assess signs of change Possible government action: legal changes in financial policy, labour laws, etc. Public opinion, media and the local community External stakeholder claims and demands. Socio-economic & cultural effects: unemployment rates, health issues (HIV/AIDS), political stability Technology advances Demographics: population size, age structure, geographic distribution, ethic mix, income levels Life styles: household formation, work, education, consumption patterns, leisure Social values: political values, societal values, economic and technological values Economic conditions: inflation, economic growth Identify opportunities/threats from unfulfilled needs or any other factors.	PEST analysis (see 3.8.1) O and T of a SWOT Analysis (see 3.8.3) Strategy Canvas (see 3.8.4) 7Ps Framework (see 3.8.8) 5Ss Framework (see 3.8.9) Situation Analysis (see 3.8.3)
MICRO-ENVIRONMENTAL ANALYSIS: INDUSTRY and COMPETITOR	What organisation does to create and maintain customer perceived value What delivers success What constitutes a substitute: look beyond current products at what can be used as a substitute - assess products in the way potential buyers perceive them not merely on technical components Competitor analysis Who else provides/can provide the benefits Industry growth rate Changes in technology, trade barriers or regulations Characteristics of market context: demand (competitors) and supply side (other technologies) Assess key drivers of change: technology, trade barriers, regulations Identify opportunities/threats from changes in customer tastes, unfulfilled needs or any other factors Collaboration/strategic alliances (alternative to competition): identify areas of collaboration that can realise greater value added, allows concentration on core competencies, etc.	Porters 5 Forces (see 3.8.2) Comparative analysis (benchmarking) (see 3.8.7) O and T of a SWOT Analysis (see 3.8.3) Situation Analysis (see 3.8.3) Strategy Canvas (see 3.8.4) 7Ps Framework (see 3.8.8) 5Ss Framework (see 3.8.9) Life-Cycle Analysis (see 3.8.5)

Table 3.4 (continued): Areas of Analysis: Focus & Respective Tools

STRATEGY	FOCUS	TOOLS/ACTIONS
INTERNAL ANALYSIS	Core competencies: provide access to wider markets, significant contribution to customer value Resource strengths: difficult to imitate and leverage for end product benefits Examine the Value Chain Identify strengths: patents, brand name, reputation, cost advantages, exclusive or favourable access to resources and distribution channels Identify weaknesses: poor reputation, high costs, lack of access to resources and key distribution channels Collaboration (strategic alliances) and outsourcing as a means to improve value added Effects of employment policies: Black Economic Empowerment, Employment Equity Act, affirmative procurement policies Quality of programmes/products	Value Chain Analysis (see 3.8.10) SW of a SWOT Analysis (see 3.8.3) Strategy Canvas (see 3.8.4) 7PS Framework (see 3.8.8) 5Ss Framework (see 3.8.9)
IMPACT ANALYSIS	Both internal and external contexts Establish the effects of various influences and strategies	SWOT: Impact/Suitability/Sensitivity (see 3.8.3) Strategy Canvas (see 3.8.4) 7Ps Framework (see 3.8.8) Scenario Analysis (see 3.8.6)

3.10   THE CONCEPT OF STRATEGIC CHOICE & EVALUATION

Strategic choice, involves "understanding the underlying factors guiding future strategy, generating strategic options for evaluation and selecting from among them" (Johnson and Scholes, 1999:20). Here it is necessary to identify stakeholder expectations and their influence, customers, markets and competencies to generate options for consideration.

It is necessary to assess the various alternatives identified in order to establish the most favourable strategic direction to follow. This assessment should include the ways to achieve the goals, how to capitalise on opportunities identified and how to avoid any potential threats. These alternatives may be within the context of the current strategy, may be a new approach to an issue or may reflect a radical change. Whatever the source of alternatives it is imperative that when performance deterioration occurs an effective evaluation is undertaken.

Lyles (1994:278) asserts that a wider variety of alternatives results in improved assessment than when the alternatives are "merely variations on a theme". When alternatives are varied and particularly when different from present strategy, it compels decision makers to appraise the alternatives more thoroughly. In addition, alternatives considered easy to implement and ones that do not challenge existing goals are usually the result of insufficient identification (Lyles, 1994).

In order to reduce the likelihood of poor decision choices, it is vitally important that numerous, varied and valid alternatives are generated and that each is fully understood and reviewed adequately. It is important for all possible outcomes to be considered and a useful way to assess this is by allocating resource requirements to each option, during the evaluation process (Lyles, 1994). Scenario analysis is a useful tool.

Addressing suitability is "a useful method to initially screen options prior to undertaking more detailed analysis concerning acceptability" and feasibility (Johnson and Scholes, 1999:355) The details are summarised in Table 3.5.

Johnson and Scholes (1999:355-386) and Day (1994:297-315) state that selected strategy must be:
- sustainable in the long term (distinctive capabilities and resources required, economies of scale and scope and customer relationships).

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- able to be implemented.

- feasible in that the organisation has the necessary competencies and resources to deliver the strategy.

- supported by key implementers.

- consistent across levels of strategy.

- acceptable with regard to performance outcomes on risk and return.

- suitable to addresses the circumstances in which the organisation is operating.

Table 3.5: Assessing Outcomes Against Key Criteria of Suitability, Feasibility & Acceptability (Johnson and Scholes. 1999)

CRITERIA	ASSESSMENT	OUTCOME
SUITABILITY Suitability concerns whether the strategy addresses the circumstances in which the organisation is operating	Life Cycle Analysis	Establish position in the life-cycle and competitive position
	Positioning – framework of product and market strategies	Key resources required in relation to strategies
	Value Chain Analysis	Relates activities to competitive strength
	Portfolio Analysis	Approach to strategic business units
	Business Profile Analysis	Extent the strategy matches performance parameters
	Ranking	Evaluate fit to factors from strategic analysis
	Decision Tree	Ranked assessment of options for different criteria
ACCEPTABILITY Acceptability concerns the expected performances outcomes, e.g. risk or return if the strategy is implemented	Profitability ratios	Profitability
	Return on investment/Discounted cash flow	Investment appraisal
	Liquidity/leverage ratios	Risk
	Activity ratios	Assess collection and payment periods
FEASIBILITY Feasibility is concerned with whether the organisation has the resources and competencies to deliver a strategy	Culture, skills and resources internal to the organisation	Assess whether strategy can be delivered
	Competitive reaction and other forces external to an organisation	Assess whether strategy can be delivered
	Management commitment and expertise.	Assess whether strategy can be delivered

3.11 IMPORTANT STRATEGIC CONSIDERATIONS

Before discussing the implementation of strategy, it is necessary to consider other issues that are at the centre of strategic management. These issues are organisational culture, leadership and change management. For the purposes of this dissertation it is also necessary to consider public/non-profit entities and how services differ from products, which leads to a discussion on the Resource Based View of the firm.

3.11.1 Organisational Culture

Culture is "the commonly held values and beliefs of individuals within the organisation" (Saloner, Shepard & Podolny, 2001: 76), that which is taken for granted (Johnson and Scholes, 1999:73). This culture can either constrain or enable organisations. Culture can provide an opportunity for promoting communication and resource sharing across groups and sub-groups (Saloner, Shepard & Podolny, 2001).

"A clearly understood and consistently supported set of values provides a framework, about the way things are done" (Colenso, 1998:149), "a code of behaviour of how the job will be done" but "values are different from procedures" (Colenso, 1998:142). Involvement in the creation of values enhances understanding of the job and appreciation of the organisation and employees gain insight into the motivation of others, enabling improved interactions with colleagues in the future (Colenso, 1998:142). Values should be deeply committed to by all. "If time and risk is taken to determine values, they must be lived by, be seen to be lived by and people must, regardless of seniority or rank, be capable of being held to account for breaching them" (Colenso, 1998: 143).

There are many cultural frames of reference, which influence strategy. Culture, though, is mostly tacit, evolves over time and is used to make sense of situations. The paradigm is "different from the routines and values and the strategy but the paradigm does inform the strategy and the values of the organisation" (Johnson and Scholes, 1999: 59). Johnson and Scholes (1999) discuss the 'Cultural Web' of an organisation but acknowledge it is difficult to describe due to it being so embedded in how the organisation operates. Johnson and Scholes (1999) discuss the paradigm as the set of assumptions about the organisation and is informed by

- The "routines of how things are done" (Johnson and Scholes, 1999:74).

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- The "rituals by which the organisation shows how things are done" (Johnson and Scholes, 1999:76).
- The stories of the organisation that convey what the organisation considers is important.
- The symbols, which show the nature of the organisation, expressed in the various privileges afforded the different levels of staff.
- The control systems, which are the measurement and reward systems, conveying what the organisation considers is important.
- The organisational structure, which reflects the power structures.

Manning (2001a:49) acknowledges that change may be difficult to effect but argues that it is possible to change this "by first changing what people do". Employees need to understand that "the ways things are done are not necessarily 'cast in stone', as other ways can possibly work better". He supports this view with this argument: "psychologists have advised for over 100 years that you don't change behaviour by changing minds. You change their minds by changing their behaviour". Manning (2001a:49) asserts that it is relatively simple to encourage the appropriate behaviour of employees by "informing them about why new results are needed ... set new goals ... involve them in identifying priorities and in creating action plans".

Manning (2002b:6) comments that no company can be a "social club", employees must be held accountable and managers should expect deadlines to be met. Manning (2002a:4) argues that the traditional team building exercise (rafting, playing games) is a "pointless distraction". In his Strategy Letter Issue 29 (2002a:4), Manning expresses doubt regarding the form of team building where employees are put "in a room with a shrink and have them let it all hang out" as he believes this focuses on weaknesses rather than strengths. 'All-weather managers' sail through everything, they are team players who make their teams effective: "They do not do this by sending them out on wilderness courses" ... or "letting their emotions hangout with the help of psychologists", they do it by careful selection and effective leadership and communication (Manning: 2001c:5), Manning (2002a:4) also argues that "constructive feedback sessions" can hide dangerous insults. His argument is that an organisation is a community that needs to work together, therefore, team building cannot be done occasionally and out of the workplace. This argument is supported by his belief that "the best team

building takes place on the job", as successful outcomes can only be achieved by challenging people, providing them with the necessary information to make decisions, providing the resources, support and encouragement to reach their potential and open and honest communication at all times (Manning, 2002a:4).

Gratton (2003) cautions that as organisations are complex cognitive systems, care must be taken of how meaning is created, the messages conveyed, the symbols used and the cues that are given by policies and practices.

3.11.2 Leadership in Relation to Successful Outcomes

Leadership is an important issue in strategic management as leaders must be able to respond to change, guide the process of analysis, consider the various impacts that may affect the organisation, adjust the infrastructure when and where necessary and integrate the various processes. "Effective managers continually adapt and sometimes radically alter strategy … these actions are the substance and focus of strategic leadership. The purpose of leadership is to make a difference by increasing the chances of winning in the market place and building and sustaining an organisation that supports and executes marketplace strategy" (Fahey, 1994: 33). "A leader's singular job is to get results but even with all the programmes and advice available, effective leadership still eludes many people and organisations" Goleman (2000).

Robbins and DeCenzo (2001: 345) propose "all managers should ideally be leaders as no one has empirically demonstrated that leadership ability is a handicap for a manager". If there are differences between a 'manager' and a 'leader', then what are they? 'Managers' are appointed to their positions, with the power to reward and punish but their ability to influence others is only based on the authority gained from this appointment. Whereas the influence of a 'leader' frequently extends beyond that person's formal authority (Marino, 1999; Tichy and DeRose, 1995).

Is there a difference between the capabilities of a manager and a leader in creating successful strategic outcomes? Management is about planning, organising and control and in line with Robbins and DeCenzos' (2001) proposition this is extended to include leadership. However, Mariotti (1998) argues that leaders do not necessarily have the ability to perform the

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management tasks of planning, organising and control and, therefore, not all leaders should hold management positions.

What then are leadership capabilities and traits? Robbins and DeCenzo (2001:345) suggest that effective leaders consistently show the following capabilities and traits: "drive, a desire to lead, honesty, integrity, self confidence, intelligence and job relevant knowledge". Bennis and Thomas (2002), in their discussion on leaders, contend that leaders display the following characteristics: "adaptive capacity, optimism, tenacity, first class 'noticers', geniuses at grasping context and neoteny (youthfulness)". Manning (2002b:8) claims that the "extra-ordinary relationship" that leaders have with their followers "begins and ends with integrity".

The trend of leadership is to move towards a more participative style. Fiedler (1967) proposed that effective performance depended on the proper match between a leader's style of interaction with employees and the degree to which the situation gave control and influence to the leader, i.e. leadership style is a key success factor. Behavioural leadership theories "differentiate between effective and ineffective leaders and study the effectiveness of autocratic and democratic styles of leadership" (Robbins and DeCenzo, 2001:360). Tannenbaum and Schmidt (1973) developed a continuum of leadership behaviours and suggest that the tendency toward a democratic employee-centred leadership behaviour increases employee motivation, decision quality, teamwork, morale and hence overall performance and capability. Colenso (1998) also suggests that the shift toward employee empowerment has improved performance outcomes. Manning (2002a:3) does not believe this is true as he bravely suggests that "empowerment, believed by many to replace management 'control', may very well be the reason why so many companies under perform". He believes that success comes from communication, respect and an environment where employees are inspired.

Goleman (2000) concludes that quantitative research on leadership has resulted in an understanding on "what leadership behaviours yield positive results". He discusses six styles arising from his work on emotional intelligence, which assesses self-awareness, self-regulation, motivation, empathy and social skills. He concluded that emotional intelligence was twice as important as technical skills and intelligence (Goleman, 1998). Goleman (2000) asserts that each of the six styles affects the working environment and thus performance and believes that successful leaders may vary their style frequently. The styles are: "coercive

(demand immediate compliance); authoritative (mobilise people toward a vision); affiliative (create emotional bonds and harmony); democratic (build consensus through participation); pace-setting (expect excellence and self-direction); coaching (develop people for the future)" Goleman (2000).

It is argued here that managers also require all of these traits and capabilities in order to effectively influence successful strategic outcomes. Considering these arguments, leadership in the context of this section, deals with those who have the management authority of their positions and who have the capabilities and traits inherent in effective leaders.

Manning (2001a:14) observes that successful leaders "create a context of trust and confidence, in which employees build their competencies and perform to their full potential". Manning (2002b:7) defines leadership as "the achievement of a specific purpose through others". Leaders must be "accountable, must make their intentions clear and must constantly be a source of inspiration for others" (Manning, 2002b: 7).

Roberto (2002) suggests that the 1996 Mount Everest tragedy provides an understanding of the influence of leaders as the tragic "events of that day hold lessons for managers". "On 10 May 1996 five mountaineers from two teams perished whilst climbing Mount Everest. Twenty-three climbers reached the summit. Five climbers did not survive the descent, two of whom were extremely skilled leaders with much experience on Everest ... insufficient debate among team members can diminish the extent to which plans and proposals undergo critical evaluation ... once a final decision has been made they cannot allow continued dissension to disrupt the effort to turn that decision into action ... Leaders need to engage in a delicate balancing act with regard to nurturing confidence and commitment and dealing with dissent within their organisations." He suggests that an analysis of this tragedy shows that leaders should be careful, as the perceptions and beliefs of those they lead are shaped by their words and actions. Roberto concludes that the two team leaders who perished "made a number of seemingly minor choices ... which impacted on the people's perceptions of their roles, status and relationships with other climbers and ultimately these perceptions and beliefs constrained the way people behaved when the groups encountered serious obstacles and dangers".

Ondorf (2002:59) emphasises the human relationship component of leadership, successful leadership "is reliant on the ability to establish, cultivate and manage meaningful human

relationships". Manning (2002a:3) also acknowledges the human relationship component of leadership, good leaders are "not tyrants … they are tough on non-performers", believing they are "expert listeners, expert at drawing out a range of views and expert at winning support for the strategic choices that are made".

It is proposed that effective leadership be considered 'the added value' that successful leaders provide to an organisation. Effective leadership focuses all employees to strive for the ultimate aim of customer satisfaction at all levels. Effective leadership is thus an essential component of strategic management as well as an important factor in successful daily operations.

3.11.3 Change Management

Incremental change is "an adaptive process to the continually changing environment, which, over a period of time, can substantially change the organisation's direction". Some change may be "of a long-term nature, resulting in substantial implications for organisational structure and control" (Johnson and Scholes, 1999:46).

Constant consideration of the changing context of both the internal and external environment will identify when the efficacy of the strategy that is being pursued will change (Saloner, Shepard & Podolny, 2001).

It is important that organisations remain focused on their strategic intent whilst responding to changes in the short term. Adjustments should be part of a continuous process of defining and developing a means to deliver the strategic intent (Colenso, 1998).

Most organisations will adapt relatively well in stable environments, however, when the environmental context changes markedly, this adaptive capacity may hinder change. This results from the routines and culture developed over time, which may become difficult to change. Constituencies within the organisation who will not benefit from change and resist it can compound this 'routine inertia'. "The unauthorised and unanticipated actions of personnel may profoundly affect performance." The locus of strategy is usually dispersed throughout the organisation and it is thus necessary to "understand all the constraints that organisational structure impose". The alternate to this understanding is "relegating strategic thinking to crisis management" (Saloner, Shepard & Podolny, 2001:16).

Manning (2001a) acknowledges that how things are done presently may still be valuable for a long time but believes there must be no hesitation when evidence is provided that change is necessary. However, he suggests that both continuous improvement and radical change should be aimed for, as there are no guarantees (only indications) regarding the future. Manning (2001b:1) supports his argument that complacency is dangerous when it is evident there is a need for change, by this statement "if insanity can be defined as doing more of the same and expecting different results, then management insanity is a big threat to many organisations". Saloner, Shepard & Podolny (2001:271) agree with the view that it is imperative to recognise changes in the organisation's context and suggest that "maintaining a mental map" assists in establishing whether the change is transitory or longer term. Kanter (2002) agrees that change is a critical issue for organisations and states "companies who do the best job embrace change, plan for change, and take advantage of change in fundamental ways".

Kotter and Cohen (2002) also refer to complacency when they discuss the behaviours displayed by those who attempt to prevent change. Other behaviours discussed in this context are immobilisation, defiance, and a pessimistic attitude. They state there are eight steps to change management: increase urgency, build a guiding team, the correct vision, communication to obtain buy-in, empower action, create short-term wins, do not let up and make change stick.

Colenso (1998: xiii) refers to change, with regard to performance management, and how this is influenced by the changing dynamics of employee empowerment and contends that it is no longer possible "to achieve the intention of communicating the organisation's will by agreeing and reviewing objectives". His view that 'management by objectives' is outdated is also relevant in the complex environment of this dynamic world (discussed frequently in this text), in that it is most likely that previously set objectives will no longer be relevant when review time is reached.

In order to achieve value creation it is necessary to motivate all concerned to achieve higher goals than previously set. Extended goals should create "a misfit between aspirations and current resources and the approach to their use" requiring resource leverage. In order to leverage resources to their best advantage it is necessary "to foster core competencies and core products" (Prahalad, 1994: 256-257).

Once decisions have been made about the change that is considered necessary this information, about both the need for change and how the process will be accomplished, must be communicated to all within the organisation (Saloner, Shepard & Podolny, 2001).

Strategic decisions usually involve change, which may be difficult to implement, as having operated in a particular way for many years it may be difficult to embrace change, even when there is evidence it is necessary. Effective communication is considered a key element to ensuring successful change management.

3.11.4 Services

Organisations are different, the offering may be services, products or a combination. Due to this difference and in relation to this dissertation it is necessary to consider how service organisations differ from organisations that offer a traditional 'product'.

The broad definition of services, provided by Zeithaml and Bitner (2000:2) is that they "are deeds, processes and performances". Services "include all economic activities whose output is not a physical product, is generally consumed at the time it is produced and provides added value in forms that are essentially intangible" (Zeithaml and Bitner, 2000:3). The key determinants of a service are: intangibility; its heterogeneous nature; perishability and simultaneous production and consumption (Zeithaml and Bitner, 2000).

Services are usually inseparable from consumption. Services are mostly people dependent and people have varied ideas of what constitutes excellent customer service. The heterogeneous nature of services provides a challenge to ensure consistent service quality, thus those in contact with the customer play a vital role. The characteristics of service require quality interactions at the customer interface to ensure customer satisfaction. Services are perishable and tend to be subject to fluctuating demand. These factors require customer orientation by all employees involved in the services sector (Titman, 1995; Zeithaml and Bitner, 2000).

The Gaps Model for Services Quality (Parasuraman, Zeithaml and Berry, 1995), focuses on strategies and processes to drive service excellence, strategy and implementation in organisations. The Model focuses on the 'customer gap': the gap between customer expectations (customer reference points when entering the service experience) and

perceptions (the service received). The Model, shown in Figure 3.8, depicts how it is possible to achieve service excellence by closing this 'customer gap' to enhance customer satisfaction. This is done by initially addressing the four other 'gaps' identified in this Model. These other four 'gaps' involve an accurate understanding of customer expectations, translating this understanding into customer driven service standards, ensuring the systems, processes and people are in place to deliver a service that matches the standards and then ensuring the promise to customers is actually delivered (Parasuraman, Zeithaml and Berry, 1995).
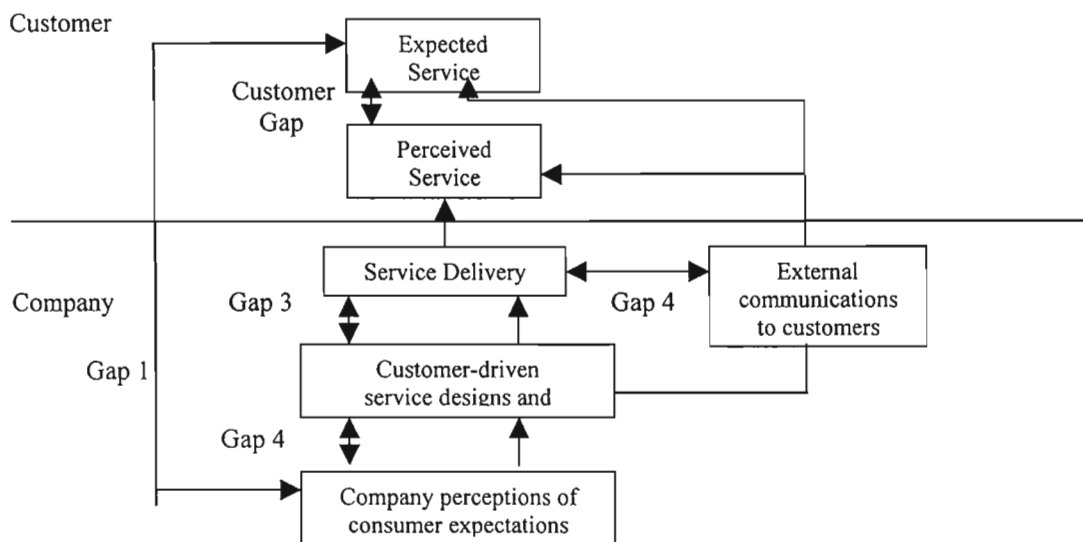
Figure 3.8: The Gaps Model for Services Quality (Source: Zeithaml and Bitner (2000: 26)

Zeithaml and Bitner (2000:131) argue that the level of service an employee provides is strongly influenced by and can be directly linked to the quality of internal service that employees receive. This highlights the fact that the internal customer is also a key element within the services sector. Effective communication throughout the organisation is also imperative to assist managers in becoming more familiar with customer expectations as they learn from those employees who are in more direct contact with customers. Zeithaml and Bitner (2000) argue the necessity to use the Expanded Marketing Mix for Services, which includes the additional areas of People, Physical Evidence and Process. This will be discussed further in section 3.14.2.

In service organisations with no physical product, advantage is more likely to be related to the intangible aspects of value perceived by the customer, such as the soundness of advice, ambience of the office and the attitude of staff. Public service organisations frequently have to strive for efficiency in order to retain services on limited budgets, it is thus essential to

analyse resources and their allocation very carefully so as to optimise their use (Kotler, 1982).

3.11.5 Resource Based View

The view expressed by Kotler (1982) regarding careful analysis of resources in service organisations leads to an examination of the 'Resource Based View'. int Veld (2000) also acknowledges that more effective planning and control of resources is necessary, specifically in turbulent environments.

Fahy and Smithee (1999) believe the logic of the Resource Based View (RBV) is simple and based on the assumption that the desired outcome is sustainable competitive advantage. This advantage is achieved through an organisation that has key resources with characteristics that enable the organisation to effectively utilise the resources as a source of advantage, i.e. where resources are firm specific. It is also based on the principle that not all resources have equal importance, as not all are a source of competitive advantage. A resource must be valuable or enable value creation for it to be such a source, together with the inability of competitors to copy the resource to achieve similar advantage. The central focus of the RBV is that competitors are unable to duplicate the key resource and that the resource actually does have a strength in the marketplace. The RBV emphasises the importance of identifying, developing and deploying key resources in order to maximise return. Thus management's role can be considered as a need to convert resources into what the customer considers as value, by identifying and using the organisations resources. The elements of the RBV are thus the organisations key resources and how these are converted into sources of sustainable competitive advantage (Fahy and Smithee, 1999).

3.11.6 Non-Profits / Public Entities

Frumkin (2002) acknowledges that defining a 'non-profit' is complex, however, he states there are three fundamental features they have in common:

- They do not coerce participation and demand nothing,
- They operate without distributing profits to stakeholders and
- They exist without simple and clear lines of ownership and accountability.

He believes the flow of resources to non-profits is dependent on the quality and relevance of the mission and capacity to deliver value.

All objectives in the profit sector are profit driven, whereas the non-profit sector is typified by the numerous and varied objectives of customers, funders and possibly a host of other groups that must be pursued simultaneously. The desires of customers must be addressed in the resource allocation process whilst consideration must also be given to funders to attract resource attraction. This can create unique problems during strategy formulation (Weinberg and Lovelock, 1978 as cited in Kotler, 1982). Non-profit organisations, by "the nature of their funding (subsidised, tax exempt, existence probably mandated), are subject to closer scrutiny by the wider community" (Weinberg and Lovelock, 1978 as cited in Kotler, 1982:9).

Kotler (1982:47) uses the term 'publics' to describe the groupings surrounding non-profit/public entities. He defines these as "a distinct group of people and/or organisations that have an actual or a potential interest and/or impact on an organisation". He notes that all organisations operate in an environment of one or more markets and publics (with varying degrees of importance and activity), consequently the organisation must "manage responsive relations with most or all of them". In order to nurture successful relationships to address the various needs, an organisation must analyse and plan its objectives and implement and control its planned programmes with these considerations in mind. Kotler (1982) believes that in most organisations the importance of these relationships is usually only realised when resources, buyers or members of the organisation become scarce.

3.12   SELECTING STRATEGY

Once strategic analysis and evaluation has been undertaken it is necessary to select the strategy to be implemented at each level within an organisation. This enables it to capitalise on the opportunities and resources available and secure advantage by effective utilisation of the capabilities identified through the analysis and evaluation phases.

Which of the four broad (grand) strategies is selected is based on the analytical information regarding market growth rate and the competitive position of the organisation. The objectives and how these are achieved are detailed in Table 3.6.

The generic (competitive) strategies, developed by Porter (1980), are based on the competitive position of the organisation within its industry. The strategy is selected that will best place the organisation in a position of advantage. The three are: cost leadership

(becoming a low cost producer); differentiation (unique in the industry but within a broad market); focus or niche (unique in a narrow market segment).

Table 3.6: The Four Broad (Grand) Strategies (Robins and DeCenzo, 2000)

STRATEGY	OBJECTIVE	IMPLEMENTATION
GROWTH	Increase the level of operation by increasing sales revenue or market share	Direct expansion, new product development, quality improvements or diversification
STABILITY	No significant change, usually in a stable and unchanging environment and in most instances a unique niche	Status quo
RETRENCHMENT	Reduce size or sell off product lines	Most frequently in a declining environment or to focus on other core products
COMBINATION	Simultaneous use of more than one of the above	Determined by the combination

Different strategies may be implemented at different levels of an organisation, based on the position of each business unit.

Two others issues, organisation design and marketing, must be considered before discussing strategy implementation. Discussion of these issues is now undertaken in section 3.13 and 3.14, respectively.

3.13   ORGANISATIONAL DESIGN

It is essential to address an organisation's strategy before determining structure, process and people, so that these can be aligned with the organisation's strategy (Galbraith, 2002).

To accomplish objectives it is critical that strategy and organisational design are aligned. It takes time for employees to understand new processes, routines and values and it is possible that an organisation undergoing change may go through a period in which design is worse than it was before the change. Some aspects of an organisation are easier to change than others, e.g. architectural changes are usually more readily accepted than routine and culture changes. The time taken for each element to adjust to change varies and the greater the number of elements requiring change, the more disruption there will be (Saloner, Shepard & Podolny, 2001).

Effective resource allocation is a major contributing factor to successful performance outcomes. Resources (people, capital, information) are "embedded in the design, routines and

culture" of an organisation. Organisational design (architecture) "contributes directly to performance" and impacts on "the effectiveness of the resource allocation" process by leveraging the synergies of all processes and operations (Saloner, Shepard & Podolny, 2001:376). It is for these reasons that "those with the best information should design the rules and routines" (Saloner, Shepard & Podolny, 2001:376).

A challenge of organisational design is to optimise the organisation so that everyone places self-interest aside to pursue organisational goals. The assets must be organised so as to maintain capabilities, whilst exploring new capabilities and sources for competitive advantage (Saloner, Shepard & Podolny, 2001).

Complex organisational designs can make strategic evaluation choices difficult, however, creating a structure that allows each sector to adapt to the influences that affect it, will facilitate success.

3.13.1 Structure

Structure must be developed around the strategy that is to be pursued. If the focus is on providing a service, then the structure must promote a standardised and efficient service (Robbins and DeCenzo, 2000). If the organisation is pursuing a low-cost strategy then the structure must facilitate low-cost production and distribution.

Structure determines the location of decision-making. Hierarchies, although they have become less popular, are necessary in larger organisations. Galbraith (2002:18) argues "specialisation can have a negative impact on integration of overall performance and that job rotation facilitates speed and co-ordination". However, he acknowledges that specialisation is required to gain "in-depth knowledge in high skills tasks". The number of people in departments at each hierarchical level determines the organisational *shape* and the *span* of control is the number of people over which the department manager exercises authority (Galbraith, 2002). Galbraith (2002) asserts that flatter structures with effective managers as leaders, result in faster decision-making, as those with authority are more in touch with organisational members than in the previous command and control structures.

Manning (2002a) concludes that hierarchies and an effective reporting structure are necessary as people are themselves different, motivated in different ways and are each capable of

different things. An organisational chart depicts the structure and reporting relationships and how groups are linked. Communication and resource sharing is easier within groups/units, therefore, the nature of resource allocation and information flows is an important consideration of design, so as to gain optimal advantage (Saloner, Shepard & Podolny, 2001).

Functional structures permit scale and specialisation, promote standardisation and reduce duplication (Galbraith, 2002). Functional structures are based on the unit's tasks (HR/sales). The benefit is specialisation as information sharing and learning is facilitated. Divisional structures are becoming more popular. They are formed around a customer base, particular technology or on geography. The design facilitates co-ordination across functions. There is ongoing debate about which is in a better position to address co-ordination, resource and information sharing (Saloner, Shepard & Podolny, 2001).

The two structures, functional and divisional, are depicted in Figure 3.9. Here the differences between the flow of information within the two structures are shown.

Functional   Divisional
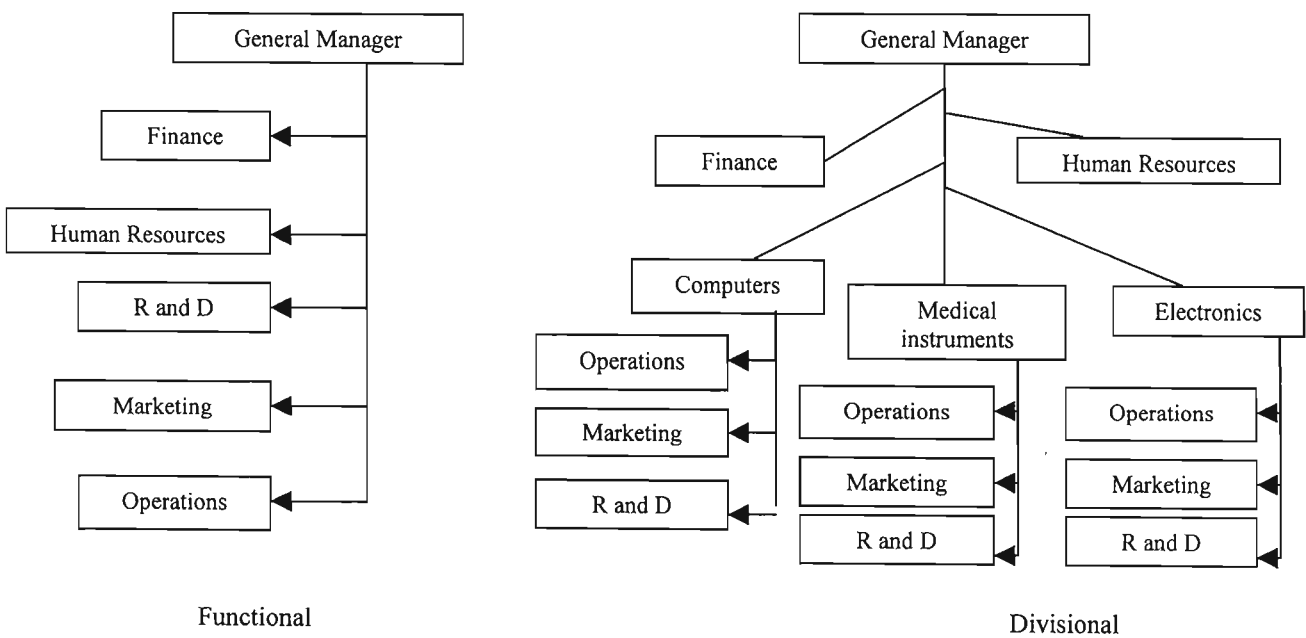
Figure 3.9: <u>Designs of Functional & Divisional Structures</u> (Source Galbraith, 2002: 23/ 6)

3.13.2 <u>Process</u>

Processes are concerned with how information is circulated throughout the organisation to facilitate a well co-ordinated team effort. It also includes how people are managed and the

reward system, all of which impact on the motivation of employees to address the organisation's goals (Galbraith, 2002).

Due to the numerous operating processes within an organisation, it is necessary to have formal operating procedures, as they enable efficient processing of work and link operations with strategy. Such operating processes facilitate information gathering regarding customers, products and procurement (Fahey, 1994).

Processes include operational aspects, where there should be a drive for continuous improvement. When Total Quality Management (TQM) is used, it is linked to the organisation's goals and management must be committed to the concept. TQM is based on doing everything right from the outset and not merely quality assurance, which relies on inspection control. TQM is based on customer satisfaction throughout the organisation (the organisation is perceived as a series of processes), which relies on employee participation and understanding (Leonard and McAdam, 2002). Rosa, Saraiva & Diz (2001) conducted a study to assess the use of strategic management and TQM principles in HE institutions in Portugal, considering Mintzberg's (as cited in Rosa, Saraiva & Diz, 2001) proposition that most of the sense of strategic concepts were lost in professional bureaucracies such as universities. They discuss a study that provided suggestions for effectively applying TQM in HE institutions. The concepts of TQM, overall commitment, strong leadership, effective communication and customer focus, result in the benefits that TQM provide when effectively implemented. The study by Rosa, Saraiva & Diz (2001) conceptualised an Excellence Model for HE Institutions, based on TQM principles.

Routines "establish the interface between those who interact during any process". Most daily activities are accomplished through the exercise of routines, which result in a strong possibility that employees will become expert in their area. Many routines may cross group boundaries and thus facilitate co-ordination. Routines also establish how decision-making is undertaken, whether by consensus or majority rule (Saloner, Shepard & Podolny, 2001:87).

As with structure, processes must be developed in line with the organisation's strategy.

3.13.3 People and Reward Systems

Human resource management (HRM) is the "policies, practices and systems that influence employees' behaviour, attitudes and performance. The strategy underlying these practices needs to be considered to maximise their influence on performance" (Noe et al, 2000).

The HRM process involves: planning, recruitment, selection, orientation, training and development, performance appraisal, compensation, benefits and rewards and safety and health (Robbins and Decenzo, 2000).

It is essential for HRM policies and strategy to be aligned with the organisation's overall strategy. Alignment of strategy "fosters the consistent skills, attitudes and behaviour needed to implement strategy" (Eisenstat and Beer, 1994:321). Strategic analysis and evaluation processes highlight the human resource requirements. Not all organisations involve their HRM team in strategy formulation but as employees determine successful implementation, an efficient and effective HRM process that is aligned with overall strategy is a necessity. It is the HRM function that is involved with job design and ensuring the organisation is staffed with those who have the required skills to complete their tasks (Noe et al, 2000).

3.13.4 Services Design

Services by their nature (intangible and heterogeneous) create a challenge for design. The description of the service design must be, precise and not vague, factual and methodical. The design should include both employees and customers: employees deliver the service and customers are frequently active participants of service delivery. This design description is critical to match provision with customer expectations (Zeithaml and Bitner, 2000).

Various risks in service design concepts have been highlighted, which are related to the intangible and heterogeneous nature of services and comprise the following issues:

- Oversimplification as service systems are mostly too complex to describe in words.
- Incompleteness as those areas, which are unfamiliar to the person describing the service, are usually omitted due to lack of knowledge, even though it may be a key component of the service.
- Subjectivity due to the bias created by personal experience and exposure and the presumptions created from these issues.

- Biased interpretation due to personal expectations and understandings of the key issues

(Shostack as cited in Zeithaml and Bitner, 2000).

A Service Blueprint is considered an extremely useful tool to address the match of provision with customer expectations. As depicted in Figure 3.10, a Blueprint provides the specifications of the critical processes and depicts them in such a manner that all involved in the service provision know what the service is and the role they play in providing the customer expectation. It graphically depicts the processes, the elements of the service, points of contact and the roles of key participants (customers and personnel) (Zeithaml and Bitner, 2000). Zeithaml and Bitner (2000: 207) recommend that the design process commences "with the customer's view of the process and is then worked backwards into the delivery system".
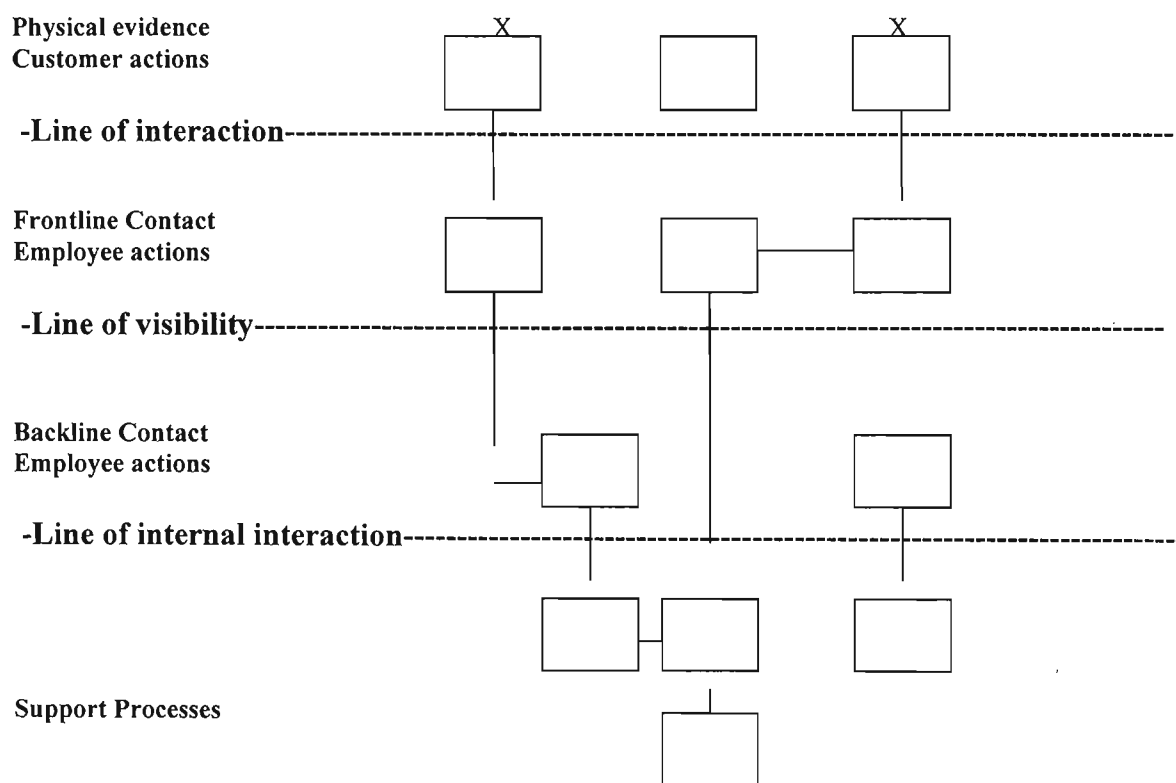
Figure 3.10: A Service Blueprint (Source: Zeithaml and Bitner, 2000: 207)

A Service Blueprint begins with the physical evidence of the service including ambience and presentation and then consists of four key components (Areas) and three contact points (Lines) between the customer and organisation, depicted by the cross of horizontal and vertical lines:

- The Customer Action Area: the customer actions and interactions that lead to purchase, consumption and evaluation.

- The Frontline Action Area: the visible actions of employees in contact with the customer.

- The Backline Area: the actions of employees in contact with the customer but which are conducted away from the customer.

- The Support Process Area: all actions and interactions that support the customer service.

- The Line of Interaction: the point where direct contact is made between the customer and the organisation. Identifies "where the customer experiences quality, thus contributing to informed service design".

- The Line of Visibility: the point where those activities that are visible to the customer are separated from those that are not visible. This facilitates rational design as it "promotes a conscious decision on what customers should see and which employees will be in contact with customers".

- The Line of Internal Interaction: the point where contact and non-contact employee activities are separated. This "clarifies interfaces across departmental lines, with their inherent interdependencies, thus strengthening continuous improvement"

(Zeithaml and Bitner, 2000: 211)

Apart from the benefits, included above, others are: an overview showing the entire service, identification of weak links, identifies where and what constitutes the service and thus promotes strategic thinking, facilitates quality improvement and assists to identify where cost and revenue are generated and where capital investment is necessary. Blueprints should be read from left to right to understand the process from the customers' view and to understand contact employees roles, however to establish an understanding about the role of the contact employee the areas on either side of the lines should also be considered. To establish an understanding of the entire process or how the various elements are integrated into the service it is best to study the Blueprint vertically and the entire Blueprint should be examined when an assessment is to be made of the entire process and when redesigning (Zeithaml and Bitner, 2000).

3.14 MARKETING

The purpose of marketing is to "help organisations ... serve their markets more effectively" (Kotler, 1982). Brownlie (1989) concludes that strategic marketing is based on the concepts of strategic management as both consider the inter-relationship between an organisation and its environment, whilst Day (1992) argues that marketing principles, such as segmentation and customer focus have influenced strategic management. It is thus argued that the two processes are interlinked and as such it is necessary for every organisation to consider the marketing aspect as part of the strategy process, as success stems from serving the target market effectively.

Table 3.7 Definitions of Marketing

A "corporate state of mind that insists on the integration and co-ordination of all the marketing functions, which in turn, are melded with all other corporate functions for the basic purpose of producing maximum long-range corporate profits" (Fenton, 1959:55)
A "philosophy of business management, based upon a company-wide acceptance of the need for customer and profit orientation and the recognition of the important role of marketing in communicating the needs of the market to all major corporate departments" (McNamara, 1972:51).
"The analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organisational objectives. It relies heavily on designing the organisation's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate and service the markets (Kotler, 1982:6)
A "response to customer needs for the exchange of solutions with monetary value, through the management of mutually beneficial relationships" (Arbee and Naidu, 2001:2)

The definitions in Table 3.7, originally centred on the organisation with no mention of the customer (Fenton, 1959:55) and later including "mutually beneficial relationships" (Arbee and Naidu, 2001), show how the concept of marketing has evolved.

Successful marketing is achieved from well-formulated programmes that are user-orientated not seller-orientated, which result from "effective market segmentation and an offering designed in terms of the target market's needs and desires" (Kotler, 1982:7-8).

Levitt (1960), Kotler (1984), Kotler and Andreasen (1987), Webster (1988), Deshpandē, (1999); Sandberg (2002) all argue that moving from an internal orientation (seller) to a market orientation (user) will substantially improve organisational performance.

What then is a 'market orientation'? Deshpandē (1999) conducted research to establish what the construct of a marketing orientation was. His research concluded that customer focus was a central element of a market orientation and that profitability is a consequence of market

orientation. Deshpandē (1999:14) argues that the starting point for market orientation is "customers' verbalised needs and preferences as well as an analysis of exogenous factors that influence those needs and preferences", which he terms 'market intelligence'. He states that 'market intelligence' gathering should include an analysis of how customer needs and preferences may be affected by the exogenous factors and concludes that this 'market intelligence' must be disseminated throughout the organisation in order for all to be responsive to market needs and preferences.

Marketing is not merely advertising, all of the four elements of the marketing mix must be utilised and blended to achieve results. The four elements are *Product, Price, Place and Promotion.* "In order to effectively blend a successful marketing mix, it is necessary to conceptualise all factors affecting buyer behaviour" (Kotler, 1982:7-8).

The consumer decision-making process in services does not occur in "a linear sequence the way they most often do in the purchase of goods" ... "one of the major differences between goods and services is that a greater portion of the evaluation of services succeeds purchase and consumption than is the case with goods" (Zeithaml and Bitner: 2000: 32). The first step in the decision-making is that of need recognition. Table 3.8 details the processes in services decision-making.

Table 3.8: Services: Decision-Making & Evaluation (Zeithaml and Bitner: 2000: 32-41)

CATEGORY	ELEMENTS	
INFORMATION SEARCH	Use of personal sources : rely more heavily on personal (friends or experts) than non-personal means (media), as media cannot readily convey the experience Perceived risk: risk perceptions higher as difficult to discover attributes before service, usually non-standardised & without guarantees	The shared & learned culture which is transferred from one generation to another impacts on use & evaluation of services **CULTURE**
EVALUATION OF ALTERNATIVES	Evoked set: the acceptable options in a given category are likely smaller, i.e. usually only one brand on offer Emotion & mood: more relevant as services are an experience	
PURCHASE & CONSUMPTION	Provision as drama: aim to create and maintain a desirable impression Roles and scripts: due to the drama aspect it relies on how those involved 'play out their acts' Compatibility: other customers receiving the service at the same time	
POST PURCHASE EVALUATION	Attribution of dissatisfaction: may feel more responsible for dissatisfaction as involved in the definition & production Innovation diffusion: those services that are compatible with existing norms and values and that can be tried and tested on a limited basis, diffuse more readily as this relies on consumer perceptions Brand loyalty: higher due to perceived higher switching costs.	

Manning (2001a:31) argues that whilst branding is important, it is "essentially a bundle of perceptions and feelings customers hold", thus branding does not ensure success, a value proposition that is different from others is necessary.

There are differences to marketing in the non-profit and services sectors. These are shown in Table 3.9, together with the elements of the 'traditional' Marketing Mix.

3.14.1 A Different Approach in the Non-Profit Sector

Kotler (1982: xiv) acknowledges that the conceptualisation of marketing in the profit sector is different from the non-profit sector and that this poses challenges for non-profit organisations. The concepts of price, promotion and place require redefinition to achieve maximum relevance as the markets and exchange processes are not the same. The concept of profit maximisation must be translated into benefit-cost maximisation in order to apply successful marketing models in the non-profit sector. The principles of marketing in the public/non-profit sector are no different from the profit sector. However, certain characteristics require consideration. These are multiple publics, multiple objectives, public scrutiny and the fact that this sector provides predominantly services (Kotler, 1982).

Kotler (1982:33) defines a responsive organisation as "one that makes every effort to sense, serve and satisfy the needs and wants of its clients and publics within the constraints of its budget". Many non-profits are realising that they face marketing problems, as they have generally not marketed themselves as it was seen to be not politically correct or necessary. However, with the change in attitudes of customers and society and as competition increases between public and private organisations, in a time of diminishing financial resources, marketing is becoming more widely used in the non-profit/public sector (Kotler, 1982).

3.14.2 The Marketing Mix Differences in Services

As early as 1978 Weinberg and Lovelock (as cited in Kotler, 1982) acknowledged that the different characteristics of services (intangible, inseparable, variable, perishable) need to be considered when formulating strategy. Zeithaml and Bitner (2000) discuss the importance of additional variables in the Expanded Marketing Mix for Services, which was introduced in section 3.11.4. They argue that these additional factors are all within the control of an organisation and influence the service and thus customer experience, including initial

decisions to purchase, satisfaction and repurchase behaviour. The additional variables in this expanded mix include:

- People: all the human factors, which influence buyer perceptions. including the organisation's employees, the customer and other customers in the service environment.

- Physical: the area of interaction between customer and organisation, facilitated by performance and communication.

- Process: the operating systems that facilitate service delivery.

Table 3.9: Marketing Mix with Added Features of Services and Non-Profits

ELEMENT	DEFINITION	PROFIT	NON-PROFIT	SERVICES
PRODUCT	Anything offered to satisfy a need	Decisions re strategies and life cycle stages	Decisions re strategies and life cycle stages	Inseparable from consumption and people dependent
PRICE	The value paid in exchange for need satisfaction (Bhowan, Hosking, Msweli-Mbanga and Naidu, 2001:31)	Acceptable to consumer if value received is perceived as equal or more than the money paid. Related to income and profitability for the organisation (Bhowan, Hosking, Msweli-Mbanga and Naidu, 2001:31)	Surplus maximisation by estimating demand and cost to achieve best price Cost recovery Maximising the total number of people using the service Market disincentivisation: discouraging use to overcome a temporary shortage. Pricing strategies either: cost, demand or competition orientated, depending on price elasticity of demand and buyer response (Kotler, 1982)	The value paid in exchange for need satisfaction (Bhowan, Hosking, Msweli-Mbanga and Naidu, 2001:31) Perishable and fluctuating demand (Kotler, 1982)
PLACE	Distribution that facilitates the movement of goods from producers to consumers (Bhowan, Hosking, Msweli-Mbanga and Naidu, 2001)	Strategies related to distribution channel selection to optimise value to customers	Mostly removed from the location of the consumer. Decide on level and quality of service to offer the target market (Kotler, 1982)	Consider location, level and quality (Kotler, 1982) People, process and physical place (Zeithaml and Bitner, 2000)
PROMOTION	Advertising Sales promotion Publicity	Strategies related to sales and promotion to optimise value to customers	Appropriate mix of communicating, selling, servicing, information gathering and allocating (Kotler, 1982)	Appropriate mix of communicating, selling, servicing, information gathering and allocating (Kotler, 1982)

3.15 THE STRATEGY STATEMENT

Prior to implementation, it is necessary to revisit the mission, vision and objectives that were initially considered. If the strategic planning process has identified the need for a marked change in strategy, it may very well be necessary to reformulate these.

A formal statement should provide sufficient detail for functional managers to implement strategy, however, it should communicate this in a concise manner (Saloner, Shepard & Podolny 2001).

Colenso (1998) agrees that the organisational strategy (like the DNA in every cell) must readily convey the message but his emphasis is on it being communicated to all employees. A formal readily available statement would facilitate this.

The formal statement, discussed by Colenso (1998:xiv – xvi) and Saloner, Shepard & Podolny (2001:31), should include:
- The purpose of the organisation.
- The values of the organisation.
- The mission of the organisation.
- The strategic intent/vision of the organisation.
- The key success factors.
- How the organisation has the ability or competence to achieve all of the above.

Abrahams (1995) gives many examples of mission statements, which describe the organisations reason for being (its existence). However, Saloner, Shepard & Podolny (2001) contend that most such statements exclude the logic supporting the strategy even whilst they may include the scope, the goals and competitive advantage. Many people may perceive mission and value statements to be mere "public relations exercises" but Saloner, Shepard & Podolny (2001:26) observe that such statements do serve positive functions:
- Clarification of goals diminishes "the tendency for ... working at cross-purposes".

- Informing external constituents (usually potential donors) of non-profit organisations regarding the numerous and varied goals that are so typical of such organisations.
- Commitment to "a distinctive set of values with a positive affect on suppliers, customers and employees".

Saloner, Shepard & Podolny (2001:29) agree that "many organisations may function well without an explicit strategy statement" but believe it is good practice to have one. They indicate the following benefits:
- "Clarity": ambiguity and a lack of focus can arise without this clarity.
- "Co-ordination": efforts focused on the same outcomes and reduced necessity to constantly check actions are co-ordinated. Explicit strategy is more readily understood than implicit strategy.
- "Incentive: commitment to specified strategy gives assurance that activities valued today are likely to be valued in the future".
- "Efficiency: daily decisions regarding fit with existing strategy" are effectively taken.
- "Evaluation: easier to articulate performance goals and useful for tracking performance outcomes".
- "Adaption: a strategy based on clearly understood assumptions should make future adaption easier when circumstances change".
- "Change: when significant change occurs, the proposed new strategy is clearly articulated", increasing the possibility of successful implementation

(Saloner, Shepard & Podolny, 2001:29-30).

Organisations involve various stakeholders, all with different agendas. A key objective of strategy is to focus everyone's energy on the same organisational objectives, in order to achieve positive progress (Manning, 2001a). Manning (2001a: 37) contends this can only be achieved "through effective communication".

An explicit strategy statement is a formal communication method that can be referred to whenever necessary and assists in successful implementation.

3.16 IMPLEMENTATION

Strategic implementation is concerned with the translation of strategy into organisational action through organisational structure and design, resource planning and the management of strategic change (Johnson and Scholes, 1999:22). There are many factors that can influence the successful implementation of chosen strategies. Careful consideration of and attention to these impacts will assist with successful implementation and assist the organisation to achieve its strategic intent. The effect of implementation on strategy is shown in Table 3.10.

Table 3.10: <u>Effects of Implementation Process on Strategy</u> (adapted from Why Does Implementation Matter: Rayport and Jaworski, 2001:216)

<table>
<tr><td colspan="2" rowspan="2"></td><td colspan="2">STRATEGY</td></tr>
<tr><td>APPROPRIATE</td><td>INAPPROPRIATE</td></tr>
<tr><td rowspan="4">IMPLEMENTATION</td><td>GOOD</td><td>Everything to ensure success has been done</td><td>Good execution can mitigate poor strategy
Good execution can hasten failure if strategy inappropriate</td></tr>
<tr><td>POOR</td><td>Poor implementation can thwart good strategy Implementation inadequacies may mask a good strategy</td><td>Difficult to assess problem as bad strategy is masked by poor implementation
Two problems thus difficult to overcome</td></tr>
</table>

Factors to consider during implementation:

- Time-phased plans (Cohen and Cyert, 1976).

- Define each activity in terms of resources required. However, by reducing details into monetary terms (budget as the control mechanism), the underlying detail is frequently lost and monetary constraints can change the inspiration and imagination displayed during development. Whilst it is acknowledged that budgets are essential it is suggested that this should not be the focus of strategic plans (Cohen and Cyert, 1976).

- Assess internal capabilities to establish whether strategy can be implemented at functional level (Eisenstat and Beer, 1994).

- Ensure adequate financial and human resources for implementation (Brandt, 1981).

- Communication (Brandt, 1981; Saloner, Shepard & Podolny, 2001; Manning, 2001a).

- Ensure strategy is embedded in the routines and culture (Brandt, 1981, Saloner, Shepard & Podolny, 2001).

- "Develop a partnership of organisational members to implement strategy." Those employees who undertake activities know best what is necessary and where barriers might be (Eisenstat and Beer, 1994:324).

- Each person involved must know and understand their role (Saloner, Shepard & Podolny, 2001). Employees must know how to perform their tasks (what), the context, reason and implications of why it is necessary to be done (why), the method of how to do it (how), the standard expected (how well), and the results that are expected (how well they are doing) Manning (2001a:54). He believes that implementation is not successful because most organisations do not inform employees of why their work is necessary and important and of how well they are doing.

- Initiate "change initiatives that will re-align the organisation with its intended strategy in such a way that commitment builds and learning occurs" (Eisenstat and Beer, 1994: 324).

- Move from a functional to a process based approach so that any one function cannot "pursue its own goals" at the expense of the organisation as a whole. A process-based approach aligns objectives to deliver customer satisfaction from suppliers through all processes (Hart, 1994: 361). Figure 3.11 shows the links in the process-based view.
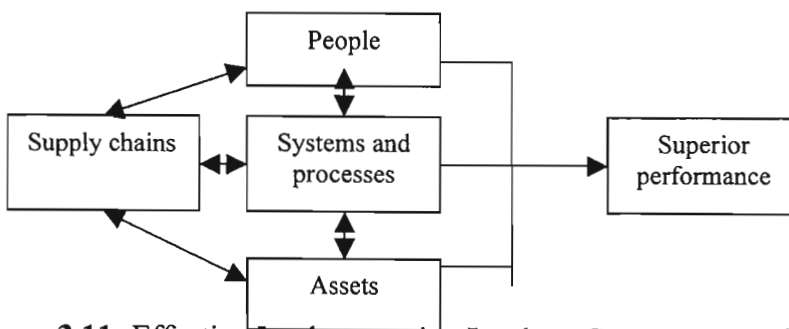
Figure 3.11: Effective Implementation Leads to Customer Satisfaction & Superior Performance (Adapted from Rayport and Jaworski, 2001: 220)

Implementation is very important with the change to the service management view of customer satisfaction and responsiveness. This is facilitated by decentralisation and employee empowerment in decision-making, which requires that employees

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understand the strategy fully. A performance accountability system enlightens employees about their role in strategy and success (Simons, 2000).

For financial assessment, Simons (2000) suggests using a diagram to show how operating profit flows through an organisation as this graphically demonstrates whether the strategy is creating economic value.

3.17   ASSESSMENT & CONTROL

An organisation's ultimate success or failure is most fundamentally affected by how management: sets the long-term direction, develops effective strategy, approaches its external and internal environments and how strategy is effected (Thompson and Strickland, 2000). The most trustworthy signs of good management are "good strategy and good strategy execution" (Thompson and Strickland, 2000:4). Planning and implementation are not separate issues, they are ongoing and intertwined. Manning (2002a:8) states "Current best practice is to integrate planning and action as much as possible … strategy is not a neat task with a clear beginning and end". Those who don't see the new realities and adapt to them will be left behind in "the race for tomorrow's customers … it hinges on two things: business model design and implementation capability" (Manning, 2001a:9).

However, it is argued that in order to complete the cycle of "good strategy and good strategy execution" (Thompson and Strickland, 2000:4), there needs to be assessment and control in order to ensure that activities are conducted in such a manner as to attain the goals, objectives and strategic intent of the organisation.

During this stage, a comparison of actual performance against the desired standard is made. If there are any significant deviations these can be corrected (Robbins and DeCenzo, 2000). Effectiveness is a performance issue and performance is about improving quality, productivity, costs, speed and satisfaction (Manning, 2001c:5).

In order to assess the effectiveness of strategy, it is necessary to establish whether or not procedures are being followed and whether employees exhibit the necessary behaviour to meet the performance standards that have been set. There are various ways in which to make these assessments, either by personal observation, statistical

evaluation or oral reports. However, control criteria should be flexible, with reasonable and acceptable ranges of deviation (Robbins and DeCenzo, 2000).

It is necessary to exercise effective leadership, by delegating responsibility and authority without losing control and direction. Key personnel must be responsible for results in their areas (Cohen and Cyert, 1976, Manning, 2001a). The organisation's structure (decision-making power and the placing of responsibility) must be matched to the requirements for decision-making, co-ordination and control (decentralisation-centralisation). If necessary, modifications can increase the probability of achieving goals (Cohen and Cyert, 1976).

Performance feedback provides meaningful information on how effective planning and implementation have been. The value of the assessment and control stage is its relation to the success of planning and implementation. Performance feedback can thus assist with ensuring future planning is more effective. It can also enhance motivation as employees learn how well they have done (Robbins and DeCenzo, 2000). As early as 1976, Cohen and Cyert mentioned the necessity to set performance measures and quality feedback sessions. Manning (2001:49) agrees that a rapid feedback system and a robust performance review system result in rapid performance improvement. He also believes such systems enhance acceptance of the need for change. Specifying goals and how they will be measured helps to refine the purpose, objectives and strategic intent of the organisation and helps communicate the message to all (Rayport and Jaworski, 2001). Measurement is most effective if linked to the performance appraisal system as this shows the importance given to the intended strategy. This also increases accountability, which can be linked to individuals, teams or across the organisation (Rayport and Jaworski, 2001).

It is necessary to have clearly defined performance targets with a set of criteria that are to be measured in order to assess the strategy's effectiveness. A useful tool is the Balanced Scorecard of Kaplan and Norton. This Scorecard essentially consists of four measurement criteria. It is necessary to set these against the organisation's strategic intent (Colenso, 1998:189-191). The aspects to the Balanced Scorecard, devised by Kaplan and Norton in 1996, is shown in Figure 3.12.

```
                        FINANCIAL

                        Revenue,
                      revenue growth,
                      gross margins,
                       net margins,
                     earnings per share,
                        cash flow


   CUSTOMER                                        INTERNAL BUSINESS
                                                        PROCESS
Market share, customer                            How well identifies customer
acquisition costs, customer        VISION         needs, % profit from new
satisfaction, customer             and            offerings, quality of entire
profitability                      STRATEGY       supply chain, order cycle
                                                  time, delivery time, errors,
                                                  returns processing, warranty
                                                  processing


                     LEARNING and GROWTH
                   Employee: selection, training,
                              retention
                   IT: quality of the systems
                     necessary for long-term
                     growth and improvement
                     Motivation: timeliness,
                     accuracy, data utility
```

Figure 3.12 <u>Operational Terms of the Balanced Scorecard</u> (Source: Rayport and Jaworski, 2001:262)

The Balanced Scorecard extends beyond a financial focus based on short-term financial results that can be restricting and includes assessment of other dimensions (Rayport and Jaworski, 2001).

3.18 <u>CONCLUSION</u>

This chapter presents the conceptual framework used in this dissertation, the necessity for strategic planning and strategic management. This chapter combines the important elements making up the theoretical backgrounds: the concepts and characteristics of strategy, strategic development, leadership, change management and organisational culture and the necessity for effective organisational design. It is also necessary to understand the concepts of services and non-profits for conceptualisation of the case study. A discussion on marketing is necessary in view of the link between strategic management and strategic marketing. The discussion on each of the theoretical concepts is useful to develop an understanding of how effective performance is achieved. Understanding these underlying concepts leads to an assessment of the various tools available to assist in the effective generation of numerous strategic

choices for evaluation. The understanding of these many and varied concepts leads to consideration of how strategy will be implemented, assessed and controlled. Performance cannot be enhanced without the effective implementation of those strategies that are believed will lead to success.

The theoretical concepts discussed combine into a framework (Figure 3.13), which informs the rest of this research dissertation. This figure illustrates the flow of processes requiring attention within the concept of strategic management to facilitate successful performance outcomes. The processes are linked and ideally, all should be present.

It is evident from the discussion in this chapter that whether or not a formal planning process is followed, it is essential for organisations to consider all the factors that have a bearing on their operation as these influences will enhance or retard performance. It is insufficient to merely initiate cost cutting to boost performance when the most common problem is a lack of focus. This necessary focus can only be achieved by a change in approach, suitable to the environment in and around the organisation.

There is an enormous body of knowledge regarding strategic management and various tools have been designed to assist the process. Organisations should use the most appropriate method for their situation. It is essential to select the appropriate tools or combination of appropriate criteria from various tools, for the respective organisation. It is necessary to link daily activities to strategy by carefully considered organisational design. It is important, throughout the process, to remain focused on the key fundamentals that connect the organisation to its customers by paying attention to what customers value.
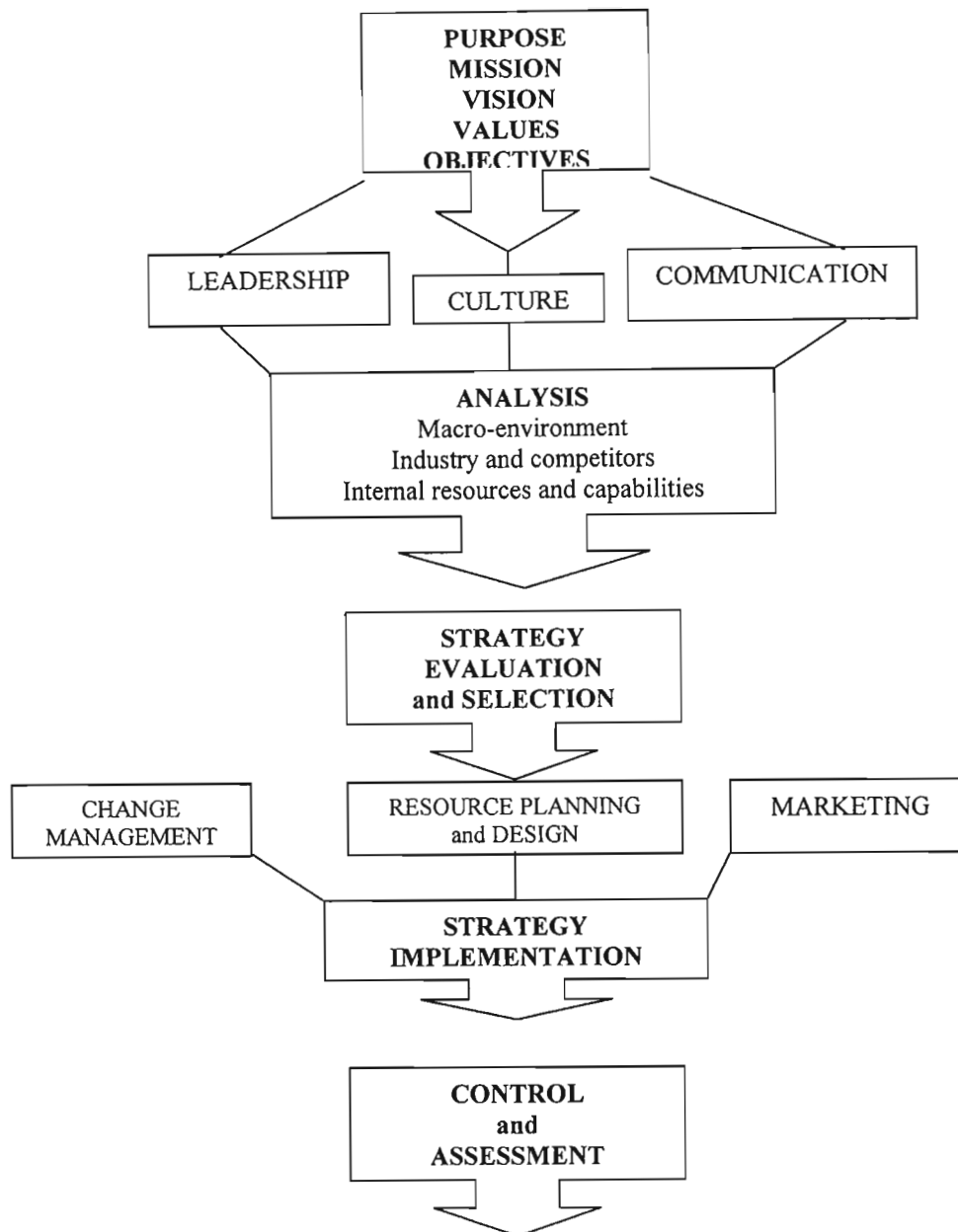
Figure 3.13: Model for Strategic Management

Effective communication is a key element during the analytical, implementation and assessment stages. It is preferable to have an explicit and clearly described document so that all employees are aware of the organisation's purpose, mission and values. It should be remembered that during this process an organisation must remain flexible enough to be in a position to be proactive whenever change is detected.

However, it is essential that strategic development and thinking is ongoing and continuous. It cannot be undertaken at a predetermined time and then not considered

again until the next cycle is approached. This is necessary so that the organisation can operate in today's climate whilst building for a successful long-term future.

The next chapter discusses tertiary education and the role of sport, in order to obtain a comprehensive understanding before embarking on the contextualisation of Sports Administration at UND. Chapter Five places the study in context, addressing the issues specific to the case study. The theoretical framework facilitates and underpins Chapter Two's discussion on the methodology used and analysis of the results.

CHAPTER FOUR: HIGHER EDUCATION & SPORT

4.1 INTRODUCTION

Chapter Two conceptualised strategic management and developed a model for undertaking the process of strategic analysis. This chapter conceptualises tertiary education and sport, by exploring the HE sector, student services and the role of sport. This subject matter has been placed in a chapter on its own, so that the issues related to each concept are fully understood. This understanding complements Chapter Two in achieving the first objective of this study, to provide a comprehensive understanding of the current strategy of Sports Administration. The provision of sport and how sport is managed at other universities is also discussed. The focus of this study is not motivational factors related to sports participation but due to their impact conceptualisation is also necessary.

4.2 HIGHER EDUCATION

This section discusses tertiary education in SA, as well as diversity and transformation and the associated challenges, especially for previously 'White' institutions, such as the University of Natal. It is also necessary to link Student Services in relation to the University and the Sports Administration.

During the course of the past few years, public tertiary level education in SA has been restructured. There were previously three sectors at tertiary level: colleges, technikons and universities. Colleges provided teacher and nurse training. Technikons provide three-year diplomas and more recently bachelor degrees, with a more practical focus than the traditional university. Universities provide degree level courses. Technical colleges are not tertiary level as students may enter without having completed 12 years of schooling. They offer certificate courses and are still available, although (following the restructuring) some have become Further Education and Training Colleges that accept students who have only completed 9 years of schooling. During the restructuring process, colleges were incorporated into universities and technikons. Tertiary level education now consists of two sectors, technikons and universities. Universities have introduced a utilitarian (needs of the job market) approach to

prepare students for success in their working careers and to develop students who will be productive members of their communities. Not only has the HE focus changed in SA: "One basic element in the dynamics of change of the world's higher education systems is the recognition of its role as a protagonist in the training of productive intellectual resources ... in the training of people and the generation of knowledge ... convertible into technology, organisational intelligence, productivity and rational consumerism" (Mendivil, 2002: 353).

During SA's turbulent political years, universities became a focal point for dissent against the government of the day. This was a period of instability within universities, which saw the rise of private tertiary education institutions offering diploma and degree courses through the University of South Africa (a non-residential distance learning institution). This change is not only a feature in SA: "the emergence of new providers ... is of interest in understanding the direction of higher education in the immediate future. The panorama is complex and the dynamic highly volatile" (Mendivil, 2002: 355)

A document entitled, Strategic Initiatives for the University of Natal, noted that universities' market share had shrunk "by 7% from 1998 to 1999, in favour of technikons". The document also noted "first time White student enrolments were down by 14% in universities in 1997". It also discusses the rise of private HE institutions, with more registrations than public HE institutions (specifically in high demand low cost courses) (Strategic Initiatives, 1999).

Even with the emergence of democracy in SA from 1994, there has been rising unemployment creating economic hardship for the majority of its citizens. The SA Department of Education (SADE) White Paper (1996) acknowledges there will be an increase in the proportion of students from poor families as the profile of student enrolment becomes more representative of the general population. However, it suggests that direct costs to students should be proportional to their ability to pay, so that financial need should not become a barrier to access. This has an impact on enrolments at HE institutions. The South African government acknowledges the role of HE in the social, cultural and economic development of modern societies. The

government's vision for HE is in line with its broader view of a future where all South Africans will enjoy an improved quality of life (SADE, 1996).

4.2.1 South African Ministry of Education

The Education White Paper discusses how the government intends to address inequalities and sets out its policy for transformation of the HE sector. The document states that the Ministry has particular interest in the development of Student Representative Councils (SRC). The Ministry proposes that all institutions of HE should promote campus environments that are sensitive to racial and cultural diversity. The Ministry suggests this is achievable by facilitating extra-curricular activities that expose students to other cultures and traditions. The only mention of sport is where it lists the services provided by student support services. There is no mention of how the Department views the role of sport in achieving its stated objectives. The document calls on HE institutions to establish Student Services Councils, whereby students advise on policy for student services (SADE, 1996).

4.2.2 Diversity and Transformation

"A multicultural climate is one in which differences in people's physical and cultural attributes are valued and people can embrace change" (Feldman, 2003).

In view of the changing profile of students at the University and the transformation initiatives that have been undertaken, it is necessary to fully understand the issues of diversity and transformation. A transformed institution that is culturally at ease with itself and whose students and staff work together for the common goals of inclusiveness and mutual respect will realise the benefits resulting from this. Addressing these issues successfully is critical and central to successful programme implementation.

Frater, Howe & Murray (1997) argue that race is the most dominant issue of diversity and believe that the educational environment is important in cultivating and shaping an open-minded attitude toward race. Their paper provides details of the residual effects of the United States' (US) racial policies, even though this paper focuses on the US experience, the issues raised are relevant to SA, such as: students who are ill-prepared for HE, students who are most probably first generation HE students,

students from slum areas and economic inequality. This is no different from the background of most students who are entering the SA HE system, therefore, it is felt the issues discussed are relevant. Cones, Noonan & Janha (1983) also raised the issue of first generation HE students, who they believe frequently have negative academic self-images and may very well fear the academic environment. Frater, Howe and Murray (1997:223) affirm the necessity to create an environment of inclusiveness "to enhance the act of teaching and the process of learning". They argue there is "strong evidence that supports the positive impact of role models from the same racial and ethnic group". Public HE has "a responsibility to be accessible and must offer the chance that access to opportunity provides" (Frater, Howe & Murray, 1997:223). These authors are from the State University of New York, which includes a course that focuses on multicultural sensitivity within the leisure services. This course integrates the concepts of diversity across the curriculum as it is felt this enables people to "come to terms with their attitudes, values, beliefs and expectations in order to become comfortable with diversity". These programmes are believed to lead to an acceptance of other cultures and lifestyles and an understanding of etiquette, expressions and styles of others. The experience of these authors is that people gravitate towards persons who share some visible common characteristics (race) and that students are more confident, especially initially, when communicating with those of their own race. However, "multiculturalism brings people together to celebrate the richness of their divergent cultures, experiences and values" (Frater, Howe & Murray, 1997:223).

Political transformation is not the only change that SA has faced, so too have there been changes from globalisation and information and technology advancements. If society is changing "it follows that the purposes of HE too must change ... it must be shaped by the new kind of society that is emerging" (Scott, 2002: 62).

4.2.3 Disadvantaged Students in Historically White Institutions

The University of Natal is a historically White (advantaged) institution, although, it has had students from other racial groups for many years. However, these numbers did not reflect the demographics of the country, due to repression of the majority of SA's citizens. As such the norms and values did not represent those of the wider population of SA and it is vital that the norms and values change in line with the

changing profile of students and staff. This transformation brings with it problems related to how the various cultures 'fit' into the changing value systems, particularly in an environment which many could find daunting.

Furr and Elling (2002) conducted a study to assess retention factors in relation to African-American students in predominantly White universities in the US. This study concluded that whilst there are a number of factors related to retention, there were significant differences in several areas. The influence of environmental factors is considered "critical to retention of African-American students, particularly at predominantly White tertiary institutions in the US where the environment was found to be more alienating". The factors and relationships are: "financial - negative relationship; multicultural experiences - positive relationships; feelings of involvement and being valued - positive relationships" (Furr and Elling, 2002: 189). An interesting aside to one of the points raised in this study, a factor the authors deemed "somewhat unusual", is the negative relationships with retention shown by those who only showed an interest in the institution when they were finishing their schooling (Furr and Elling, 2002: 192). This may be related to the first generation HE student. Many students follow their parents into the same HE institution and it is possible that first generation students do not have an historical link to the institution, which may impact negatively on their retention. If this is the case, then this may not be avoided until the next generation of students enter HE.

Tinto (1993) used the concepts of social and academic integration to test his hypothesis that students who participated in extra-curricular activities would be more likely to remain at the institution. However, his study (in the US) concluded that African-American students identified academic related activities to be more important for academic and personal development than extra-curricular activities.

Armstrong (2002) asserts that the historically Black university sport experience has inherent cultural experiences, which is possibly the reason for the prevalence of large attendance and participation at such events. Even though these inter-varsity events are traditionally held far away from either teams' home ground, resulting in great cost, "the delivery of the sport experience is a unique offering which is very different from mainstream sports". The experience encompasses entertainment (music and dance)

that creates a pageant type atmosphere resulting in a vast following. Armstrong (2002) concludes that this sport experience (compared with other college sport) provides "a culturally distinct sport experience relevant to African-American culture" (Armstrong, 2002). This distinct sport experience may not be found in previously White institutions and from these studies it appears that other race groups may feel more comfortable within their own cultural environments. Williams & Qualls (1989) concluded that the stronger an individual identifies with his/her ethnic group the greater the likelihood of the individual engaging in behaviours that will offer identity affirmation opportunities. Armstrong (2002) suggests it depends on how important ethnicity ties are, whether or not people prefer to participate in environments that offer a culture where their ethnicity is reinforced.

Jackson (1988) argues that to achieve sports equity, it is necessary to identify those groups that are disadvantaged with regard to participation and to specifically target them with effective programmes for the provision and management of sport and recreation services to increase participation rates amongst these groups.

4.2.4   The University of Natal

"The University of Natal strives to serve all sections of its community through excellence in scholarship, teaching, learning, research and development. The University of Natal serves SA and the KwaZulu Natal (KZN) region in particular, by delivering quality teaching that enables students from all backgrounds to realise their academic potential and to obtain degrees of a continuing international standard. The University of Natal has a keen appreciation ... of the responsibilities and leadership roles its students may be expected to fulfill. The University of Natal accepts its development role as it is committed to widening access especially for students from communities, which have historically not had access to tertiary education. Its development focus is to actively pursue opportunities to engage with communities to improve quality of life" (Strategic Initiatives, 1999).

4.2.5   Student Services

The UND Sports Administration is a Department within the Student Services Division. The Division, reports to the Deputy Vice-Chancellor: Students and Transformation. The Student Development section of Student Services has produced a

Student Development Plan, which acknowledges "the role of the University in the holistic development of all its students to enable them to be productive citizens in their communities and in society". The Plan's goals are for students to receive a well-rounded HE experience and improved career and employment prospects, so they are developed into responsible citizens. The Plan proposes a need to foster a societal responsibility in its students and acknowledges: many students are under prepared and financially needy; students are polarised along social, cultural, religious, political and economic lines; there has been limited exposure to a variety of sport in rural schools. Addressing these problems requires "the introduction of cost-effective measures and resource sharing" (Development Plan, 2002).

The Mission of Student Development "aims to provide the vision, leadership and management focus for staff involved in the delivery of support services to facilitate the overall psychosocial, educational, vocational, leadership development and well being of students within the University environment, with the purpose of producing holistic graduates" (Development Plan, 2002). The Vision: "This involves the conceptualization and implementation of learning environments designed to develop well-rounded students, in partnership with all stakeholders, underpinned by systems and theories of student development applicable to the SA multicultural context" (Development Plan, 2002).

Keeling (2002: 261) suggests that the learning environment within HE institutions can be strengthened by good health programmes which support "the cognitive, emotional, behavioural and social development of students" and argues that all the health related programmes and services must work together in meaningful ways to advance the health of students. Keeling (2002) discusses the medical model for clinical services but suggests the need for a balance between this (often life saving service) and healthy lifestyle promotion. This is mentioned here as the UND Campus Health Clinic also falls under Student Services and Keeling's work suggests co-operative programmes between the two departments may be an effective way in which to create awareness of the benefits of sport in promoting a healthy lifestyle.

4.3 THE ROLE OF SPORT

This section briefly discusses the position of the SA government, which leads to an examination of the role of sport in creating a healthy lifestyle and in transformation initiatives. Discussion then moves to sports marketing and the consumer decision-making process.

The Department of Sport & Recreation (SRSA) facilitates the delivery of sport and recreation to the people of SA. It is believed that the development and upgrading of sporting infracstructure will improve the quality of life of citizens (SRSA). There is some overlap regarding sport between the Ministries of Sport and Education: the Department of Education is responsible for curricular and extra curricular sport and SRSA is responsible for competitive and representative school sport programmes. SRSA has established the SA Sports Commission to administer sport and recreation in SA (SRSA).

The Ministerial Task Team on High Performance Sport has recommended prioritising those sports that can gain international success and those that can increase the number of participants. These identified sports will receive substantial resources allocation (SRSA).

4.3.1 In Pursuit of a Healthy Lifestyle

Felshun (1967:10) cites Sargeant, who in 1879 proposed the goal of physical education is to "… improve the mass of our students and to give them as much health, strength and stamina as possible to enable them to perform the duties that await them after leaving college".

AAHPERD (1989) defines physical fitness as "a multifaceted continuum extending from birth to death. Affected by physical activity, it ranges from optimal abilities in all aspects of life through high and low levels of different physical fitness to severely limiting disease and dysfunction".

Mood, Musker & Rink (1995:1) contend there is "almost unanimous agreement that optimum health is our most priced possession" and that "in order to improve and

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maintain optimum health, it is necessary for people of all ages to participate in physical activity".

Harper (1997) notes that due to technological improvements mankind should have more time available for the pursuit of leisure activities and these advancements have also brought new and advanced leisure products. Not all authors agree with this view and Harper discusses other views, such as mankind now being more overworked than ever before. He argues that no matter which of these beliefs you follow, the two (leisure and work) have to be part of a trade-off. He also argues that as the economy becomes more service orientated, with no tangible product, it will result in repetition and lack of challenges at work, resulting in generalised demotivation. He quotes from the work of Smiles during the mid-19th Century who believed that work was virtuous and created perseverance, self-reliance and concentration, i.e. the Victorian work ethic. Life has now been filled with convenience, so too leisure time. Harper believes leisure has become escape orientated and that it is necessary to develop 'good' leisure habits.

Tinkler (1994) examined the 1939 United Kingdom's Board of Education Policy for leisure training of girls. Prior to the production of this Policy, work in this regard had been male orientated. What is interesting and of relevance to this dissertation is the Policy's view of the role of physical activity: "the training of body is inextricably linked to the training of mind and character" and "it is believed that physical training is necessary to create physical and mental alertness, adaptability, endurance and self-reliance".

Economic pressure and lack of infrastructure is having a detrimental effect on the introduction and provision of sport at school level in SA. Mood, Musker & Rink (1995) believe early and continued exposure to physical activity impacts significantly and positively on health. They report that economic pressure in the US has resulted in reduction of exposure to high quality daily physical education programmes in public schools, which they believe is short-sighted, in light of the benefits such programmes provide. Mood, Musker & Rink (1995: 2-4) state the following benefits arise from involvement in physical activity programmes:

- There is evidence that "exercise under the proper conditions increases emotional stability and mental fitness".
- Development of skills brings self-confidence and satisfaction.
- It provides opportunities to "experience being a follower and a leader"
- Participants learn to acknowledge when to "give credit where it's due, regardless of who wins or loses", acquire social skills such as "courtesy, self control, co-operation and loyalty" and experience and appreciate the benefits resulting from the sensible use of leisure time.

"Programmes to develop and maintain physical activity should include the positive benefits derived from such activities, as this results in more long lasting effects on attitude and habits" (Norton, 1995:315). Norton (1995) argues the most effective programmes for older students are those that show how to assess, design and conduct personal fitness programmes and that commitment is fostered when individuals take responsibility for developing their own programmes.

"Current evidence strongly supports the importance of regular exercise as part of a healthy lifestyle ... in spite of the documented health benefits of participation in exercise, research continues to indicate that only one-fourth or less of US and Canadian adults regularly participate in exercise (Anderson, Cychosz & Franke, 2001:2). Many studies have tried to explain the low participation rates and why people fail to maintain participation, given the well-documented benefits. Anderson, Cychosz & Franke (2001) conducted a study to validate "the extent to which exercise contributes to an individual's role-identity and concluded "there is a mutually reinforcing relationship between the role of exerciser and one's behaviour as an exerciser" and that as people develop their role identities from the various social interactions they are involved in, they will then "engage in behaviours they see as important to their role identity as an exerciser ... and that recognition and reinforcement by others validates this identity" (Anderson, Cychosz & Franke, 2001:2). This validation process results in additional pressure to maintain exercise and the authors suggest that further examination of these relationships may result in the development of programmes that "may increase the possibility of long-term adoption of exercise as part of the lifestyle" (Anderson, Cychosz & Franke, 2001:4).

4.3.2 In Pursuit of a Transformed Society

The SA government appears to acknowledge the positive role provided by sport participation, as it has tasked the Department of Sport and Recreation to play a leading role in implementing the "Peoples Contract for Moral Regeneration" where the broader context is "social crime prevention to generate a South African value system which will develop a caring society of upstanding citizens". This programme is specifically targeted at the youth of SA and aims to initiate sustainable local leagues in identified areas with "a view to ensure they participate in wholesome sport and recreation activities". As the programme also has an elite component, it is envisioned it will identify talented players (SRSA).

Harper (1997) referred to the positive benefits resulting from valuable leisure time activities and how sport involvement can influence positive leisure habits. However, there are other important issues for the role of sport in the context of transformation of South African society. Mood, Musker & Rink (1995: 4) referred to the opportunities sport can provide for diversity management and transformation by initiating common interests, bringing together different cultures and societies and for "developing broad social understandings". MacClancy (1996) affirms the importance of sport in developing social values and SISA (1999) recognises sports importance in creating a sense of identity.

The health benefits are complemented by the social and moral benefits that sport can provide for South African citizens and thus sport is important in community development. Shehu (2000:39) also notes this, as he states Nigeria recognises sport as a means to "manage the socio-political agenda in postcolonial Nigeria". SISA (1999) asserts that using sport as the tool for promotion of reconciliation and nation building, results in more rapid positive outcomes than with other mediums. SISA (1999) also affirms the role of sport in developing decision-making skills and the promotion of a team approach to life in general.

Sport provides an opportunity for people to come together to spend time in an environment that inspires their potential and promotes their abilities, whilst applying the same rules to all. This is important in a society that is still suffering from the effects of segregation and exclusion policies. However, whilst the same sports rules

may apply to all, they do not come together from an equitable base. The social and economic backgrounds are not the same and certain teams and groups have access to coaches, equipment and facilities, whilst others have little or no such resources. For sport to play its meaningful role in transformation, it is a cyclical process of an understanding of the culture of the various groups that are involved, with sport also providing the ability to enhance this understanding. Part of this is acknowledgement of how South African society has been shaped by a culture of exclusion and separation. Separation of South African society also polarised sport types along racial lines, which was further polarised through the lack of provision of infrastructure for the excluded groups.

SA has extremely urgent requirements for its resources to develop a society where there are equal standards for all its citizens. This includes the provision of services (water, electricity, refuse removal), housing, education, health care and security, for which much has been achieved but there is still a great deal to be done. This will delay the government's ability to provide the much needed sport infrastructure in poorer areas. Private programmes such as Sport for All (SA based), LoveLife and Playing for Peace (both USA based), have the potential for providing much needed resources in this regard but still cannot fully address the problems highlighted. This will result in students with under-developed sport skills entering HE institutions for some time to come.

The central aim of most sports associations' development programmes, is a wider search for talent to develop potential elite participants in order to achieve the government's transformation targets in provincial and national sports teams. These programmes focus on the competitive aspect, which does not build on the social and moral opportunities that sport participation can facilitate. The focus on transforming South African provincial and national sports teams, whilst a worthwhile and necessary goal, may not address the wider social problems of SA. It may result in a loss of focus on the development aspect of sport and its positive influence on holistic community development. It is acknowledged that the provision for elite and mass participation can have detrimental affects on each other. However, there may be a time when it is more important to develop mass participation, so as to fast track social and cultural development. The cost-benefit to society has to be established between the benefits of

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concentration of resources on a reduced number (elite athletes) or on a greater number of recipients (mass participation). The proponents of elite participation and role model development may argue against greater investment in mass programmes, to the detriment of elite athletes. However, for many years in the past, some elite sportspersons were excluded on race, the effects of which are no different from exclusion due to advantage. Economic realities still exclude many people and identified elite athletes from disadvantaged groups face related problems these programmes do not address, such as transport problems, adequate nutrition and provision for the supplementary costs of participation.

4.3.3 Sport Marketing

Irwin, Sutton & McCarthy (2002:294) argue that the atmosphere created at sports events is extremely important as it presents the image of the organisation. This image is considered necessary due to the integration of sport and entertainment (this assists in defining what constitutes a substitute for sport). They believe it is necessary to create entertainment at the periphery of sports events as this assists with building community relationships and it provides a "distinctive character" for competing organisations, which are otherwise hard to differentiate. Putnam's (2000) view that a sense of community can be engendered when there is shared enthusiasm, is an important factor when considering community relationships.

Brooks (1998) conceptualised the 'image-congruency' concept, which consists of six dimensions: physique, physical condition, athleticism, socio-economic status, age and gender. Brooks concluded that a decision to participate was based on a comparison of one's image within these six dimensions against the stereotype expected of that image. Fishbein (1980) concluded that a rational assessment is made on the overall cost-benefit of participating (attitude) and then a decision is made (intention). Kang (2002) studied the effect of these issues on participation and concluded that both 'image' and attitudes influence decisions to initiate participation, with attitude having the greatest impact. Kang stresses the necessity of assessing how these processes affect the participation decisions of the target market.

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Miller and Kerr (2002), mention that Canadian student sport has little following and that media coverage of university and community sports events is minimal, resulting in little advertising revenue. This is similar to the situation at UND.

Hoch (2002) suggests that various publics impact on the role of universities' sports administrations. This supports the views of Kotler (1982) and Frumkin (2002) discussed in Chapter Three, regarding the impact of numerous and diverse publics. Hoch (2002) acknowledges the need to lessen the impact from change and suggests that being proactive regarding change lessens such impacts. This can be achieved by being alert to the environment and supports the view of this dissertation for the use of strategic management principles in sport administration departments. Hoch (2002:5) also discusses the effects of change on people, such as making them fearful and concludes that a plan of action encouraged by the leader can succeed and "produce a more efficient and productive organisation".

Although there are conceptual differences between public relations and marketing, Stoldt, Miller & Comfort (2001:165) consider them as "complementary activities" that will improve the image of sport programmes in the eyes of key stakeholders (fans, media, alumni and institutional personnel). Due to the substantial resources that are invested in sport programmes at institutions of HE, they believe it is essential to develop programmes that enhance the relationships with the key stakeholders.

Having established the role and dynamics of sport, it is necessary to focus on sport in the HE sector, as this is where this study is situated.

4.4 SPORT IN HIGHER EDUCATION

This section deals with the broad aspects that situate sport in HE and leads to a discussion on student sport structures at other tertiary institutions. A Nigerian study is discussed in depth as it examines student sport from an African perspective.

Student sport at tertiary institutions in SA affiliates to the South African Student Sports Union (SASSU), which controls competitive participation. SASSU is a stakeholder in SRSA, the SA Sports Commission and the SA Olympic movement.

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SASSU is affiliated to the international student sport federation, which administers the World Student Games and other international championships.

Cox (2002) acknowledges that sport at tertiary institutions worldwide is faced by a lack of resources. He contends that the best way in which to address this resource constraint is for sports departments to align with their institution's mission. He discusses two issues he believes have a bearing on university sport: increased enrolment and thus participation rates (this has not happened at UND) and the broadening of the variety of experience in sport, resulting in a wider variance in ability.

Cox (2002) argues that available resources must benefit as many people as possible and believes that innovative ways are necessary to achieve a balance between elite and mass participation. He suggests it is preferable to focus on just one or two sports for the elite end of the continuum, with assistance extending beyond scholarships to include support services, such as counseling and fitness testing. This, he believes, necessitates a more professional management approach to the provision of sport and suggests a move away from the student run union towards professional managers (Cox, 2002:20).

Trail and Chelladurai (2002:290) discuss the intense debate regarding the function of sport in HE institutions, with some even suggesting that sport is "not consistent with the educational goals of universities themselves". They undertook a study in 2000 to analyse the goals of HE sport and the processes that are undertaken to achieve the given goals. This worked identified various issues, which they conceptualised into Performance and Developmental Goals and Processes as depicted in Table 4.1.

Trail and Chelladurai (2002:290) discuss their 2000 study: "there were significant differences between faculty and students and between males and females in rating the importance of each of the ten goals" and "developmental processes were considered of greater importance than performance processes", with performance/popularity based resource distribution being unanimously approved as the lowest factor in the process section. The 2002 study of Trail and Chelladurai expanded on this study to examine the effects of personally held values within goal and process decisions.

Table 4.1: <u>Issues Related to Performance & Developmental Goals & Processes</u>
(Source: Trail and Chelladurai (2002: 290)

GOALS	PROCESSES	

University visibility & prestige
Financial security
Winning
Entertainment
National sport
    development
	Attracting athletes
	Marketing processes
	Promoting international sport
	Media relations
	Selection of coaches
	Performance/Popularity based
	    resource distribution
		PERFORMANCE

Academic achievement Health/Fitness Social/Moral citizenship Careers Cultural diversity	Social/moral education Academic eligibility Academic admissions Maintaining health/fitness Facilitating career development Creating gender equality	DEVELOP-MENTAL

The results concluded that these decisions supported a model whereby "values are associated with approval of processes only through their relationship with perceived importance of goals" (Trail and Chelladurai, 2002:294 and 305). Interpersonal values used in this study consisted of: self-direction, stimulation, hedonism, achievement, power, conformity, tradition, benevolence, security and universalism. An important finding is that the value of Power (orientation towards self-enhancement-individualism) was strongly associated with the importance of Performance Goals and only received a low rating for Developmental Goals, whilst Universalism (orientation toward self-transcendence-equality and social justice) rated highly with Developmental Goals. The study also showed a strong association between each set of Goals and its respective Processes, although this relationship was stronger in the Performance Goals section. The authors suggest this is possibly due to the more quantifiable nature of Performance Goals and Processes. "The finding that different value orientations were differentially associated with importance of goals and approval of processes has practical managerial implications". The authors noted an unexpected difference in the influence of values within gender groups and within stakeholders when rating values and suggest that constituencies be segmented "based on value orientation" and that it is best to "emphasise those goals and processes that are consistent with those values", e.g. if the target market has a collectivistic value system, "the focus should be on developmental goals and processes". When there are various stakeholders, each with "different goal and process preferences", it is important to "assess the value systems, goal orientations and approval of processes"

of "the most influential and powerful stakeholders", as their views are of primary importance (Trail and Chelladurai, 2002: 307). However, they do acknowledge the limitations of their study due to it being conducted at only one university, with limited sampling.

The impact of sport on students' academic aspirations must also be considered. In a longitudinal study conducted over four years by Adler and Adler (1991) they noted how the academic goals of male student basketball players were continually lowered due to the pressures arising from competitive sport. The study reported these students felt pressure, not only from tiredness due to the rigours of participation, but also from insufficient study time. Another study conducted by Meyer (1990), focused on female participants (volleyball and basketball) but these student experienced increased commitment to their academic programmes. Miller and Kerr (2002) conducted a similar evaluation on Canadian students. The participants selected were senior level athletic students. This study also revealed that the prominence of the aspects of academics, social interaction and sport participation changed as students progressed through their academic careers. Their study also showed that sport availability, for those students who were competitive athletes, at a university, had considerable impact on the decision to attend that particular institution. The authors expressed concern about the apparent ambivalence to selection of an institution based on its academic standing. The students selected for this study were all sport orientated and showed high levels of intrinsic motivation to achieve success in sport. However, these students did discover that time for study was a problem but as they progressed further they managed to achieve success in sport and cope with their academic demands. The study concludes that "success in one domain often served to alleviate stress and motivate success in the other" and that "participants were forced by their multiple responsibilities to organise their time ... and were more focused and disciplined" (Miller and Kerr, 2002: 352). The study also revealed that as students progressed into higher academic levels they adjusted their sport involvement to become more academically focused, which the authors contended was due to self-acknowledgement that sport ability would not result in a professional sporting career. In Canada students are allowed to continue into five years at under graduate level and the authors noted the majority of students who had required this extension were based in one faculty, that of exercise science and related disciplines. They question whether this is because

the students had an interest in sport or whether these environments allow the needed extensions required by those students to enable them to continue to pursue academics and sport. The study also showed that social integration through membership of sport alleviated many of the stressful factors related to progression to and through tertiary education. However, this resulted in withdrawal from social interaction with those outside of the sport team, which the authors felt was of concern as it limited wider social interaction.

Kirk (2002) reports on a keynote address by Siedentop delivered to the Junior Sport Forum in New Zealand in 1995 where it was suggested there are four goals for sport programmes: the educative, the public health, elite development and the preservation, protection and enhancement of specific sport practices. Although Siedentop (as cited in Kirk, 2000) values the elite goal he questions its justification when resource allocation is not balanced with the other goals, citing the example of a US coach who requested numerous coaches for the varsity football team and no one suggested the resources could be better used to extend participation opportunities. However, he does believe the elite goal is indispensable as it develops standards and that values are instilled in young people by the heroes and heroines that are created. Sport participation teaches young people to defer gratification and submits them to structured practice regimens from which they learn to accept authority and appreciate the rituals and traditions involved (Siedentop as cited in Kirk, 2000).

4.4.1   An International Perspective

This section examines the administration of student sport at various institutions throughout the world.

The Student Association of Central Queensland University (CQU) in Australia administers all student clubs: recreational, sport, social and academic. The Association covers a widely distributed network of seven campuses and is governed by a Board of Directors made up of representatives from each campus (CQU, available from (http://association.cqu.edu.au.)

The Sports Association administers sport at Melbourne University in Australia. The Association provides financial resources in a similar manner to the UND Sports Administration (http://www.sports.unimelb.edu.au/).

Monash University in Australia also extends across numerous campuses. It appears the administration of sport is undertaken from one campus and that it is more recreation based, although they do participate in the national student sport championships. The University has established a proprietary service company that includes responsibility for sporting facilities and services. The facilities are open to the public. The University has developed strategic alliances with other sports teams and organisations, which provide participation opportunities which "would not otherwise have been available and which generate additional revenue" (http://www.monash.ed.au/sra).

At another Australian institution, La Trobe University, the Sport and Recreation Association, with a Board of Management reporting to its members and the University Council, administer sport. Club committees are delegated responsibility to manage their affairs according to formulated policies. There is an extensive and ongoing programme of intra-college events and students also participate in national student games. (http://www.latrobe.ed.au/sport).

University sport in Australia is affiliated to Australian University Sport. "Sport provides services to tens of thousands of students and is seen as an important extension to university life" (Bone, 1999).

The Harvard University Department of Athletics acknowledges that competitive and recreational athletics are an integral part of the educational process and experience and as such students should have opportunities to participate and compete at the level most appropriate to their interest and skills. "Participation enables students to grow and learn and enjoy themselves and to use and develop their personal, physical and intellect skills. A comprehensive sport programme provides physical, social and emotional benefits that are vitally important in a highly competitive educational environment". The limitations of elite participation are acknowledged and thus they have devised an extensive programme of 'intramural' sport, which is considered "an

effective means of orientation for first year students". It appears competitive sport is self-funding ("minimal financial support"). Even so, there are sound administrative systems: documentation such as president's checklists, competitive schedules, emergency action plans, facility use applications, etc. (http://www.hcs.harvard.edu).

The National University of Ireland (Galway) provides "a platform from which students can meaningfully engage with University life", complementary opportunities include sport clubs. From their experience "student to student support provided through the network of student clubs is a useful resource to deal with challenges of university life". Participation in recreative sport is encouraged and clubs have widely advertised days for students to register. "Participation in an inter-varsity event is a unique experience unmatched in any other forum of sport. The camaraderie, competition and celebrations are inevitably among the highlights of life at the University". Sport is administered separately from societies, both of which fall under Student Services (http://www.nui.ie)

The Athletic Union of University College Dublin governs sports clubs. The Athletic Union Council is made up of representatives from each club (one graduate and one student) and joins the Students Union, the College Societies and Students Club to form the Students Consultative Forum, chaired by the Registrar. This body allocates funding and matters relevant to student life are discussed. A Sports Development Trust has been established "to raise the profile of sport", which works closely with the college authorities and "prepares comprehensive plans for sport development". The Trust is drawn from business persons, graduates and staff (http://www.ucd.ie).

Southern Illinois University sport is part of the Registered Student Organisations (RSO), which "provides students the chance to develop leadership skills, become involved in the community and enhance their education". The RSO includes numerous political, departmental, international, ethnic, religious, residential, recreational and general interest groups (http://www.siu.edu/departments/rso/).

At the University of California Los Angeles, UCLA Recreation administers, supervises and co-ordinates programmes, facilities and equipment for all campus recreation activities and services. There is an extensive intra-mural programme

offering participants opportunities, no matter the skill level. The club sports programme offers the chance to participate "in sports that fall beyond the scope of intra-murals but are not offered at varsity level". "A popular attraction is the extensive opportunity for independent recreation and exercise". Management falls under three levels: event operations, programmes and business operations (http://www.recreation.ucla.edu).

Miller and Kerr (2002) discuss how Canadian student athletes are allowed to extend their undergraduate studies for up to five years. They also discuss that general support services are available to these students but there are no additional benefits, such as those received by US student athletes, e.g. life skills programmes and specific residences and study halls.

4.4.2   An African Perspective

This section details with the administration of sport at other SA campuses and reports on a detailed study into student sport undertaken in Nigeria.

At Rhodes University all students are automatically members of the Sports Council and are thus entitled to make use of its facilities. Both elite and mass participation sport are provided for with a strong inter-residence competition (http://www.ru.ac.za/sport). It is acknowledged, though, that this institution is in the rather unique position of being based in a small South African town where all social life revolves around the institution.

The University of the Witwatersrand is committed to a broad programme of recreational and competitive sport in view of the promotion of good health and well-being and publicity, respectively, brought by the two diverse areas. The Constitution is approved by both the SRC and University Council (http://www.wits.ac.za/sport).

Pretoria University provides optimal opportunities for all students to participate in sport and recreation and provides programmes and services to the wider community. It provides democratically elected club structures and an organisational structure that creates a culture within which all participants can learn and grow (http://www.up.ac.za/sport).

Nigeria recognises the important role sport plays in the holistic development of tertiary students (Shehu, 2000:39). In 1989 the National Sports Development Policy was formulated to ensure "progressive change through sport performance and capacity building with higher education institutions assigned a key role in the process" (Shehu. 2000:39). Shehu's (2000) paper discusses issues raised by other researchers, prior to this Policy, such as a lack of full and effective evaluation of sport programmes, low physical activity rates amongst students, a narrow recreational programme providing access to only a few activities, the tendency to downgrade investment and sporadic intramural programmes.

Shehu's (2000) study highlighted some salient points:

- Even though the Policy introduces mandatory physical activity this is not included in either a theoretical or practical form. The study concludes, "the majority considered physical activity as unacademic and extramural activity was not included unless powerful pressures converged to necessitate such action" (Shehu, 2000:41).

- Budgetary problems constrain sustainable development of quality and accessible sports facilities. The study found that "inaction has kept sport infrastructure development from taking place" whilst it should have motivated a "formula for funding and corporatising university sport facilities" (Shehu, 2000:42).

- Habitual dependence on subsidies resulted in programmes being "driven by supply rather than market demand". He questions the sustainability of such an approach, especially if subsidisation falls or is rationalised (Shehu, 2000:43). Gap Analysis (Johnson and Scholes, 1999:367) is relevant to this point. It is used extensively in the public sector to establish resource provision, where consideration is given to quantifiable measures. When such an analysis is undertaken it frequently leads to consideration of innovative ways in which to deliver service (Johnson and Scholes, 1999:367)

- The professional preparation of sports directors, from physical education, prepares them for a sport educational role, rather than the important matters of marketing, economics, and research. The study reports the vast majority of respondents citing a lack of capacity to strategically develop sport, such as:

lack of planning capacity and failure to plan, lack of co-ordination of marketing, promotion and lack of economic/demographic impact assessments. Sport departments are considered administrative units and "this approach has resulted in the inability to attain a broad and consistent perspective on the future of sports programmes ... and a capability orientated to best practice sports services" (Shehu, 2000:41 and 43).

- The Policy mandates "incentive schemes'" (medical care, priority accommodation on campus, flexible assessment schedules, insurance, scholarship, upkeep allowances, cash awards and citations) which creates conflict between the necessity for growth of sports excellence, whilst the development of a sound sporting infrastructure is necessary (Shehu, 2000:44).

- The study found little evidence of evaluation programmes by national government, stating, "internally generated reports are used mainly for annual salary increments and budgetary allocations rather than to assess such matters as sport programme design and implementation" (Shehu, 2000:44).

Shehu (2000:45) concludes: "even though the government had realised the necessity to formulate such a policy, Nigerian universities have been negligent regarding monitoring sport development".

With this understanding of sport's contribution to the well being of individuals and society, the focus now moves to understand how motivation and commitment affect the underlying behaviours that result in participation or non-participation.

4.5   SPORT COMMITMENT & MOTIVATION

Sawyer & Smith (1999) report that in the US, 40% of the customer base of the average fitness facility is lost each year. Kelly & Warnick (1999) report that 75% to 80% of participants leave fitness programmes in the US. Due to these high withdrawal rate statistics, Gerson (1999) recommends conducting research into commitment, which will lead to the development of effective strategies. Searle & Jackson (1985) believe the study of leisure constraints leads to innovative management strategies for developing and planning recreational activities. According to Dishman (2001) it is important to increase commitment as it has been empirically shown that

approximately half of those who start participating in sport withdraw within a short space of time.

Corbin (2002:182) proposes, "physical education has much to offer society as an effective agent of change, especially in promoting health". However he notes that most surveys performed in adulthood find that sport is rarely among the most popular activities. He uses the findings of the 1996 United States Department of Health and Human Services (USDHHS) report and concluded it is necessary to set objectives before selecting the activities to be included in programmes (usually in physical education the activity is chosen prior to determining the objective). The USDHHS 2000 report shows "a 50% decrease in student participation in daily physical activity during the 1990s" (Corbin, 2002:187).

Various studies have been undertaken to determine the reason for withdrawal from sport. Butcher, Lindner & Johns (2002) contend that the key factors for sport withdrawal are behaviour, conflicts of interest, overemphasis on competition and lack of fun. They define competitive sport as "structured programmes sponsored by schools, community or private clubs and provincial and national sport organisations" (Butcher, Lindner & Johns, 2002:148). Their study showed that elite competitors had the longest and most frequent participation history. Elite athletes cited too much pressure to perform well, lack of study time and injury as being the key factors for their withdrawal. This study shows that most youth participate in a variety of sports whilst at school. The following reasons for withdrawal are cited: not being good enough, too much pressure to perform well, lack of study time and injury (females) and taking a job (males). This study found that short duration participants (termed samplers) cited lack of enjoyment as the predominant reason for withdrawal. The study recommends that sports administrators should consider these factors and differences when planning sport programmes and that time management and priority setting assistance should be offered to students.

Alexandris and Carroll (1997a) reported seven constraints affecting recreational sport participation: *individual/psychological* - lack of confidence and being uncomfortable in social situations; *lack of knowledge*- skills ability and information about where to participate; *facilities/services* - believe facilities are inadequate or poorly maintained

and the programme is not suitable; *accessibility/financial*- cost and access (e.g. distance form home); *lack of partners*: friends don't want to or do not have time to participate; *time* -work and family obligations and timetable clashes; *lack of interest* – previously not enjoyed and not interested. The study proposed that intrapersonal constraints (individual/psychological, lack of interest, and lack of knowledge) were negatively and significantly correlated with sport participation, whilst there was no significant relationship between structural (facilities, lack of partners) and interpersonal (time, accessibility) constraints and recreational sport participation. Carroll and Alexandris (1997) propose a significant negative relationship between perception of constraints and sport participation and an individual's level of perception of the constraint and this is useful to predict participation or non-participation. This study also noted a significant negative relationship between the time dimension and participation, which they consider may be due to whether or not it is characterised as a structural or intrapersonal constraint. They argue that this negative relationship supports their view that time is a personal construct involving self-designed priorities. An alternative argument is that participants become more demotivated as they experience higher levels of constraint. The study notes university students were able, more successfully to overcome the time constraint but they were also considered more motivated which might have resulted in this finding. They propose that motivation is an important factor in overcoming constraints that will raise participation levels but acknowledge there is room for more work to develop an understanding of how perceived constraints, motives and motivation work in relation to one another and how constraints can be removed to enhance motivation (Carroll and Alexandris, 1997).

Alexandris and Carroll (1997b) believed that demographic differences, especially age, gender and education level, result in differing perceptions of constraints to leisure activities. They conducted a study, which supported similar constraints to those reported in North America and England, despite the cultural differences and lack of available facilities for their sample. This suggests the findings can be considered relevant. Higher *education levels* decrease constraints, however this may be as a result of greater ability to successfully negotiate constraints. University students were noted to have high financial constraint but low time constraints. Financial constraints were also felt highly by those in the lower socio-economic groups, also related to education

level. The facilities/services constraint was reported equally across all groups, which the authors conclude can be alleviated by provision of facilities and education regarding the benefits. The study showed *gender* differences with higher participation rates amongst males than females, related to individual/psychological, financial, lack of skills. The various *age* groups experienced constraints differently. The age group from 18 to 45 had the lowest relationship with constraints for individual/psychological and time constraints. *Marital status* also reflected similar scores on the overall constraint scale but married individuals reported higher time constraints. Alexandris and Carroll (1997b:122) acknowledge the "complex manner of how constraints intervene in the decision-making process" and the study supports their previous study, which concluded that cross-cultural similarities exist in the perception of constraints. However, they suggest qualitative research is required to establish "how people rationalise constraints in relation to their specific culture, values and lifestyles" (Alexandris and Carroll, 1997b:123).

A study by Alexandris, Tsorbatzoudis & Grouios (2002) hypothesised that some constraint dimensions operated as psychological mediators that acted as antecedents of motivation and the results supported this. It was accepted that amotivated individuals soon drop out and it showed that intrapersonal constraints impacted negatively on participation. They report intrapersonal constraints as entering first in a decision-making process and are also the most powerful. The three interpersonal dimensions of individual/psychological, lack of knowledge and lack of interest and slightly less so the time dimension (when also felt intrapersonally) resulted in amotivation. They report these same indicators result in low levels of intrinsic motivation. The study showed that high levels of both intrinsic and extrinsic motivation increase sport participation and motivation. The study showed that motivation acted as an intervening variable between constraints and recreational sport participation. The study found that intraperosnal constraints were demotivating factors, which affect behaviour through their negative effects on motivation (Alexandris, Tsorbatzoudis & Grouios, 2002).

The Sport Commitment Model (SCM) developed for the competitive athlete and empirically validated by Scanlan, et al (1993a), was also tested on youth sport participants (Carpenter et al, 1993). They concluded there are four dimensions, which

act as the main antecedents of commitment: enjoyment, personal investment, social constraints and involvement opportunities. A study conducted by Alexandris et al (2002) proposed to test the validity and applicability of this SCM at three private health clubs, to test the validity of the findings in an exercise and fitness setting. This study confirmed the work of Scanlan et al (1993a) by showing the four dimensions contributed significantly to commitment prediction and demonstrated that the SCM dimensions were a good fit to the data (structural equation modeling). Pritchard, Howard & Havitz (1992), Backman and Veldkamp (1995); Iwasaki and Havitz (1998); Park and Kim (2000) all suggest a variety of cultural, situational, psychological and social factors as being the antecedents of commitment to sport participation and leisure activity. The SCM is empirically validated in competitive sport by Carpenter et al (1993) and Scanlan et al (1993a), in youth sport by Scanlan et al (1993b), in health and fitness activities by (Alexander et al, 2002) and against a particular sport or sport programme and to sport in general by Carpenter et al (1993). The antecedents validating the SCM are considered worth discussing and will be used as the antecedents to psychological intrinsic motivation for participation in this dissertation.

Scanlan, et al (1993a:7) define the commitment antecedents of the SCM as:

- Enjoyment: "a psychological construct representing the desire and resolve to continue sport participation. Alexandris et al. (2002) show this to be a widely supported construct that committed participants are intrinsically motivated.

- Personal investment: "personal resources that are put into the activity which cannot be recovered if participation is discontinued", e.g. time, effort and money. The nature of the activity defines how much of a resource is invested, and the importance of this factor is dependent on the amount of investment. However, previous studies by Alexandris and Carroll (1997), Alexandris and Carroll (1999) and Alexandris, et al (2001) have shown that time is a high determinant of this factor.

- Social constraints: "social expectations and norms, which create feelings of obligation to remain in the activity". Alexandris et al (2002) acknowledge that this construct is important in the case of youth due to pressure from family and friends, but question its importance in relation to adult participants.

- Involvement opportunities: "valued opportunities that are present only through continued involvement". The study of Alexandris et al (2002) tested this construct in the case of exercise and fitness participants.

Table 4.2 summarises the findings of the Alexandris et al (2002) study into commitment of members of a health and fitness facility. In this study commitment is rated by dedication, determination and willingness to retain membership and possible withdrawal factors (Alexandris et al, 2002). Alexandris et al (2002), do state this confirmation of the Scanlan et al (1993a) SCM is related to psychological commitment, influenced by intrinsic determinants and suggest the SCM be tested further on situational and environmental factors. However, they do conclude these findings support the findings of other studies, which show recreation and exercise motivation is intrinsically motivated.

Table 4.2: Summary Findings of the SCM in Relation to Health and Fitness Clubs (Source: Alexandris et al, 2002)

CONSTRUCT	SCALES	FINDINGS
ENJOYMENT	Rating on enjoyment, happiness and fun whilst participating	3rd Highest predictor of psychological commitment
PERSONAL INVESTMENT	Ratings on time, effort and monetary value	2nd Highest predictor of psychological commitment. The more time, effort and money is required to be invested the higher the commitment. Time constraints the most difficult constraint, followed by financial.
SOCIAL CONSTRAINTS	Ratings on pressure from family & friends	Marginal constraint to commitment
INVOLVEMENT OPPORTUNITIES	Rating on what would be missed if withdrew	Highest predictor of psychological commitment

The Christchurch (New Zealand) City Council (CCC) document on Recreation and Sport Participation notes that a study undertaken in 1991 supports the idea that intrapersonal constraints are very important in determining the level of participation in recreation and sport. The CCC believes most providers of recreation and sport focus their attention on removing structural constraints (cost, transportation, etc.), whereas this study implies the focus should be on overcoming intrapersonal constraints. The CCC asserts that this and other studies show that older youth prefer to access facilities on a casual basis and that young people's recreation and sport needs change with age and generally, as people age their needs move from structured,

organised and monitored sport activities to those that are less structured and more informal. The study also showed some evidence that participants were discouraged by coaches that were considered to be more concerned with winning than with the welfare of players. This study also identified that disabled sport persons preferred to be involved in 'mainstream' sport clubs (CCC).

Mummery, Hudec and van Ingen (1996) conducted a study amongst Canadian scholars, which revealed reducing levels of participation as the grade increased. The study revealed that most participation at high school was in organised team sport. The authors suggest that as older youth prefer more individual type activities, it is necessary to increase participation in individual activities so that physical activity is maintained as age increases. Alternatively sufficient opportunity must be provided for sport participation at a recreation level for individuals as they age, to assist in sustaining healthy levels of physical activity (Mummery, Hudec and van Ingen, 1996).

4.6   **CONCLUSION**

This chapter provides a broad understanding of HE in SA and the changes that have affected its roles and functions over the years. It also discusses the important impacts related to transformation of this sector of South African society and introduces the University of Natal and Student Services Division. Discussion then moves to the role of sport and why it is considered by many to result in a healthy lifestyle. Various student sport administration models are examined to establish best practice. A central theme of strategic management is marketing and this is discussed briefly, especially its relationship with community building and consumer decision making processes for participation. This leads into commitment and motivation, which are necessary concepts to understand in order to develop successful programmes. The understanding gained from the information in this chapter, together with that from Chapter Three, provides the background to achieve the first study objective. This objective is achieved in the next chapter, which examines the current situation of UND Sports Administration

CHAPTER FIVE: CASE STUDY – SPORTS ADMINISTRATION

5.1 INTRODUCTION

This chapter contextualises the study by examining the current situation of the University of Natal, Durban Sports Administration. It begins with background information and then analyses the Department using the most appropriate strategic management concepts and tools. This contextualisation enables fulfillment of the first study objective, to provide a comprehensive understanding of all aspects of Sports Administration's strategy.

Kotler (1982) notes that all organisations operate in an environment of one or more markets and publics. The Sports Administration serves the needs of the students of the University of Natal (its customers) and as such it has various relationships with faculties, donors, public and community groups, each with its own particular needs and perceptions. In order to achieve successful relationships with these groups it is necessary to analyse and plan, which emphasises the need for Sports Administration to undertake organisational planning and strategy formulation. As financial resources diminish or customer attitudes change or society's needs vary, so it becomes necessary to utilise management concepts to evaluate the environment and to assess customer needs. Organisations such as Sports Administration, usually only realise this need when the resources or members required reduce or become difficult to attract.

5.2 BACKGROUND INFORMATION

The Sports Administration is a non-profit organisation, financial surpluses are not distributed and it is a public institution, with its activities subject to public scrutiny. It makes its facilities available to community organisations and schools for which it charges a fee, although its focus is not profit maximisation. It has many stakeholders: the University, the students, the community in which it operates and the general public. Consequently it has to manage each of these relationships accordingly.

Businesses may have several objectives but they are all profit driven, whereas the Sports Administration has to address the objectives brought about by "resource

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attraction" (funders) and "resource allocation" (customers) (Kotler, 1982:9). The objectives of Sports Administration are, therefore, more multi-layered with a complex dynamic to address all objectives and interest groups.

Sports Administration has generally not conceived it necessary to market itself to any degree. However, with the change in attitudes of customers and society, as competition increases between public and private organisations and as financial resources diminish, this attitude should be reconsidered (Kotler, 1982).

Sport has been synonymous with the University of Natal since 1924. The HC campus offered sport to its students through the Durban SU. Sport at MS had very poor facilities at the then Alan Taylor Residence, situated at a great distance from the University. Some of the African students from the HC campus participated in the BSU. As discussed in Chapter One, integration of the previous two sports bodies was accomplished in 1992, with the formation of UND-Sport, the constituted body to administer sport at UND. Sports Administration provides the infrastructure to enable participation and the efficient functioning of UND-Sport. UND refers to the combined campuses of HC and MS.

With the growth in student numbers at the University during the past decade, it is acceptable to expect an increase in sports participants. Cox (2002) alludes to this when he discusses the expected increased registrations at HE institutions that will increase sport participation However, this has not been the situation, in fact total numbers have actually reduced from the highest recorded number of 6 636 in 1986, which excluded those students who participated for the BSU. The total number of registered students at UND was 11 383 in 1986. However, it must be borne in mind that at this stage all those wishing to make use of the swimming pool and tennis and squash courts had to register with the SU. For the past few years this has not been a requirement, which may influence assessment of participation in recreational sport. In 2003, those joining the Squash Club are only those who wish to receive coaching and play league. During the past few years, membership entitled a cheaper hourly rate to play. This resulted in non-competitive players joining the Club.

At the time the University student enrolment figures increased substantially, there were also marked changes in the demographic profile of students. The reduced number of sport participants, especially in light of the substantial increase in student registrations, suggests the market is not being reached or the target market has been incorrectly segmented. The concepts discussed in Chapters Three and Four provide the insight into addressing this problem.

The dynamics of the changing student profile impact on planning and programme implementation. This is also acknowledged in the Student Development Plan. The Plan seeks to encourage development of student organisations, the development of new clubs and societies, increased participation in clubs and societies and to promote community involvement and service learning. This affirms the University desires a vibrant and dynamic student club environment, a cornerstone of which is increased participation.

Figure 5.1 shows the percentage change by race and gender from 1993 to 2003 of registered students at UND. The most marked change is in Indian females. Indian male and African female participation has seen similar increases. The change in Coloured female and African male participation is also relatively similar, with a smaller change in the number of Coloured male participants. The number of both male and female Whites has reduced, more so males than females.
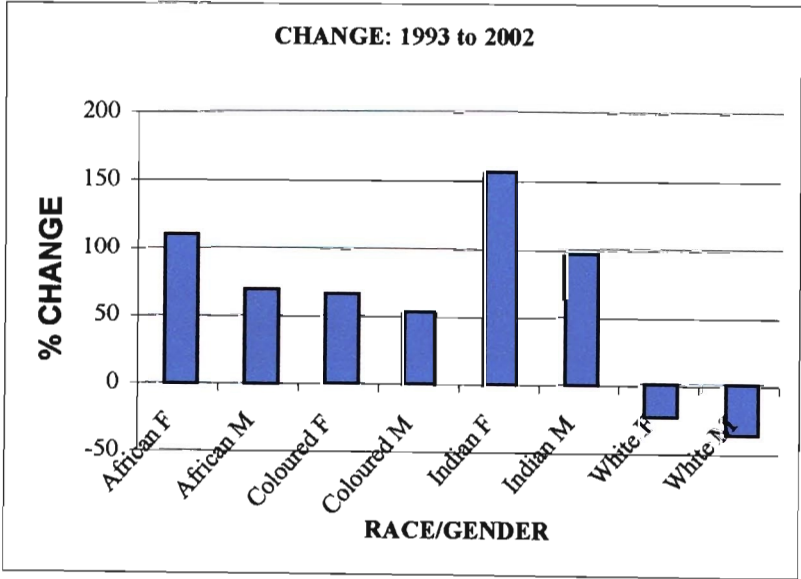
Figure 5.1: Percentage change by race and gender: UND students – 1993 to 2002

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5.3 PURPOSE

The first step in strategic planning and analysis is to establish the purpose of the organisation. Colenso (1998:52) defines purpose as "something the current product or service currently achieves for your customers". To establish purpose it is necessary to "describe the service, define the customers, establish each group of customer, describe the benefits for each group and describe the expectations of quality" (Colenso, 1998: 77). Table 5.1 provides details of these aspects with regard to Sports Administration.

Table 5.1: Establishing Purpose

Service	Facilitation of recreative & competitive sport provision for UND students Sharing physical resources with schools and the wider community			
Customers	Students	UND	Community	Staff
Benefits	-Develop self-confidence -Acquire time management, technical, social & organisational skills -Acquire self-satisfaction & achievement -Commitment to a balanced & healthy lifestyle	-Develop students with a broad appreciation of the diverse cultures and values of South African society -Develop students who will play a significant role in communities -Effective use of resources invested in sport provision	-Future citizens who have acquired a holistic education -Students who will be productive members of society -Sharing in the resources of UND by the use of facilities	-Satisfactory working conditions -Working environment conducive to achieving objectives
Expectations of quality	-Systems that provide an environment where their potential can be reached -Support to meet the expectations of club members -Superior administrative support	-Support the mission & vision of the institution -Adherence to high levels of governance	-Adequate preparation of facilities	-Improved training & development -Reasonable job security -Satisfaction from career development

The current Objectives are: to compete at the top level in league and tertiary sport, to produce individual athletes of national level, to produce teams that compete for titles at national level, to increase the overall participation level, to improve the relations between the Clubs, Council, Executive and Sports Administration" (Holm, 1997).

The Vision of Sports Administration is "to create an environment in which students can reach their true potential through sport and physical recreation" and its Mission is: "to provide a service to students to facilitate the development of student sport at all levels" (Holm, 1999).

Defining the purpose facilitates an analysis of the environment and allows for assessment of the future and the associated financial implications, which establish where value can be added for the customer.

In order to carry out this analysis it is necessary to first establish what the industry is and thus what constitutes a substitute for sport participation. Irwin, Sutton & McCarthy (2002:294) discuss "the integration of sport and entertainment". For the purposes of this analysis, all leisure pursuits are considered as substitutes.

Table 3.4 suggests the use of various tools to conduct analysis. Manning's 7Ps (2000) and 5Ss (2000b) Frameworks include both external and internal components, whereas in this study the two areas are assessed separately. These Frameworks are not applied directly but the relevant issues are discussed in each environmental component. The other tools discussed in Chapter Three and not used here are believed to be useful tools for a more comprehensive study than this one.

5.4   MACRO & MICRO-ENVIRONMENTAL ANALYSIS

PEST Analysis and Porters Five Forces are useful analyses to assess the future and establish the nature of the macro- and micro-environment. It is also necessary to consider whether the industry will attract people to work in it in the future. The growth of sport administration courses at private institutions provides confirmation the industry is attracting a large number of potential employees. The increase in the marketing of sport also provides a draw card for those who wish to work in this field.

5.4.1   PEST Analysis

The four aspects to a PEST Analysis are political, economic, societal and technological issues. These are discussed in relation to Sports Administration.

Political considerations:
- How the government funds and controls sport participation through provincial sport departments and registered federations, such as SASSU. The Sports Administration receives no funding from the provincial sport department and

the government provides very limited funding for elite participation at SASSU level.

- The positive effects on staff from the Skills Development Act should increase staff capabilities.

- The positive effects of the Employment Equity Act should facilitate the incorporation of "role models from the same racial and ethnic group" (Frater, Howe & Murray, 1997:223).

- The additional requirements of the Occupational Health and Safety Act, which applies to staff, coaches and participants.

- How the University views the role of sport in achieving its mission and vision. Section 5.2 mentions how Student Development seeks to encourage participation in all clubs and societies.

- Financial limitations placed on the Department, as mentioned in Chapter One. It is accepted the University has many demands on its limited financial resources but it has not provided any additional funding to Sports Administration to address the imbalances of the past. Students are now entering HE from disadvantaged backgrounds with limited exposure to sport at school.

Economic considerations:

- The financial hardship faced by the majority of students in a macro-environment of limited disposable income, high inflation, high interest rates for student loans and exceptionally high structural unemployment rates (jobless growth). These financial constraints appear to place pressure on students to complete their degrees in minimal time and with the short semesters it places additional strains on their available leisure time.

- Limited disposable income places financial burdens on students and their families who are unable to pay the minimal amounts due for financial aid, leaving little or no funds available to purchase the necessary equipment to participate in sport.

- Many consider HIV/AIDS will have a serious detrimental effect on the future economy of the country.

Social considerations:

- Income distribution is still skewed towards a minority of the population as a result of high unemployment.
- The changing demographic profile of students appears to have impacted negatively on participation rates.
- It is highly likely the HIV/AIDS epidemic in SA will affect the future of HE. There is the real threat of a reduction in numbers entering these institutions due to direct infection and a future where many children will be orphans.
- Marked changes in lifestyles with many more leisure time activities available. Cognisance must be taken of Harper's (1997) view that leisure has become 'escape' orientated and the necessity to develop students who can make good leisure choices to enhance a lifelong healthy lifestyle. Many students are using 'escape' activity, such as alcohol consumption during weekdays, as can be seen by the number of students at Jubes canteen and those frequently encountered at the sports facilities.
- The limited time available to students during weekdays for opportunities for social interaction due to constraints resulting from the current timetable and semester.
- Provision of recreational sport is difficult due to there being no time in the daily timetable allowing for participation.

Technological considerations:

- Improvements have increased the speed of change as well as cost of sports equipments, impacting on the ability of students to pay for these items.
- Technological improvements in electronic media enable more people to become aware of and understand the variations in sport.

As mentioned in Chapter Four, Harper (1997), suggests that people should now have more time available for leisure activities but this is not necessarily the case due to the factors discussed in this section. The economic conditions within South Africa have placed additional burdens on current students. As Harper (1997) suggests there has to be some form of trade-off and Kang (2002) concluded that attitude had a greater impact (than image) on participation decisions. It is incumbent upon the Sports

Administration to change students' attitudes to sport participation and assist them wherever possible to make decisions that will result in a sustained healthy lifestyle.

5.4.2 Porter's Five Forces Analysis

Rivalry amongst other sports clubs and institutions is increased due to the fact that those who can attract top sports people are those who will be able to attract sponsorship. The Sports Administration is constrained by its funding limitations and increased demands on its financial resources, to attract sportspeople and has experienced difficulty in obtaining sponsorship. This is exacerbated as in years past provincial sport associations, such as rugby, cricket, athletics and hockey channelled their bursaries through the University and required and encouraged student recipients to participate for their respective institution. Tertiary institutions were acknowledged as the seedbed of future provincial players. This has changed and there is no pressure from provincial sports bodies for these students to play for their institution. There may even be encouragement to play for other clubs, which have strong sponsorship and relationship ties with provincial bodies. Players at non-University clubs are sometimes paid to play and offered other incentives.

Competitive pressure is not only from other sports associations but also from more varied sport options and other forms of leisure activities. There is great peer pressure on young people today to have the latest in fashion clothing and to be part of the 'hottest' crowd seen at the 'hottest' venue. This brings with it financial pressure on costs of sport participation. Other forms of leisure activities are often 'escape' orientated which may be more appealing in today's pressurised world.

Substitutes are numerous and varied: numerous sport options and forms of social activity. Consideration should be given to the view of Irwin, Sutton & McCarthy (2002:294) who contend that atmosphere is extremely important, not only as it presents the image of the organisation but as it can assist in developing community relationships and provides an opportunity to differentiate sport, which is otherwise difficult to differentiate.

Barriers to entry are high for any organisation in the industry. The new provision of sport and entertainment facilities is extremely costly. The University has facilities comparable with the best in the province.

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There is little pressure from suppliers' bargaining power compared to a production environment and the University is in a relatively strong position due to its size. The bargaining power of buyers is relatively high as they have many available options.

Whatever the source of affects either from competitive pressure, substitute products, the change in demographics or the reduction in numbers of participants, they have all impacted on sport provision. The next step in strategic management is to examine the internal environment.

5.5 INTERNAL ANALYSIS

Internal analysis examines the processes and determines the resources and capabilities required to implement the selected strategy. Value Chain Analysis is a useful tool to identify the resources and competencies required for an organisation to be successful. The Sports Administration does not have any influence over or decision-making power in support departments, such as human resources, finance and procurement. A general analysis will be undertaken of the internal operation of the Department.

The staff of Sports Administration are committed and experienced, with a desire to provide a positive experience to those students and members of the community who seek its services. Extensive, relatively well-maintained, physical facilities are provided for numerous sports. Maintenance of physical infrastructure is outsourced by the University and the Sports Administration experiences long delays with requests for maintenance. There is a need for investment in infrastructure such as upgrading of the pool, provision of vehicles and additional facilities for clubs. However, all staff and students, no matter how frustrated they may become at any given point attempt to make the best of the current situation (general staff discussions).

Operational processes are reliant on the provision of an adequate service by other departments within the University. Delays caused by bureaucracy in service departments, e.g. the Buying Office, Finance, Creditors and access control, impact on how the Sports Administration is able to provide an acceptable service standard. Critical to providing an acceptable service standard is the knowledge gained from understanding what customers want and expect. The survey sent to students provides meaningful insight into this.

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Functional integration of operations and marketing is not typical of most service organisations, even though customer expectations are best met when operation standards are developed and aligned knowing what the customer expectation is (Zeithaml and Bitner, 2001). The Sports Administration is typical of this statement as there has been no assessment of customer desires and expectations.

5.5.1 Membership Process

During the academic registration period at the beginning of each year, the Sports Administration has a designated area, where clubs provide information to attract members. During this time students are registered for membership of sports clubs. However, students are extremely involved completing the requirements of their academic registration and the flow of students through this area is usually slow. Students may come to the Department at other times to join clubs. When students wish to join a club they complete a membership form, which is then processed. If they enquire about practice times they are given the required information and contact details for office bearers in the respective club. Most clubs make contact with those who have joined through mailing lists, which are only available once all the information has been captured. This is also reliant on the University administration supplying correct information. Many students do not update their personal details when they arrive at the University, resulting in contact problems. Members are expected to be pro-active in seeking out information.

There are a growing number of complaints that students are under the impression that they are merely giving their contact details when showing an interest in a club but were not actually intending to join the club. This occurs even though they are required to sign a membership form. Clubs members wish to attract fellow members and may not represent the facts correctly and do not understand or think through the implications themselves.

Clubs are responsible for seeing those who participate have in fact joined their club, in the belief that the members are a source of revenue and the club committee will thus take action. This issue needs to be reconsidered as it is only if students are selected to participate at a SASSU tournament that the Sports Administration becomes aware that membership has not been attained. If a student is not selected it is

possible they may participate in club activities for the year without ever obtaining membership.

Once a student has joined a club, the information is downloaded to the Student Fee Section, where the charges are processed to the respective account. If, for some reason, the account is not paid, this charge is reversed much later (the amount is usually below the limit where results are withheld and collection actions taken). In 2003 the Department has been supplied with a new programme, which streamlines its processes and an improved service should be provided. The improved service relates to information available to clubs, statistical information for Sports Administration and technologically superior interaction with University systems.

Using a Services Blueprint for the membership process reveals the customer action area as the students' decision to approach the Department to enquire about sport availability, ambience of the front office and the evaluation of the service. The evaluation of the service is an important consideration, as this information will be passed on to their contacts. The onstage employee actions involve how efficiently and effectively the student is attended to and provided with the information to enable participation. The backstage contact employee actions are how the Department prepares itself to provide a satisfactory customer service. This involves adequate preparation for orientation week and adequate arrangements in place to streamline the process for the customer to obtain membership. It also involves obtaining up to date and accurate information on club contact details. The support processes section involves setting up efficient systems to process the information students provide, so as to provide an adequate information base for clubs and effective liaison with other departments that impact on the full service. These areas or sub-systems must all work in a seamless manner to provide an efficient membership system. These areas are intersected with the line of interaction, where the student meets with the staff who handle membership and the Sports Officers. The line of visibility for membership is not high, as the student does not see much of the activity taking place to provide the entire enrolment process. However, the line of visibility for contact with the Sports Officers provides a much more visible area of service actions. The student does not see or experience any of processes behind the line of internal interaction until their fee account is received.

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5.5.2 Club Administration

Once students have joined a club there is little interaction between individual members and the Sports Administration, except when the respective club Sports Officer attends practice sessions. The club committee is the interaction point with the staff of Sports Administration. The student members administer clubs. Clubs are autonomous to operate within the UND-Sport Constitution. Club committees are expected to meet on a regular basis and the respective Sports Officer should attend meetings but this is not always the case due to the timing of meetings, etc. Records of all meetings and correspondence are expected to be kept in the Department but as more and more students have access to computers, they attend to this themselves and frequently do not provide Sports Administration with a copy.

Information flows to club committees are through the Sports Administration office, where each club has a mailing point. Club committees are expected to clear these on a weekly basis but this is dependent on how active a club is.

The Sports Officers for each club arrange practice sessions, match venues and the requirements to enable the clubs to operate. This includes equipment purchases, payments of affiliation fees to provincial and national federations and the formal appointment of coaches. Sports Officers are the contact point between clubs and their provincial and national federations.

There is little social life on campus for students (general discussions). This is exacerbated by the long vacations, academic schedules and the continued polarisation of students along racial lines. Whilst the work of Frater, Howe and Murray (1997) suggests people are more secure in an environment where they are comfortable within their own race groups, integration promotes personal growth and a healthy society as it challenges stereotypical preconceptions and facilitates communication between those from varied backgrounds. Sports clubs have the opportunity to participate actively in promoting the activities the University values in relation to bringing about a culture of diversity within the institution. Sport has the opportunity to provide programmes that promote cultural diversity in a social environment that allows people to experience each other's values. This could also provide opportunities for staff and students to interact.

5.5.3 Contact with non-University Organisations

Non-University organisations wishing to make use of the facilities do so by booking through the respective Sports Officer. The rates are set annually at an approximate 10% increase. It is preferable payment is received in advance but this is not always the case. It would be streamlined and more efficient if one person was responsible for all reservations and ensuring that payment is received. This would also facilitate closer co-operation with Sports Grounds.

As mentioned in 5.5.2, Sports Officers are usually the liaison between provincial and national sport federations. However, sometimes club committee members are in closer contact and are thus the contact points.

5.5.4 Recreative Sport

The main focus of Sports Administration is on competitive sport. The current provision of recreative sport involves inter-faculty soccer and rugby, an inter-residence soccer league and occasional events for residence sport. The Residence Sport Council (RSC) is made up of the Sports Ministers from each residence and organises an occasional fun run and some games. Clubs are expected to initiate any other recreational/faculty/residence based competitions. The Sports Administration holds an annual fun run but apart from this there is no wider provision than that offered within the club system. Those participating in these recreative events do not register, thus sports registration figures do not include these participants. However, it is likely some, if not many, are also club members.

Many of the students who are now entering tertiary level are under-prepared, not only from an academic point of view. This also refers to lack of funds, lack of ability, such as hand-eye co-ordination and general lack of knowledge of the various sports, which may very well make them not participate for fear of failure. This is a result of the lack of resources in schools to provide physical education.

5.5.5 Competitive Sport

Many clubs participate in community leagues where these are conducted, whilst in others club members participate amongst themselves. Table 5.2 provides details of

how current clubs participate. Certain sports do not offer leagues but members participate in competitions held by other clubs outside of the University.

Table 5.2: Sport and Form of Participation

FORMAT	SPORT	COMMENT
League	Basketball, Cricket, Hockey, Netball, Rugby, Squash, Soccer, Table Tennis, Volleyball, Cross-country Waterpolo	Participation in community leagues Members play for other clubs
Non-league sports	Aerobics Fencing Canoeing, Gymnastics, Road Running, Yachting Athletics Rowing	A recreative sport but organise a few marathons. Only 2 clubs in the province. Individual entry in competitions /races. Members enter competitions & races. Regularly enter regattas throughout the country.
Regional SASSU competitions	Softball Soccer Golf, Tennis	A one-day competition held on about three occasions a year. A tertiary league is run. An annual competition is held.
Non-competitive	Body Building Chess, Dance, Karate, Mountaineering, Surfing, Taekwondo Underwater	Individuals or training for competitive sportspersons but occasionally have students who wish to compete in local competitions. Train & compete against each other Provide courses for scuba diving & hold club outings for qualified divers

As mentioned in Chapter Four, the University is affiliated to SASSU. All clubs that the University administers are entitled to attend the national student tournament held under the auspices of SASSU. However, not all sports participate: the Dance Club participates in a non-official inter-varsity tournament, the Bodybuilding Club does not operate with a club committee and other clubs may not enter through choice or as they have insufficient members who desire to compete. Some SASSU competitions are inter-provincial, for which a provincial team is selected, such as soccer and basketball and sometimes tennis and softball. However, the majority are between institutions. Soccer has two tournaments, the inter-provincial and a national club championships where the winning teams from the provincial competitions participate. Rowing

participates in two SASSU tournaments, the sprint regatta and the long distance race, commonly known as Boatrace, modelled on the famous Oxford-Cambridge race. Each province operates with a SASSU provincial committee with nominations for positions coming from the respective institutions in that province. The rationalisation of institutions in the province has reduced the number of people available for these positions. Tournaments are held at various institutions throughout SA, usually rotated, however, not all institutions offer to host tournaments. Regional competitions are also held for some sports, as a one off or as regular leagues. In Australia a national student games is held, where all sports participate together.

5.5.6 Facilities

The Department provides telephone, photocopying, office administration, stationery, postal service, vehicles, a sound system and digital and video cameras to assist clubs in administering and providing an efficient service to members. There is a coaching room at the indoor sports facility, where coaches can use the audio-visual equipment available to train their players but it is under utilised.

There is a general sports clubhouse and braai facility, which clubs can use to hold social functions for members. Some clubs have their own clubhouses at their fields, such as Hockey, Soccer and Athletics. The Canoe, Yacht and Rowing Clubs have storage rooms at the Yacht Mole on the Bay which double as clubhouses. The future of this facility is uncertain due to the developments proposed by the eThekweni Municipality.

The physical facilities are of a fairly high standard when compared to community facilities and those of some tertiary institutions but of a low standard when compared to certain other tertiary institutions.

5.5.7 Organisational Design

Whilst it is acknowledged there is ongoing debate regarding whether a functional or divisional structure is in a better position to address resource sharing, divisional structures facilitate co-ordination across groups. The nature of resource allocation and information flows is an important consideration during design to gain optimal advantage (Saloner, Shepard & Podolny, 2001).

The current structure of Sport Administration at the University is a functional one at both the UND and UNP campuses. Due to the geographic distance and the subtle difference between the campuses they are probably best able to serve more effectively by being locally responsive. Even though it is one institution, there are, however, different approaches to certain administrative tasks, e.g. how Sports Grounds is incorporated and how financial regulations (VAT) are applied, even though it is one institution.

Sports Grounds is a separate department, which maintains the sport facilities. This section falls under Sports Administration at UND but not at UNP. There is limited contact between the person responsible for sports facilities and Sports Administration and this results in some tension (general staff discussions). A closer working environment is desirable. This could also assist Sports Grounds with administrative duties, which are currently stretched due to pressure from reduced staff.

5.5.8 Governance Structures

The Sports Administration supports the view that students should be involved in matters that relate to sport. The constitutional body, UND-Sport, governs sport at UND. Clubs affiliated to UND-Sport operate autonomously within the constitution, with assistance and advice from the staff of Sports Administration. Clubs hold annual general meetings, where members elect committees to run club affairs for the following year. Two members from each club committee form the UND-Sport Council, which meets once a term. At the annual general meeting of UND-Sport an Executive Committee (EC) is elected. This EC includes the Sports Officers and Head of Sports Grounds (ex-officio). It meets weekly during term. The EC ratifies membership applications from outside members and coaching staff and approves grants of financial assistance for those members selected to provincial and national teams. It also discusses facilities, conducts disciplinary matters regarding misuse of assets and facilities, approves some applications for use of facilities and makes decisions regarding any other matters tabled. The disciplinary matters are mostly, if not only, related to vehicle use and ways need to be found to 'tighten' controls as vehicles are a major asset of the department. Not only are they costly to replace they cover enormous mileage, resulting in extremely high running, maintenance and insurance costs.

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The members of the EC join their counterparts from the Pietermaritzburg campus to form the Joint Sports Council, which attends to matters of University standards, such as colour awards.

The desire by the SRC to administer sport has been raised occasionally over the years and there is now renewed pressure. The Education Ministry supports this SRC call, as the White Paper refers only to SRCs as student representatives (no mention of student sport representation) (SADE, 1996). Many overseas institutions have a single student association that administers all clubs, including sport, social, religious, academic and (in some) political clubs. However, due to SA's political past, SRCs became the focal point for political dissent and most SRCs remain politically biased. SA's democracy is probably still too young and inexperienced and there are still many concerns that need to be addressed to level the social divides before the focus of SRCs moves from this political focus. There are also frequent allegations of financial irregularities in the SRC (general staff discussions). Until these issues have been adequately addressed, the Department will wish to remain autonomous so that those who have an interest in sport will be those who are stakeholders in its administration. It is feared the sole motivation for this call by the SRC is to gain control of the extensive assets of Sports Administration (general staff and student discussions). At UND there is very low participation in SRC elections. Due to the political bias of most SRCs (with political parties openly supporting student societies), many students do not believe it is able to provide for their needs (general student discussions). An alternative view is that there is a general lack of knowledge amongst students of the importance of student elections and the opportunity they are afforded to participate. Attendance at the annual general meeting of UND-Sport is no better, with attendance of 56 and 59 persons, respectively, for the last two years. However, the difference is that the SRC is established to serve 'all' students, whilst sport is established to serve only those students who desire to participate. It appears, though, there is a general lack of motivation for involvement in student governance.

5.5.9 Transformation Initiatives

Little has been done actively to facilitate transformation in clubs, except to provide the opportunity for individuals to be pro-active in participation. There are no programmes to specifically develop sport skills for those who have not joined clubs.

There has been no request to clubs to carry out transformation initiatives or resources provided directly for this. Transformation results in feelings of inclusion and being valued. The study of Furr and Elling (2002) showed those who experienced feelings of not being valued did not participate.

Probably the only club with an active and effective transformation programme is Rowing. Rowing is considered an elite 'White' sport and it is very expensive to participate. It is also very time consuming, with training at unsocial hours. This transformation programme began a few years ago and has been facilitated by financial assistance from the national student association and the national association, as they realised individual clubs would not be in a position to address this fundamental issue. The success of the programme shows that commitment results in positive effects. See Appendix B, an email from someone who took a friend who was visiting from Britain to a Rowing Club function.

5.5.10 Resources & Capabilities

The resources and capabilities required for the effective operation of the Department are mentioned throughout this section. The registration process is improved with the new club membership registration system provided by the University. The University has also provided adequate computer systems for effective management.

The required capabilities of staff are related to their ability to interact with students to assist them in all matters related to club administration. This capacity may be impacted with four Sports Officers responsible for over 30 clubs. This may result in staff being responsible for sports in which they may have little experience. Staff are also under increased pressure as students have less time and ability to attend to club matters. The Head of Department (HOD), having Sports Officer responsibilities for some clubs, may present conflicts in relation to time availability brought about by the additional responsibilities of being the HOD.

Consideration should be given to the use of TQM to ensure customer satisfaction at all levels of operation.

5.6 MARKETING & MEDIA

As noted in Chapter Three, the principles of marketing in the public/non-profit sector are no different from the profit sector. However, there are usually various objectives that have to be pursued simultaneously, which can create unique problems in strategy formulation. As services have different characteristics from goods, the considerations of intangibles must also be taken into account when formulating strategy (Kotler, 1982). In the case of Sports Administration, the services offered are intangible (education and sport facilitation), its delivery is inseparable from those who provide the service (staff, club committees, coaches), quality is variable with regard to who delivers it and it is perishable as spare capacity results in revenue loss and once the service is given it cannot be restored.

It is not clearly established who is responsible for marketing sport at the University, perhaps the University and Sports Administration should establish a defined marketing strategy, formalising respective responsibilities.

A key element to providing a quality service is establishing what customers actually require. Zeithaml and Bitner (2000:109) argue an organisation that "does no marketing research at all is unlikely to understand its customers". They also contend "most organisations believe they know what customers should want and deliver that without establishing what the customer actually does want" (Zeithaml and Bitner, 2000:109). Services research should consider not only an assessment of customer requirements to address this issue, it should also monitor and track service performance due to the variable nature of services created by human heterogeneity. Further, this research should also address any discrepancies between customer expectations and perceptions (Zeithaml and Bitner, 2000). These issues are relevant as neither Sports Administration nor UND-Sport have ever enquired how programmes are evaluated by the customer, how they should be provided and what expectations are. In order to establish customer priorities, it is essential to identify direct (by rank ordering attributes of service dimensions) and indirect (contribution of importance requirements to overall service quality) measures for customer requirements (Zeithaml and Bitner, 2000). Trail and Chelladurai (2002:305) contend it is necessary "to understand the goals and decision-making processes of the target market in order to assess participation decisions". The survey utilised in this study attempts to

establish factors to identify the most appropriate programmes, therefore, its aim is not to assess service quality, although some measures are included.

Coalter (1998) discusses the marketing approach where it is considered desires are best expressed through a market. In this approach, the market testing of leisure services is believed to result in efficiency, responsiveness and consumer-orientated services. However, Coalter (1998:30) questions whether provision should provide opportunity or be based on an outcome basis (participation). The assumption of this current study is that low participation rates are as a result of the programmes not matching the desires of the market and the survey sent to students at UND attempts to identify whether this is the case. This assumption is based on the extensive empirical work undertaken by Alexandris and Carroll (1997a; 1997b; 1999) Alexandris et al (2001), Alexandris et al (2002) and Alexandris, Tsorbatzoudis and Grouios (2002). Alexandris and Carroll (1999) argue the need to gather information regarding participation levels and patterns in order to evaluate whether or not plans are effective so as to develop programmes to promote activity.

The survey will provide an understanding of customer needs and desires and will provide information, which can be used to close all the gaps identified in the Gaps Model for Services Quality, introduced in Chapter Three, section 3.11.

All the elements of the Marketing Mix: Product, Price, Place, Promotion and the Extended Marketing Mix for Services: People, Physical Evidence and Process are considered during the various analyses undertaken in this chapter. It is also necessary to consider relationships with media and other community based organisations.

The Sports Administration does not have meaningful relationships with schools, beyond the provision of sporting facilities when they are required. The staff and student sport representatives should interact in more meaningful ways to enhance these relationships. The University has a programme of liaison with schools but there is little or no interaction with the Sports Administration in this regard. The high profile of sport in advantaged schools suggests a need for this.

The Sports Administration does not have effective media exposure in the press or electronically.

5.7   FINANCIAL ANALYSIS

As Sports Administration is a non-profit organisation, financial analysis conducted using the usual profitability, liquidity and leverage ratios is not of much value. It is believed more valuable to use customised forms of activity ratios.

The Department receives a grant from the University for its annual expenditure. This is insufficient to maintain an adequate service to sport and is supplemented by charging for vehicle hire, selling refreshments at the sports facilities, selling time at the squash courts and the hire of facilities.

Table 5.3 provides the information used in the analysis of Sports Administration income and expenditure. In 2001 there was a surplus, in years when this is not so, the Sports Administration draws the deficit from its accumulated fund.

Table 5.3: Details of Income & Expenditure: 2002, 2001 and 2000

YEAR	2002	2001	2000
University Grant	464673	432000	417500
Facility Hire	244135	169938	119806
Sport fees	295037	272337	248614
Vehicles	97110	86965	62552
Other	61640	48722	52696
INCOME	**1162595**	**1009962**	**901168**

SASSU	180451	179991	167317
Insurance	8123	14049	19599
Stationery	38303	30561	22845
Telephone	76939	80953	74276
Vehicles	204180	116947	117410
Bursaries	33000	27000	25020
Recreative sport	73652	52903	58926
Sport representatives & awards	54768	47999	45174
Staff travel	14743	10217	6187
Sports equipment	20612	23410	35203
Office equipment	17346	0	7719
Other	61015	34935	44713
Club costs	459007	357618	357434
EXPENDITURE	**1242139**	**976583**	**981823**

Club costs: included in Expenditure

	459007	357618	357434
Additional club costs	33761	37809	34860
Coaching	144422	120039	125937
Affiliations	116572	82197	92121
Equipment	164252	117573	104516

This analysis does not include any income or expenditure considered to be of a 'once-off' nature. It uses the data for years 2002, 2001 and 2000 and the budgeted allocations for 2003 in the club analysis.

5.7.1 <u>Income</u>

Figure 5.2 provides information on income sources, with each source of income grouped in the three years for comparison.

Sports fees includes all income generated from: the levy charged to members of sports clubs, staff fees, recreative aerobics fees, gymnasium fees, squash charges for use of courts and fees for development swimming.

Other includes: all income generated from: interest, sundry income, the Wellness Centre and the net income from selling refreshments.

All categories of income have risen over the three years. Each year the fees for hire of facilities and levies are raised approximately 10%.

The charge for vehicles is based on petrol cost. Clubs are charged a mileage rate for use, unless it is league travel for which Sports Administration is charged. The income from this charge is the source of vehicle income.

The income from hire of facilities is subject to demand and availability around student sport requirements. The hire of sports facilities increased in 2002 due to hosting the Love Life Games, scheduled to take place at the University again in 2003. The fields have not been available for hiring for the first half of 2003. This is due to repairs required following damage during the Love Life Games in 2002 and necessary maintenance due to considerable use during 2002. This will have a detrimental effect

on this source of income for 2003, which may not be compensated by the income from the Love Life Games.

	UN Grant	Facility Hire	Sport fees	Vehicles	Other
■2002	464673	244135	295037	97110	61640
■2001	432000	169938	272337	86965	48722
■2000	417500	119806	248614	62552	52696
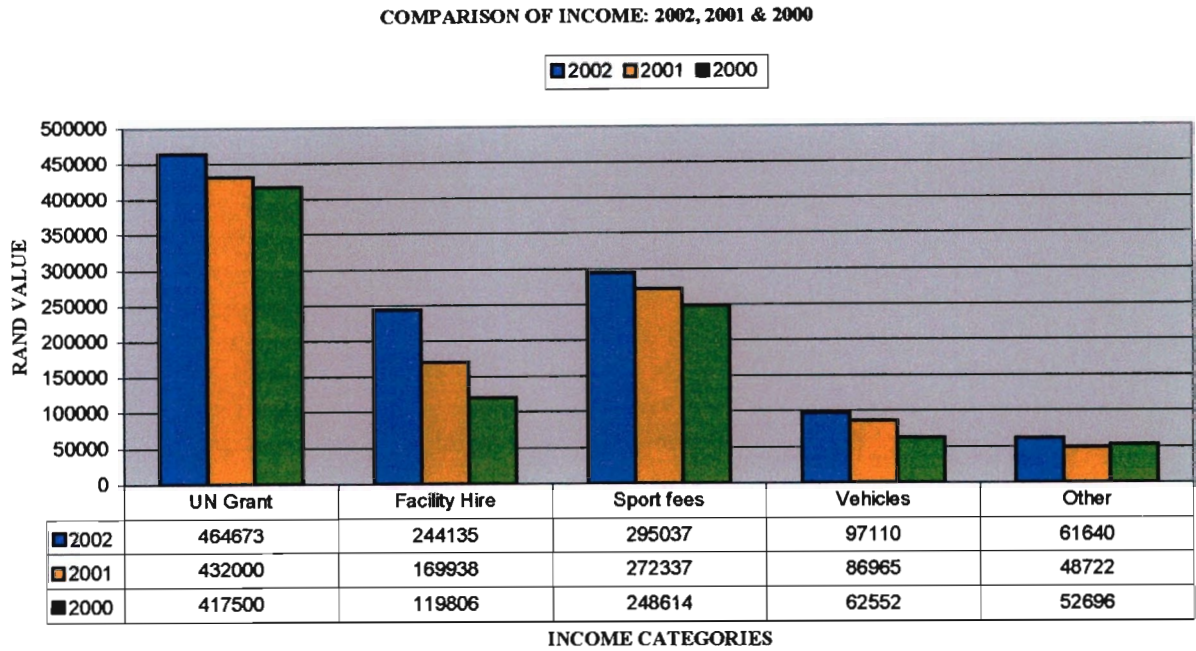
INCOME CATEGORIES

Figure 5.2: Comparison of Income Categories: 2002, 2001 & 2000

In 1999 an amount of R28 000 was invested in developing a Wellness Centre. It was developed with the intention of being a service to staff and students, as well as a source of income by providing health assessments and sport injury rehabilitation. There is presently a private sport kineticist operating from there, who pays the Sports Administration a percentage of the fee charged to clients. The income in 1999 was R750, in 2000 it was R1 205, in 2001 it was R105 and in 2002 it was R508. It is of concern that this investment has not achieved the goal of its development.

5.7.2   Expenditure

Figure 5.3 shows the percentage expenditure for each expense category in 2002. Only the year 2002 is shown as Figure 5.4 includes expenditure for the years 2002, 2001 and 2000. This shows that except for vehicle and club cost expenditure during 2002, expenditure is relatively constant across the three years.

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EXPENDITURE: 2002

Legend:
- SASSU
- Insurance
- Stationery
- Telephones
- Vehicles
- Bursaries
- Rec sport
- Sport reps & awards
- Staff travel
- Sports equip
- Office equip
- Other
- Club costs
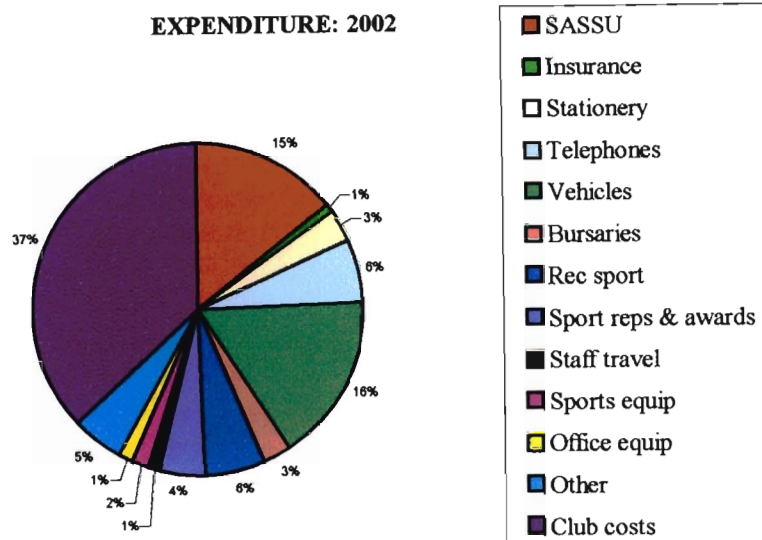
Figure 5.3: Expenditure Categories: Percentage of Total Expenditure

The highest expenditure category is club costs (37%), which includes: direct costs (affiliation, coaching, expenditure), as well as league travel, washing of club kit and inter-college (involves clubs only). This does not include expenditure for aerobics and the gymnasium (see recreative sport expenditure).

The next highest expenditure is vehicles (16%). The rise in vehicle costs in 2002 may be due to increased costs as the vehicles age, five are eight years old and one a year old. This amount does not include 'once off' costs incurred last year to replace two stolen vehicles, replace one vehicle and the purchase of an additional (used) vehicle. There was some additional expenditure in 2002 to install tracking systems that provide information of where vehicles have travelled. This controls usage and has already resulted in improved information, which will reduce costs. It also provides extremely useful information that aids disciplinary investigations. The running costs and maintenance of vehicles is a substantial expenditure. The Department covers expenditure for insurance, excesses for any accidents (unless negligence can be proved) and all maintenance costs as well as provide for the purchase of replacement vehicles.

The third highest expenditure is SASSU (15%). This amount includes tournament costs and annual affiliation fees but excludes an additional administrative fee of approximately R15 000, which the University pays. In the past the Committee of

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University Principals maintained the national student sport office but since its demise all member institutions contribute to office and salary expenses for SASSU. The affiliation fee includes an amount based on institution registration numbers and a fee for each affiliated sport. A portion of the contribution for each sport is given to the respective national student sport association for its administrative costs.

COMPARISON OF EXPENDITURE: 2002, 2001 & 2000

■2002 ▫2001 ▥2000

	SASSU	Insuranc e	Statione ry	Telepho ne	Vehicles	Bursarie s	Rec sport	Sport reps & awards	Staff travel	Sports equip	Office equip	Other	Club costs
▥2002	180451	8123	38303	76939	204180	33000	73652	54768	14743	20612	17346	61015	459007
▫2001	179991	14049	30561	80953	116947	27000	52903	47999	10217	23410	0	34935	357618
▥2000	167317	19599	22845	74276	117410	25020	58926	45174	6187	35203	7719	44713	357434

EXPENDITURE CATEGORIES

Figure 5.4: Comparison of Expenditure Categories: 2002, 2001 & 2000

Telephone expenditure is slightly down in 2002, due to additional controls on club use of telephones. Control has been further extended in 2003 by providing each club with an allocation.

The expenditure for recreative sport (six percent) includes: inter-faculty rugby, inter-residence soccer and the amount allocated for residence sports. Also included is the expenditure for an additional staff member so the gymnasium is able to remain open for longer periods and equipment for the gymnasium. All aerobics allocations are also included. This is grouped together as it is all of a recreative nature and membership cannot be defined as it is split between recreation and club (discussed in analysis of club finances). With the additional amounts included (aerobics and gymnasium) only six percent of expenditure is allocated to recreative sport, the same as telephone expenditure. Before the addition of the extra expenditure (aerobics and gymnasium),

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this was two percent, just slightly more than that spent on staff travel, a little less than scholarships.

The expenditure for sports representatives and awards (four percent) includes: costs related to the annual awards function to honour achievers and costs incurred when members are selected for provincial and national representation. A fund for national representation is administered separately with an additional small grant received from the University. The net figure is used here, as Sports Administration is responsible for any shortfall. This is grouped together as it is incurred directly for elite participants.

The expenditure for other (five percent) includes: general administrative costs, such as refreshments for meetings, sport promotion, repairs and maintenance of equipment and buildings, trophies, postage, subscriptions and salaries for an assistant at the beginning of the year for the registration period and for the person who provides development swimming classes.

Scholarship expenditure is three percent. The University provides six full tuition scholarships. This is not a Sports Administration expense.

The University pays Departmental full time staff salaries and therefore, this is not known or included in expenditure.

5.7.3 Club Finances

The University has strict accounting procedures, which the Department adheres to and the Department also has regulations as to what funds may be used for and who may authorise expenditure, etc. The Department maintains all financial information and clubs (and members) have open access to this information.

Club committees budget for their annual requirements and Sports Officers are expected to assist their clubs with the budget process. Each club has a maximum of three allocation accounts: coaching affiliation and equipment. Clubs also have a club account, where they receive membership fees and deposit other funds they obtain. Clubs must approach Sports Administration if they wish to increase membership fees. Clubs are, within University and Departmental regulations, fairly autonomous with

regard to expenditure from this account. For example they would not be allowed to deplete the account to hold a social function.

The Sports Officers targeted specific clubs for additional attention and resources. These are the Cricket, Hockey, Soccer and Volleyball Clubs. The rationale is two fold: the clubs' potential to achieve (as a club and its members) and as each club has a specific race group predominant in its membership. The decision reflects no intention to bring the racial profile within these clubs into line with the UND profile.

The starting point for financial analysis of club expenditure is an examination of the comparison between percentages of the budget allocated to each club. A comparison between the contribution of club numbers to the total club membership and the percentage of the allocation received is also made. The allocation for aerobics and gymnasium are not included as this expenditure is included in recreative sport. This starting point is used, although, this does not suggest it should be the exclusive basis for allocating budgets, as other factors must be taken into account. One of these is that clubs have no control over affiliation amounts and entry fees in order to participate. Another factor is that different forms of sport require different levels of resources. Some of these differences are discussed here:

- Athletics: Little or no consumable equipment costs, equipment costs relate mostly to track and field and not the other disciplines.
- Canoe: Needs replacement canoes from time to time in order to train new recruits. Most members have their own boats. Members undertake coaching. Provincial affiliation is very high.
- Dancing: A small allocation for affiliations and equipment, as there are few costs involved. Most of the allocation is for coaching, although it is insufficient for annual needs and the club must subsidise the balance.
- Chess: Equipment costs relate to infrequent replacement of boards and timers. No allocation granted for 2003. There are no costs for affiliation, as they do not compete except at SASSU.
- Fencing: Relatively high equipment costs as most is imported. High coaching costs in relation to the number of members, even though coaching is undertaken by students and past members.

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- Gymnastics: Low equipment requirements as mostly related to capital equipment. High coaching costs in relation to the number of members. No allocation granted for 2003.

- Mountain: Low coaching and affiliation requirements but equipment is costly and must be replaced for safety. Members undertake coaching.

- Rowing: Extremely high equipment costs for capital replacement, for which they receive minimal assistance. The club is expected to take loans for this, whilst the equipment allocation covers maintenance only. Club members raise funds to make loan repayments. The club travels throughout SA to participate competitively in regattas and members pay their own travel (very high) and accommodation costs for these trips, as no allocation is provided.

- Rugby: Consumable equipment costs are high for kit, strapping and first aid, due to the contact nature of the game. The club is expected to contribute to this. There is minimal affiliation cost.

- Squash: Equipment cost is for balls, not an expensive item. The affiliation costs are high due to the fact that affiliation fees also include a court levy. This levy is not a direct club cost, as non-members also use the courts.

- Surfing: No coaching or affiliation requirements and minimal equipment needs. Members basically participate to compete against each other for selection to participate at the SASSU tournament.

- Taekwondo: Membership is boosted by taebo participants for which there are no affiliation and minimal equipment costs but there are coaching expenses. There are equipment expenses related to the practice of taekwondo but it is difficult to assess against membership due to the skewed membership figures. The Taekwondo Club introduced weekly taebo classes, when it became popular in 2000 and it is then that the membership numbers began to increase rapidly. It is assumed this is the direct cause of the sharp rise in membership as there are not those numbers practising taekwondo. This results in skewness of the membership figures for the primary objective of actual taekwondo.

- Tennis: similar to squash in that balls are not an expensive item. There is no budget allocation for coaching or affiliations. There is no requirement for affiliations as no members play in local leagues and competitive players participate for outside clubs in line with their strength.

- Underwater: little or no coaching and affiliation requirements. Members pay for their own scuba courses. This covers all training costs, including coaches. Equipment is hired to members and this income is used for replacement and maintenance. Equipment is very costly and an equipment allocation is made. However, this is insufficient and income generated from courses is used for maintenance and equipment replacement. There are also safety considerations for most of the equipment.

- Yachting: similar to rowing in that capital replacement is not allocated in the equipment budget. The equipment allocation covers maintenance and is sufficient for small items such as windsurfers. Club members undertake coaching. Affiliation fees are mainly for members' entry fees to regattas.

- Waterpolo: allocation for affiliation fees for a few individuals who participate for outside clubs as there are insufficient members to participate in the league. This also results in a skewed assessment when calculating allocation of budget and membership figures.

When a person joins a sports club they are required to pay a levy that accrues to Sports Administration. This is paid once annually, irrespective of the number of clubs joined. As aerobics and membership of the gymnasium is predominantly for recreative purposes, persons may join without becoming a member of UND-Sport (membership of UND-Sport by virtue of joining a club). The fee for recreative membership of aerobics and the gymnasium includes the value equivalent to the levy, therefore, anyone who joins a sports club and selects to join either of these on a recreative basis would effectively pay the levy twice. To overcome this, these people are entered as club members of that sport (aerobics / gymnasium). This results in the records reflecting these persons as members of that club when in effect they may be recreative members. There is no way to know whether these persons selected to join the actual club or whether they were placed there so they are not charged the levy value twice. In 2003, there are 59 persons in aerobics and 149 in the gymnasium that belong to other clubs as well and it is possible they are actually recreative members. As the actual membership numbers of these clubs are thus uncertain, they are excluded from this analysis. This also contributed to the decision to include the costs for these two sports with the recreative sport expenditure. The total membership in

Table 1.3 includes those who are members of recreative aerobics and gymnasium, to show the correct number of participants.

The 2003 allocations for coaching are shown in Figure 5.5. This shows the percentage split between clubs of the total for coaching. The clubs receiving the highest portions are three of the targeted clubs: Hockey, Soccer and Volleyball. This is followed by Dance and then Basketball, with the remainder receiving between one and four percent each. Excluding the targeted clubs and Taekwondo (due to skewed membership figures as discussed earlier), the clubs with the highest membership numbers are Dance with 149 members, which receives nine percent, Rowing with 77 members, which receives two percent and Tennis with 68 members, which receives no allocation.

2003 ALLOCATION: COACHING
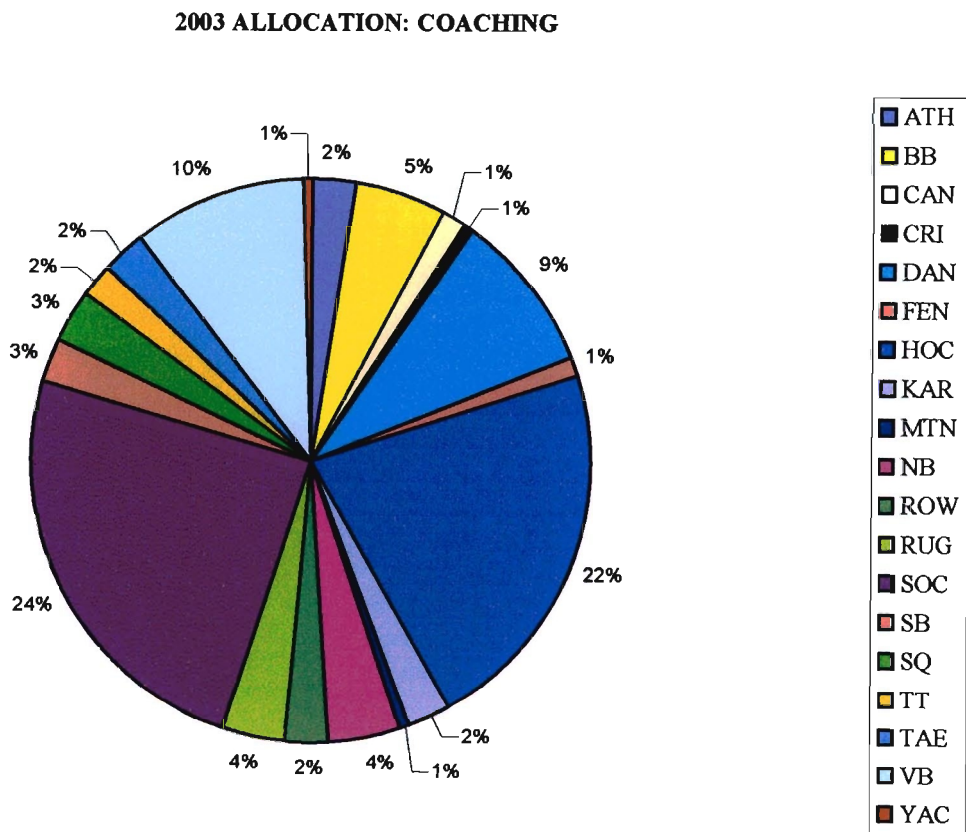
Figure 5.5: 2003 Allocation: Coaching

Appendix C provides the supportive information for the discussion in this paragraph. The details present the members per club as a percentage of all club members. This

also shows the allocated amount as a percentage of the total allocation for each category, coaching, affiliation and equipment. The members of aerobics and gymnasium are not included for the reasons discussed earlier. Students may join more than one club thus the total number of members in the clubs is not equal to the total number of students registered for sport, as shown in Table 1.2. The number of total students registered for sport (Table 1.2) represents individual members of UND-Sport, calculated on the number who have paid the levy plus those who have joined recreative aerobics and gymnasium. Clubs that receive a higher percentage of the coaching allocation than the club's contribution to total membership: Basketball, Fencing, Hockey, Karate, Netball, Rugby, Soccer and Volleyball. Clubs receiving a lower proportion than the contribution to membership: Cricket, Dance, Mountain, Rowing, Surf, Table Tennis and Yacht. Clubs not mentioned receive a similar allocation to the contribution of the club to total membership or no allocation for the year.

The same data for affiliations is included in Appendix C. No examination is done on this data as clubs have little control over the cost, although, it is related to membership numbers. The affiliation allocation is included in the analysis of total club allocations.

The 2003 allocations for equipment are shown in Figure 5.6. This shows the percentage split between clubs of the total equipment budget. Clubs receiving the highest portions are not only the targeted clubs: Soccer, then Rugby, Mountain, Yacht, Volleyball and Hockey. The remaining clubs receive between just above zero (Surf appears as zero) and four percent. Excluding the targeted clubs and Taekwondo, the clubs with the highest membership numbers receive: Dance one percent, Rowing five percent and Tennis one percent.

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2003 ALLOCATIONS: EQUIPMENT

Legend:
- ATH
- BB
- CAN
- CRI
- DAN
- FEN
- HOC
- KAR
- MTN
- NB
- ROW
- RUG
- SOC
- SB
- SQ
- SUR
- TT
- TAE
- TEN
- UW
- VB
- YAC
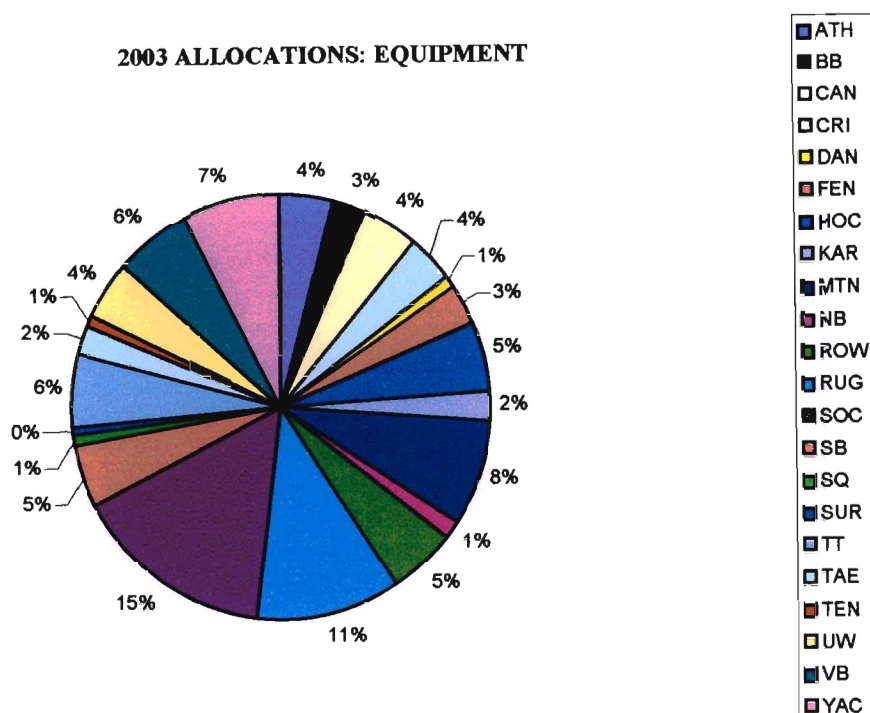
Figure 5.6: 2003 Allocation: Equipment

Using the data from Appendix C, with regard to each club's contribution to total membership and equipment allocation, the clubs receiving higher than the contribution to membership are: Athletics, Canoe, Cricket, Fencing, Karate, Mountain, Rugby, Soccer, Softball, Table Tennis, Volleyball and Yacht. The clubs receiving a lower proportion than the contribution to membership are : Basketball, Dance, Hockey (targeted) Netball, Rowing, Squash, Surf, Tennis and Underwater. Clubs not mentioned receive either no allocation or a similar allocation to the contribution of the club to total membership. It can be argued that equipment requirements cannot be based on membership numbers. As requirements are determined by need, which is determined by membership numbers, membership numbers and activity should form part of the decision. The reasons why some clubs have low equipment requirements are discussed earlier in this section (Dance, Squash, Surf and Tennis).

The 2003 total allocations are shown in Figure 5.7. This shows the percentage split between clubs of the total club allocation. The clubs receiving the highest portions are the targeted clubs: Hockey, Soccer, Volleyball, then Rugby, Rowing, with the remainder receiving between half a percent (Waterpolo appears as zero) and four

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percent. Excluding the targeted clubs and Taekwondo, the clubs with the highest membership numbers receive: Dance four percent, Rowing five percent and Tennis just under one percent.

2003 ALLOCATIONS: ALL CATEGORIES
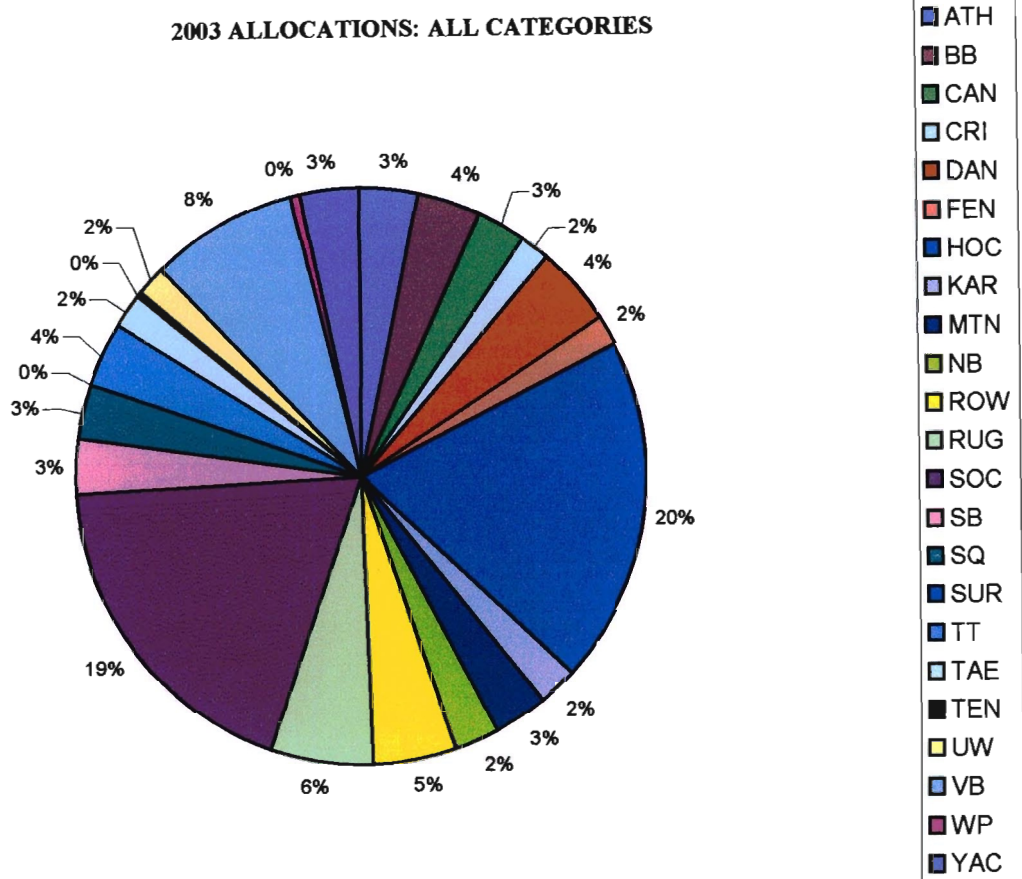
Figure 5.7: 2003 Allocation: Combined Totals All Categories

Using the information from Appendix C with regard to the club's contribution to total membership and portion of allocation, clubs receiving higher than the contribution to membership are: Athletics, Canoe, Fencing, Karate, Rugby and Table Tennis. Clubs receiving a lower proportion than the contribution to membership are: Dance, Netball, Rowing, Surf, Tennis, Underwater and Yacht. Clubs not mentioned receive no allocation (Chess) or a similar allocation to the contribution of the club to total membership. All targeted clubs receive substantially higher than the contribution to membership, in the order Soccer, Hockey then Volleyball, with Cricket almost the same as the contribution to membership.

As mentioned earlier, some may argue that requirements cannot be based on membership numbers but this analysis is a useful starting point and a necessary consideration as it reflects club activity. Club activity is based on membership numbers and activity determines requirements. The percentage split of allocations to clubs also reveals interesting information used in this discussion. Financial resources are the most vital in order to be in a position to provide the equipment and coaches necessary to develop the skills of students and the affiliation fees necessary to compete.

Clubs are allowed the use of vehicles to attend league matches, competitions and for other club matters. This is charged at a mileage rate. Clubs are charged for any non-competitive use. The provision of league transport is necessary as many students do not have their own transport but it is at substantial cost to Sports Administration. As shown in Table 5.4, this expenditure was R25 339 in 2002, R24 582 in 2001 and R11 845 in 2000. This expenditure does not form part of club allocations.

Table 5.4: League Travel Expenditure

	2002	2001	2000
ATHLETICS	1405	1357	115
BASKETBALL	4240	1317	27
CANOE	124	168	590
CRICKET	0	0	491
HOCKEY	1156	898	148
NETBALL	524	1133	822
ROWING	418	201	680
RUGBY	689	3630	1252
SOCCER	13184	15290	6333
SOFTBALL	2181	548	1279
VOLLEYBALL	801	40	30
YACHT	617	0	78
TOTAL	25339	24582	11845

The information discussed in this section is depicted in summary format in Figure 5.8. The same information is presented in Figure 5.9 for 2002, Figure 5.10 for 2001 and Figure 5.11 for 2000. This provides a visual presentation of how financial resources are distributed amongst clubs. This is presented for information and shows little difference in trends of financial allocation. Appendices D, E and F provide further supporting information and show the percentage split of club expenditure and percentage contribution by clubs to total sport membership for 2002, 2001 and 2000.

2003 CLUB ALLOCATIONS & MEMBERSHIP DETAILS

■ COACHING % ■ AFFILIATION % ■ EQUIPMENT % ■ TOTAL % ■ % of TOTAL MEMBERS
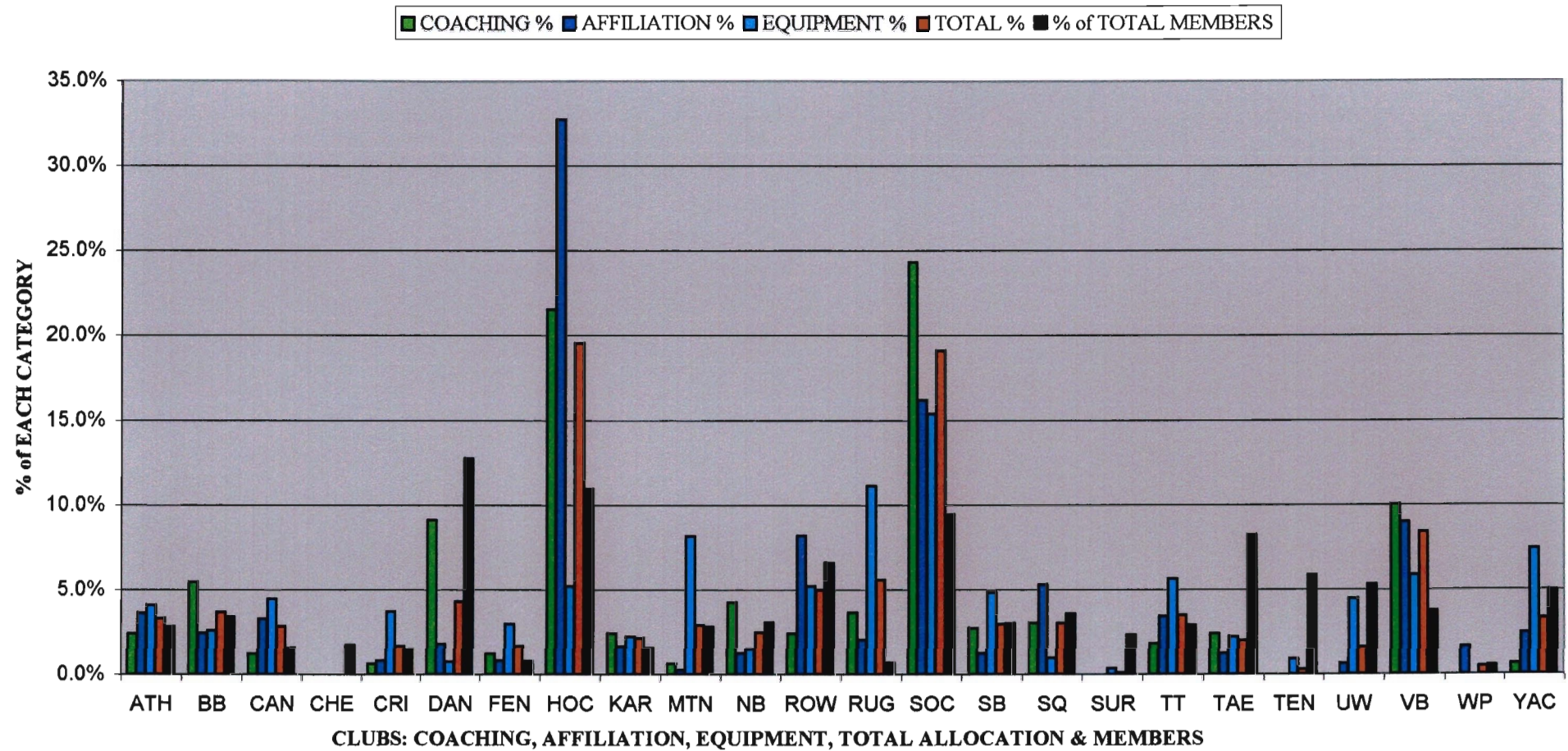
Figure 5.8: Summary Allocations 2003: Clubs & Membership as Percentage of Total for Each Category

2002 CLUB ALLOCATION & MEMBER DETAILS

COACHING % ■**AFFILIATION %** ■**EQUIPMENT %** ■**TOTAL %** ■**% of TOTAL MEMBERS**
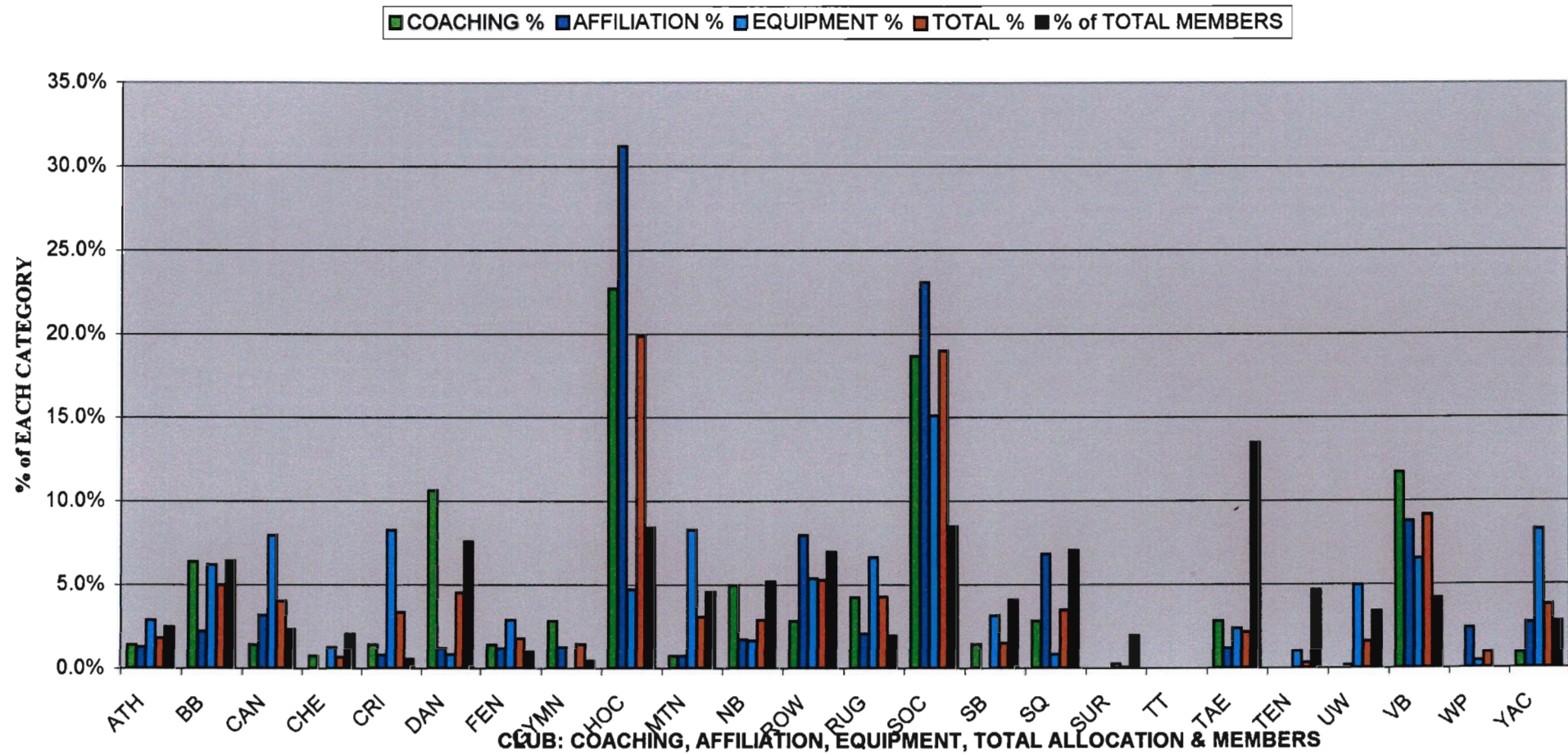
Figure 5.9: Summary Allocation 2002: Clubs & Membership as Percentage of Total for Each Category

2001 CLUB ALLOCATION & MEMBER DETAILS
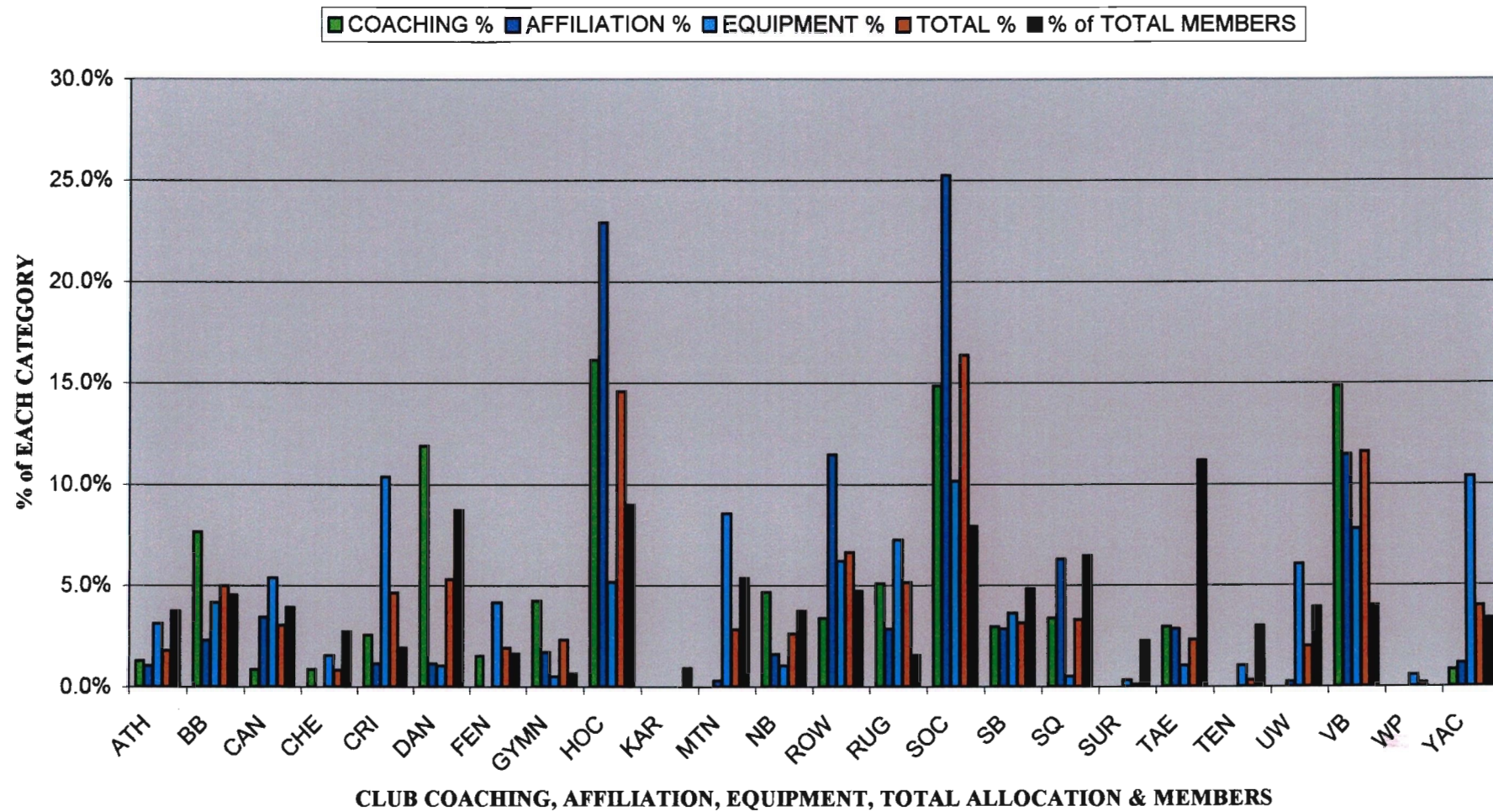
Figure 5.10: Summary Allocation 2001: Clubs & Membership as Percentage of Total for Each Category

2000 CLUB ALLOCATION & MEMBER DETAILS
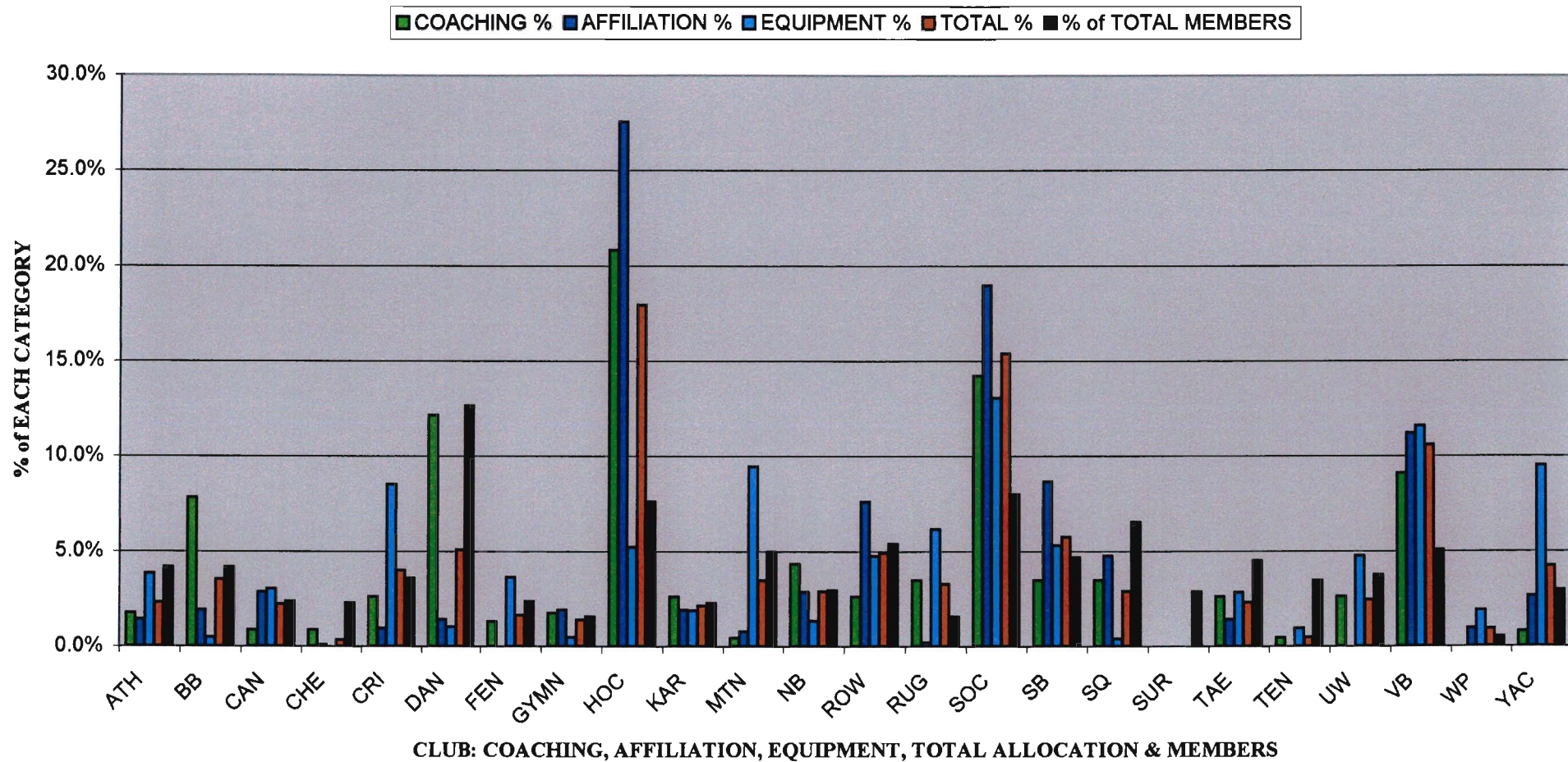
Figure 5.11: Summary Allocations 2000: Clubs & Membership as Percentage of Total for Each Category

5.8   SWOT ANALYSIS

The macro-environmental and internal analyses identified strengths, weaknesses, opportunities and threats, as shown in the matrix in Table 5.5.

Table 5.5: SWOT Matrix: Sports Administration

STRENGTHS	WEAKNESSES
-Administrative infrastructure -Capable & committed staff -Physical facilities infrastructure -Sound governance systems -Effective relationships with students	-Increased pressure on all staff resulting from increased time and academic pressure on students -Lower general administrative skill levels of students with regard to club administration -Financial constraints -Clubs with low membership -Vehicles requiring replacement -No programmes to attract greater numbers -Low market share
-The greater number of enrolled students should increase, proportionately the number of top performers -The excellent facilities that the University has and which it can offer the wider community -Differentiation of the sport experience in line with the cultural diversity of the organisation -A captive audience as the University provides the target market -Contribution to the holistic development of students -Contributing to programmes that enable transformation so that all stakeholders are at ease with issues of cultural diversity -Contribution to education regarding HIV/AIDS and its impacts -Skills development through effective mass participation programmes geared to well-understood needs, especially in light of the reduced exposure to sport programmes in schools	-Increased pressure on students from both financial and time constraints -Increase of available leisure activities -Large promotional costs to develop UND Sports Administration into a 'brand' that participants will seek -A student base of which the majority have limited exposure to varied sport and with low skills -A student base that is threatened by the future impacts of HIV/AIDS. These effects will impact on exercise performance abilities and from possible infection in contact sport "There is a need to establish clear guidelines for the prevention of HIV transmission during sports participation", even though there is only one possible documented case (AIDS Brief, 2002: 2)
OPPORTUNITIES	THREATS

5.9   CONCLUSION

This chapter examines the macro- and micro-environment in which UND Sports Administration operates and thus establishes an envisioned future. Internal analysis involves discussion on the various operating processes. The key issues highlighted in the SWOT analysis are compiled into an Impact Analysis, which provides further long-term insight. This is shown in the Chapter Six. Financial analysis reveals the high costs related to current strategies. The discussions in this chapter satisfy the first objective of a comprehensive understanding of the current situation of Sports Administration at UND. The next chapter, Chapter Six presents the full results.

CHAPTER SIX: RESULTS OF CASE ANALYSIS & SURVEY

6.1 INTRODUCTION

This chapter presents the research findings. The results establish whether analysis, using business management tools, provides a greater understanding of the complexity of the operating environment of Sports Administration at UND. These results arise from the case analysis undertaken in Chapter Five. An analysis of the change in student profiles, both of members of sports clubs and of the registered student profile, is also presented, together with the results of a survey completed by registered contact students at UND (Durban and MS campuses). These research findings are brought together to provide direction for future strategy. This chapter addresses the objectives of identifying the sporting needs of students and analysis of past trends. It also addresses the final objective by using the theories of suitability, acceptability and feasibility to provide recommendations.

6.2 PURPOSE, MISSION, OBJECTIVES & VISION

It is good practice for any organisation to have a formal strategy statement as it provides a focus that all stakeholders can embrace. As stated in Chapter Five, the first step is to establish purpose. Having established the purpose of the organisation, it is necessary to consider whether the mission, vision and objectives remain relevant.

Chapter Five provides the details used to establish purpose. This is based on the definition of purpose provided by Colenso (1998) and includes information on the current services, customer groups and the benefits the service provides for each group, as well as information regarding expectations of quality.

6.2.1 Sports Administration's Purpose

The purpose of Sports Administration is:

- to encourage sport participation by students and staff,
- to encourage a lifelong balanced and healthy lifestyle by enabling students to participate in sport and recreation at their level of ability,

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- to provide an environment where these skills can be developed and enhanced and to acquire additional administrative skills which can benefit the society in which they will live and work,

- to support the mission and vision of the University, by providing values to students that will enhance a holistic education and assist in the development of students who have acquired an understanding of the diverse cultures and values of South African society and who will thus be in a position to play meaningful roles in their communities,

- to enhance an organisational culture where all staff are happy and secure in their employment so that they can make a positive contribution to realisation of the purpose, mission, vision and objectives.

6.2.2 Sports Administration's Mission

The Mission is: to provide an environment for students that will encourage them to participate in sport and to develop sport at all levels.

6.2.3 Sports Administration's Objectives

The Objectives are:
- to promote the benefits of sport participation to all members of the University community,

- to provide the supporting infrastructure to enable students to reach their potential in competitive sport,

- to increase participation by affordable programmes that introduce the various sporting options to as many people as possible,

- to provide students with the skills to participate in their chosen sport,

- to assist students to make sensible use of leisure time through awareness of the positive benefits of participation,

- to contribute to the development of a campus environment of inclusion through social interaction and diversity management,

- to encourage club members to provide development programmes to the community,

- to enhance relationships with all stakeholders and

• to develop Sports Administration so that it is in a position to achieve all of these objectives.

6.2.4   The Vision of Sports Administration

For Sports Administration to provide the opportunity for all students at UND to participate in some form of physical activity and develop a campus society that values the benefits of sport participation.

6.3   **IMPACT ANALYSIS**

The analyses undertaken in Chapter Five identify certain issues, which are complied in a matrix of strengths, weaknesses, opportunities and threats, as shown in Table 5.5. The information from the SWOT Analysis is used in the Impact Analysis, shown in Table 6.1. This analysis assesses the impact of environmental factors, identified as either threats or opportunities and relates them to strengths and weaknesses. An impact analysis highlights the most critical issues of concern for Sports Administration.

Table 6.1: Impact Analysis: Sports Administration

Environmental change (O & T)		Increased numbers at UND	Increased pressure on students	High promotional costs	HIV/AIDS	Low skill levels	+	-
STRENGTHS	Office infrastructure	+1	0	-1	0	+1	+2	-1
	Facility infrastructure	+2	0	+1	0	+2	+5	0
	Governance systems	+2	0	+1	0	+2	+5	0
	Relationships	0	+1	0	0	+2	+3	0
WEAKNESSES	Financial constraints	-2	0	-2	-1	-2	0	-7
	Resources stretched over many clubs	-2	0	-2	-2	-2	0	-8
	Students with limited finances	-2	-2	0	-2	-2	0	-8
	Low market share	+1	0	-2	-1	0	+1	-3
	Pressure on staff	-2	-2	0	0	-2	0	-6
+		+5	+1	+2	0	+7	16	-33
-		-8	-4	-5	-5	-8		

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A positive score implies it is possible to use a strength to take advantage of an environmental change or that a weakness could be countered by this change. A negative score implies the identified environmental change will reduce the strength or that the change would have a detrimental effect on the weakness. A zero score implies the environmental change will have no effect on the strength or weakness. Table 6.1 presents the weighted information.

The above analysis shows the majority of strengths will remain as strengths and will assist if the Department reacts to the changes taking place in its environment. However, the weaknesses have remained and will counteract these strengths. The total shows an aggregated high negative score, which indicates innovative and aggressive strategies and programmes must be implemented to capitalise on the strengths.

6.4   <u>KEY SUCCESS FACTORS</u>

All of the analyses highlight the factors considered to be key to success. These include:

- Equitable distribution of resources amongst as many UND students as possible.
- Maximise the use of all resources by finding ways in which to conduct activities that promote maximum participation.
- Provision of programmes that will benefit and attract participants. Alexandris et al (2002) concluded that those who find programmes enjoyable, fun and exciting are more likely to continue.
- Attracting sufficient participants by providing programmes that they value. This enhances the purpose by reaching a wider number of students, will increase the inflow of financial resources and should proportionately increase the number of elite sportspersons.
- Reduce or remove the constraints to participation, which McGuire & O'Leary (1992) suggest can be achieved by: a) leisure education and publicity to overcome the lack of interest constraint, b) time management to overcome the time constraint by arranging activities that do not conflict with other obligations, c) provide training programmers to overcome skill related

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constraints. Carroll and Alexandris (1999:324) suggest "strategies should be linked to the identified constraints".

- Motivation, including participants paying for services, which Zeithaml and Bitner (2000) assert acts as an extrinsic motivator.

- Focus on the vital issue of student employability through personal development and leadership skills (Cox, 2002).

- Programmes to encourage transformation within clubs to provide the societal benefits arising from playing and spending time together.

- Attracting sufficient financial resources to maintain and improve facilities and opportunities to attract sports achievers.

- Optimise facility use, as it is a major source of income.

- Maintaining sound administrative systems that enable clubs to operate efficiently.

In order to achieve the key success factors it is necessary to undertake various analyses to evaluate current programmes and to establish where resources should be directed. Firstly, an evaluation of current sport participation is undertaken. This is followed by analysis of the data from the survey. Discussion then follows on the financial analysis undertaken in Chapter Five. All of this is brought together in section 6.8, which summarises the various analyses undertaken in this study.

6.5   ANALYSIS OF SPORT PARTICIPATION

In order to assess whether current programmes are suitable it is necessary to discuss the results of analysis of participation statistics. The University aims to provide an opportunity for those race and gender groups who were previously disadvantaged. Thus the first step is an examination of the racial and gender statistics of sport participants and clubs compared to the profile of UND (HC and MS campuses) students.

6.5.1   Gender Profile Comparisons

A comparison of the gender profile of sport participants and registration is shown in Figure 6.1. This shows that whilst female participation has increased (19%) at almost the same rate as the gender profile in registrations (17%), female participants in sport in 1994 were lower than females registered. The increase in female participation (to

39%) has not brought it into line with the UND female population of 51%. The participation of males (67%) in 1994 is higher than the percentage of males at UND (57%) and whilst male registrations at the university and in sport have dropped, there is still a higher percentage of participants (61%) than that of males at the University (49%). Alexandris and Carroll (1997b) also showed higher male participation, so this is not only a feature at UND. The lower participation rate of female students suggests that there should perhaps be programmes targeted at them or that steps should be taken to establish why the number of participants has not increased in line with the UND profile. There may be issues related to safety that concern females. Sport Australia has published guidelines in this regard as they believe the reason why females are under-represented in sport may be simply because "they do no feel safe or comfortable using sporting facilities" (http://www.ausport.gov.au/fulltext/2002/nsw/ r_a-z_facil.asp)

COMPARISON OF GENDER PROFILE: SPORT & UNIVERSITY REGISTRATIONS 1994 & 2003

☐F ■M

	1994 UN	1994 SPORT	2003 UN	2003 SPORT	UN CHANGE	SP CHANGE
☐F	43%	33%	51%	39%	17%	19%
☐M	57%	67%	49%	61%	-13%	-9%

GENDER PROFILE OF 1994 & 2003, SHOWING CHANGE IN REGISTRATION

Figure 6.1: Comparison: University & Participant Gender Profiles

The results of a comparison of gender profiles of sport clubs, related to the gender profile of UND are presented in Figure 6.2. This shows that whilst certain sports are dominated by a particular gender there is representation in all sports (except cricket and netball – gender specific). Even though registration of females (51%) are slightly higher than males (49%) at UND, there are more male (61%) than female (39%) participants. Females are predominant in Aerobics and Taekwondo. Aerobics is predominantly a female activity all over the world, although more males are

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beginning to participate. A possible reason for the predominance of females in Taekwondo is that taebo, which attracts females, is included. Clubs where males are predominant are the gymnasium (85.1%), Athletics (65%), Canoe (90%), Chess (80%), Fencing (70%), Golf (75%), Karate (83.3%), Squash (71.4%), Soccer (69%), Table Tennis (70.5%), Underwater (60%) and Yacht (63%). Table Tennis has only been re-introduced this year after not having been active for a few years, it may take time for people to become aware it is offered. The clubs with the closest gender profile to UND are Hockey, Mountain, Rowing and Softball. The dominance of males in the gymnasium, a recreative activity, may be related to the "feeling of safety and comfort" discussed in the comparison of gender and sport participation profiles.

COMPARISON OF CLUB & UNIVERSITY GENDER PROFILES

☐ F ■ M

	UN	T	AER	GYM	ATH	BB	CAN	CHE	DAN	FEN	GOL	HOC	KYO	MTN	ROW	SQ	SOC	SB	SUR	TAE	TT	TEN	UW	VB	YAC
☐ F	51%	39%	95%	15%	35%	40%	10%	20%	65%	30%	25%	53%	17%	45%	45%	29%	31%	54%	41%	73%	29%	41%	40%	41%	37%
☐ M	49%	61%	5%	85%	65%	60%	90%	80%	35%	70%	75%	47%	83%	55%	55%	71%	69%	46%	59%	27%	71%	59%	60%	59%	63%
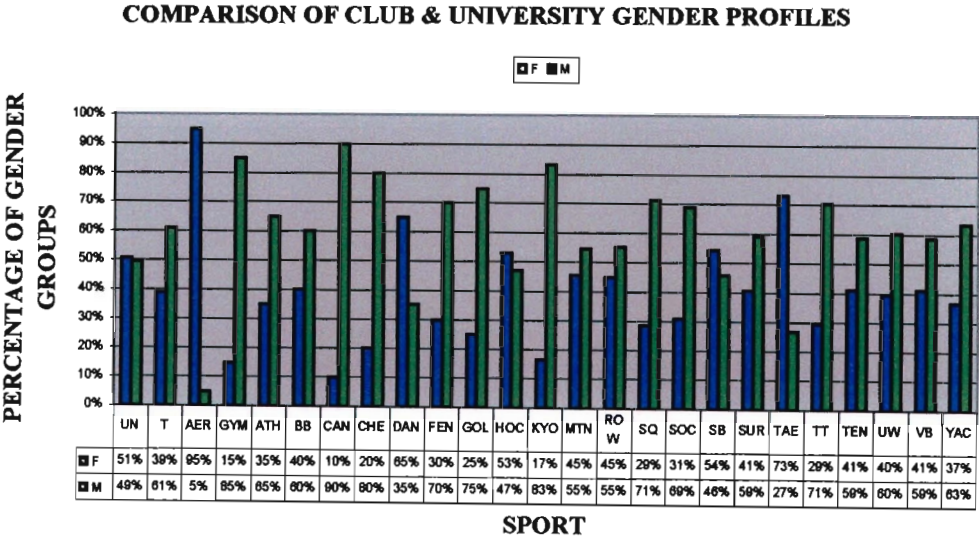
SPORT

Figure 6.2: Comparison: University & Club Gender Profiles

6.5.2 Racial Profile Comparisons

A comparison of the racial profile of sport participants and UND registration is shown in Figure 6.3. This shows the rate of White (57%) participants was much higher than their UND profile (37%) in 1994. In 2003 the participation of Whites is still at a higher rate (28%) than their registration (20%), even though White participation has changed more significantly (51%) than the drop in overall registration (46%). The change in profile of Coloured participation appears more dramatic but their profile at UND is very small, therefore, any change appears more dramatic. Their participation has increased to be slightly higher than their profile at UND (3%). Africans continue to participate at a higher rate (46%) than their overall rate at UND (32%), with a

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marked increase in participation by 50% from 1994 to 2003. Indian students are of the greatest number at UND (45%). It is of concern that whilst their participation rate has increased (23%) this is nowhere in line with their UND profile, with only half of them participating. The low participation rate of Indian students suggests that the programmes offered are not meeting their needs.

COMPARISON OF RACIAL PROFILE: SPORT & UNIVERSITY REGISTRATIONS 1994 & 2003

	1994 UN	1994 SPORT	2003 UN	2003 SPORT	UN CHANGE	SP CHANGE
■ A	28%	31%	32%	46%	14%	50%
■ C	3%	1%	3%	4%	0%	300%
■ I	32%	11%	45%	23%	41%	101%
■ W	37%	57%	20%	28%	-46%	-51%

RACIAL PROFILES OF UN & PARTICIPANTS
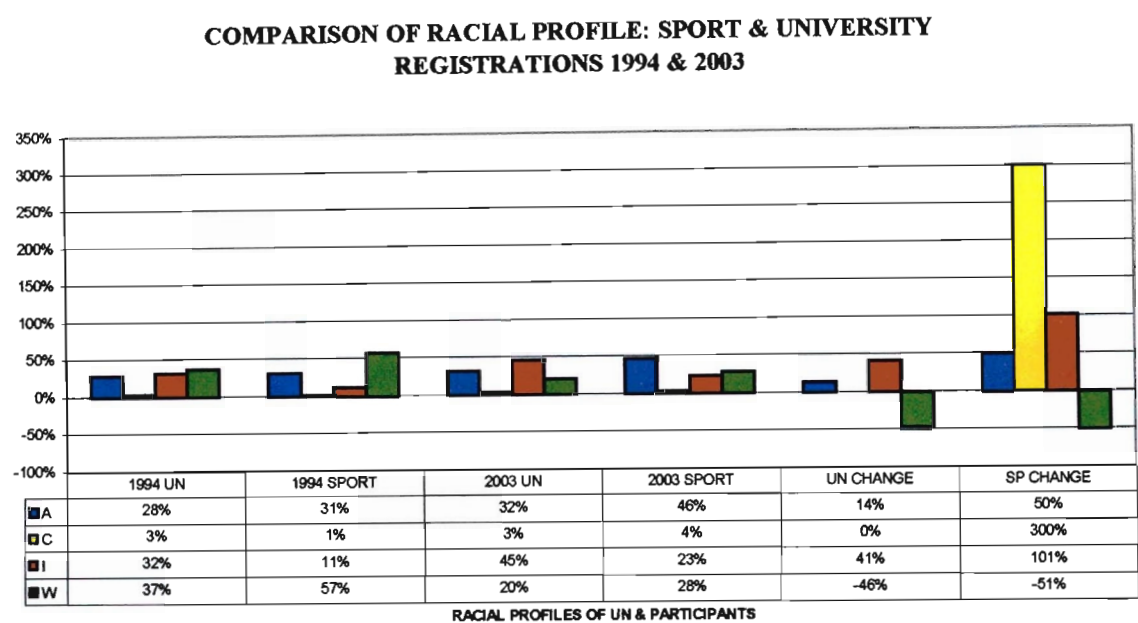
Figure 6.3: Comparison: University & Participant Racial Profiles

The results of the comparison of racial profiles in clubs, compared to the UND racial profile is presented in Figure 6.4. The University profile of contact students at UND is African (A) 32%, Coloured (C) three percent, Indian (I) 45% and White (W) 20%. In 2003 Africans (46:32) and Whites (28:20) participate at a higher rate than their profile at UND, Coloureds (4:3) slightly more but their numbers are very small. Indians (23:45) participate at a much lower rate than the UND profile. The club with the closest racial profile to UND is Dancing, even though there is a reduced number of Indian participants in favour of a slightly higher profile of both African and White participants. Rowing and Rugby have similar profiles to the African and White UND profile but they have no Coloured and few Indian members and high Coloured and no Indian members, respectively. In considering the similarity to UND profile, consideration is given where it varies by 15% on either side of the UND profile: Africans participate within this range (28% to 37%) in Rowing and Table Tennis.

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Indians do not participate within this range (38% to 52%) in any clubs. Whites participate within this range (17% to 23%) in the gymnasium, Netball and Taekwondo. Whites are predominant in Canoe, Surf, Underwater and Yacht. The UND profile is so low for Coloureds it makes such a comparison difficult. However, there are no Coloured participants in Canoe, Chess, Cricket, Fencing, Golf, Mountain, Rowing and Softball. Coloureds participate at a higher rate in Karate and Rugby and a slightly higher rate in Athletics, Dancing, Squash, Taekwondo, and Tennis. They participate at rates similar to their profile in all the other clubs. The only club where Indians participate at a rate similar to the UND profile is Cricket (47%). Indians are the predominant participants in Table Tennis (65%) and Volleyball (67%).

COMPARISON OF CLUB & UNIVERSITY RACIAL PROFILES

	UN	TOT	AER	GYM	ATH	BB	CAN	CHE	CRI	DAN	FEN	GOL	HOC	KYO	MTN	NB	ROW	RUG	SQ	SOC	SB	SUR	TAE	TT	TEN	UW	VB	YAC
A	32%	46%	83%	49%	48%	85%	10%	85%	18%	39%	20%	25%	7%	67%	6%	89%	28%	38%	29%	77%	94%	11%	41%	29%	43%	3%	25%	10%
C	3%	4%	1%	4%	5%	3%	0%	0%	0%	5%	0%	0%	4%	17%	0%	3%	0%	13%	5%	4%	0%	4%	5%	3%	6%	2%	4%	3%
I	45%	23%	9%	29%	5%	0%	0%	10%	47%	31%	10%	4%	3%	17%	22%	8%	3%	0%	22%	15%	0%	4%	36%	65%	25%	13%	67%	7%
W	20%	28%	7%	18%	43%	13%	90%	5%	35%	25%	70%	71%	87%	0%	72%	22%	70%	50%	44%	5%	6%	81%	18%	3%	26%	83%	4%	80%

SPORT CLUB
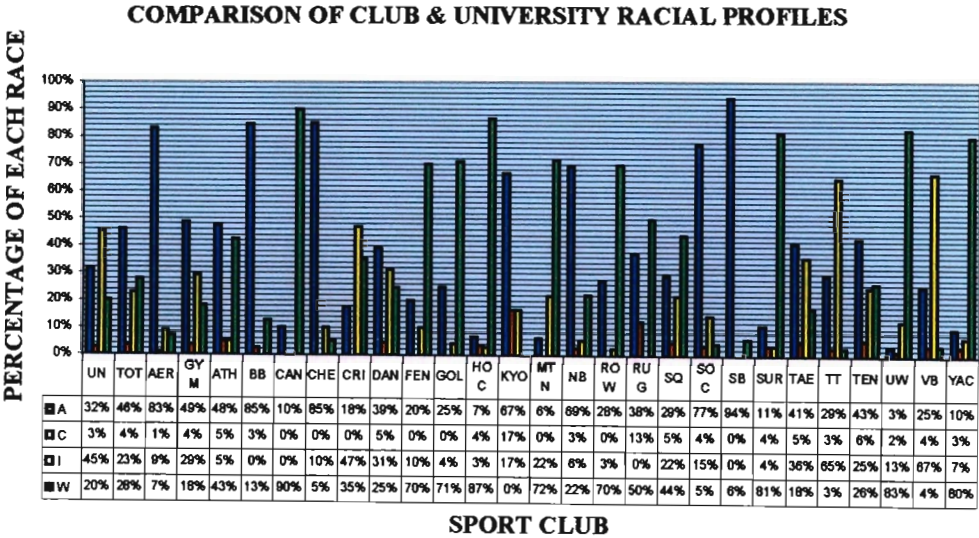
Figure 6.4: Comparison: University & Club Racial Profiles

The clubs with marked differences from the UND profile are:

- Aerobics, Basketball, Canoe, Chess, Karate, Netball, Soccer and Softball, where Africans participate at rates above 65%.
- Karate where a significantly higher profile of Coloureds (17%) participate than the UND profile.
- Table Tennis (65%) and Volleyball (67%), where a higher profile of Indians participate than the UND profile.
- Athletics, Canoeing, Cricket, Fencing, Golf, Hockey, Mountain, Rowing, Rugby, Squash, Surfing, Underwater and Yachting, where Whites participate at rates higher rates than the profile at UND.

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6.5.3 Club Participation Changes

This section examines the changes in participation in clubs. Table 1.3 presents the full information about club registrations. Whilst the number of sport participants has increased from 1537 in 1993 to 1806 in 2003 (19.7%) the overall growth in numbers at UND has increased by 48.9% during this time. In line with this increase, there should be approximately 2 280 participants. However, these figures are still low for overall participation by students, 17% in 1993 and 13% in 2003 (Table 1.2). There were reductions in participation between 1993 and 1994, 1995 and 1996, 1998 and 1999, 2000 and 2001, with the highest decrease between 2000 and 2001. There were increases between 1994 and 1995, 1997 and 1998, 1999 and 2000, 2001 and 2002, the highest increase being between 1994 and 1995. The data shows a mean change of 2.63% from 1993 to 2003.

The clubs with the highest increase in membership from 1993 to 2003 are Aerobics, Golf (only re-introduced in 2003 after a 6 year absence), Rowing, Softball and Taekwondo. The increase in Taekwondo is probably due to the introduction of taebo as discussed in Chapter Five. The increase in Aerobics is probably due to the fact there is now improved control of those attending classes. The increase in Softball is not accurate. If the first year of operation is not considered (there were very few members), it results in a less significant increase of 13%. The only other clubs with increases in membership from 1993 to 2003 are Cycling (no longer operating and increase only calculated to 2000), Dancing (4.2%), Hockey (1.59%), Karate (38.5%) and Netball (20%). Men's Soccer has increased whilst Women's Soccer has decreased, resulting in a net decrease. Membership of the other 23 clubs in the table have decreased. Using the mean change from 1993 to 2003, shows only 11 clubs with decreases, ranging from 12.8% to 1.2% (excluding those clubs no longer operating). The clubs with a mean increase in membership above 10% are Aerobics, Badminton (no longer operating), Golf (only re-introduced in 2003 after a 6 year absence), Gymnastics (not operating in 2003), Karate (re-introduced in 2003 after an absence of a year), Rowing, Rugby, Soccer, Softball, Table Tennis (re-introduced in 2003) and Taekwondo. The clubs with mean decreases in membership above 10% are Chess (12.78%) and Mountain (15.93%). Figure 6.5 shows the changes from 1993 to 2002.
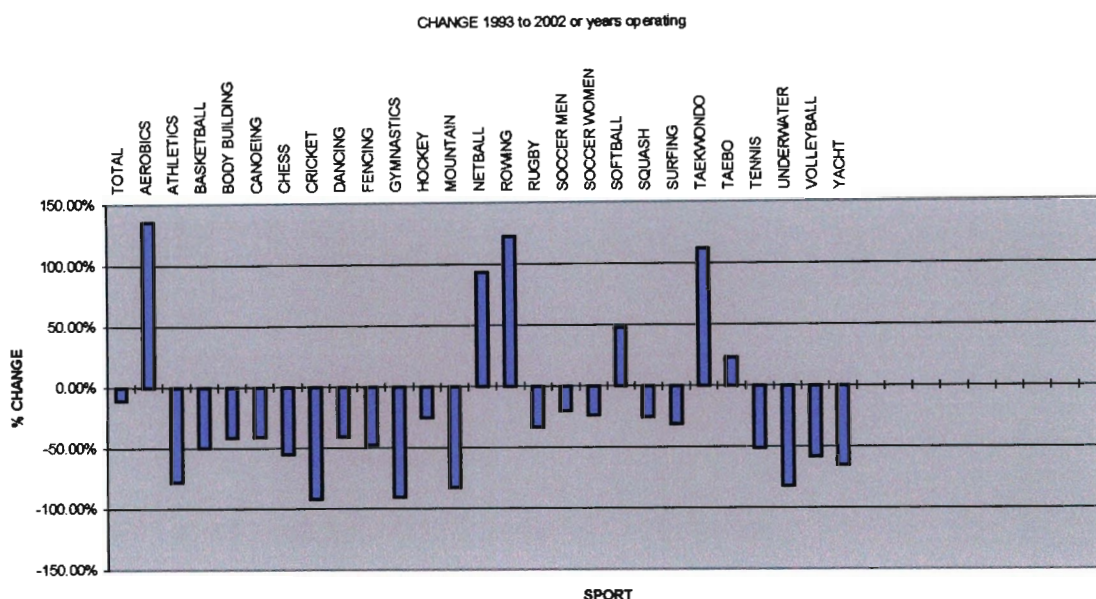
Figure 6.5: Change in Club Membership: 1993 to 2002

6.6   ANALYSIS OF DATA FROM SURVEY

During the apartheid years in SA, those sections of its society that were not White were disadvantaged in all aspects. Most analysis is done on a racial and/or gender profile as the University seeks to reflect the demographics of the region and to provide opportunity for those groups that were previously disadvantaged. Thus racial/gender analysis is necessary to see whether sport provision is achieving these University goals. Another reason is that each racial group has its own inherent culture, which may require a different approach to the provision of sport programmes. Successful diversity management appreciates there are differences between groups but facilitates an understanding of each other's culture to enable an inclusive environment free of discrimination.

Each question from the survey is discussed in this section. The discussion is grouped into administrative, school and University sport data. The administrative data discussion establishes the profile of respondents, in relation to the race and gender profile at UND. It also establishes whether there are other impacts on participation, such as academic pressure (school of study) and the distance they live from the University. From the literature review on sport participation it appears different age groups prefer different forms of participation, hence the need to establish the age

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groups of respondents. The school data establishes exposure to sport and the impact of school type on exposure and participation at school level. The data on current sport provides insight into constraints and motivation, to establish what will increase participation levels.

The discussion on methodology explains the rationale for the sampling method. There were 265 responses.

6.6.1 General Administrative Data

Question 1: Gender

The frequency table for Gender, Table 6.2, shows slightly more males replied than females but the respondents' profile is not very different from the UND gender profile.

Table 6.2 Frequency Statistics: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	146	55.1	55.3	55.3
	Female	118	44.5	44.7	100.0
	Total	264	99.6	100.0	
Missing	System	1	.4		
Total		265	100.0		

Figure 6.6 shows the similarity of the gender profile of respondents to the UND gender profile.
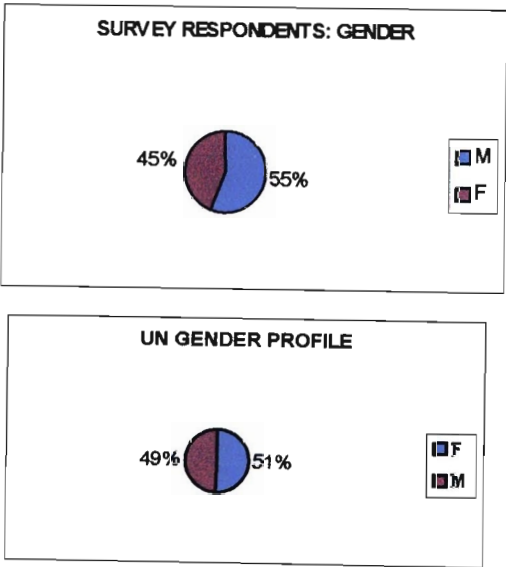
Figure 6.6: Similarity of Gender Profiles

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Question 2: Race

The frequency table, Table 6.3, of respondents' racial profile and Figure 6.7 show the respondents' racial profile and the similarity to their population at UND. However, Indian students were lower respondents, whilst Africans respondents where higher, Coloured respondents slightly lower and White respondents slightly higher than their population at UND.

Table 6.3: Frequency Statistics: Race

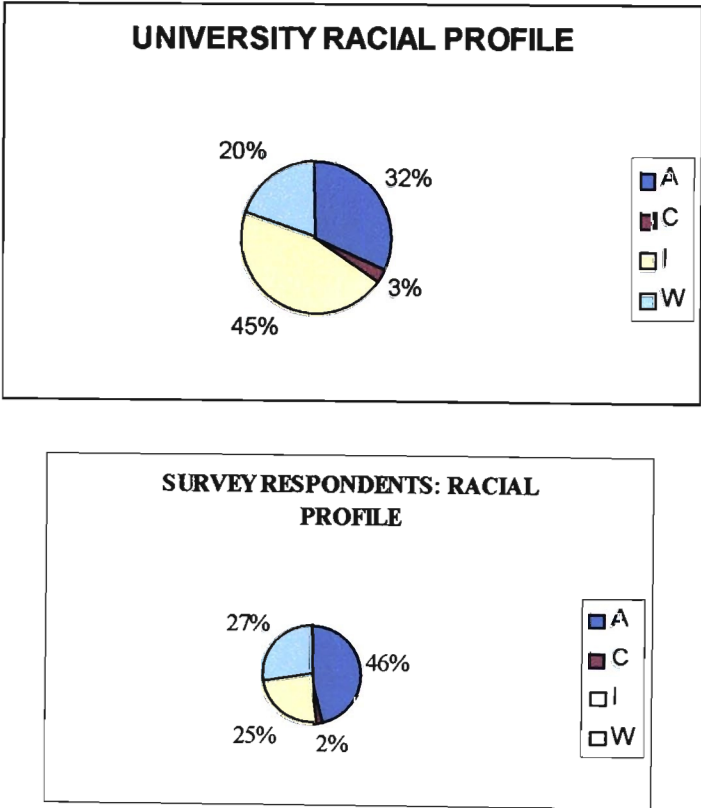|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African	120	45.3	45.5	45.5
	Coloured	6	2.3	2.3	47.7
	Indian	66	24.9	25.0	72.7
	White	72	27.2	27.3	100.0
	Total	264	99.6	100.0	
Missing	System	1	.4		
Total		265	100.0		

Figure 6.7: UND & Respondent Racial Profiles

Question 3: School of study

Table 6.4 contains information provided from Management Information, together with the frequency data of 265 respondents. This information shows respondents from the Science and MS faculties to be higher, whilst all other respondents are at a lower rate than the profile of UND registrations.

Table 6.4: Frequency Statistics: School of Study

SCHOOL	REGISTERED %	RESPONDENTS %	COMPARISON
CADD	7.4	1.6	Respondents lower
Education	0.3	1.1	Respondents lower
Engineering	12.6	15.9	Respondents lower
Human Sciences	15.3	13.6	Respondents lower
Law	8.1	6.4	Respondents lower
Management Studies	33.2	27.6	Respondents lower
Science	10.9	14.8	Respondents higher
Medical School	12.2	16.3	Respondents higher
Other	0	2.7	

The frequency data of respondents' school of study is used in a cross tabulation, Table 6.5, with preferred time for recreative sport, to assess whether the school of study affects the preferred time for recreative sport. This could be due to different levels of academic pressure within the various disciplines. Of the 236 respondents who replied to both questions, it appears that the highest choice is for 'weekend' with 43% of respondents selecting this option, followed by 'evenings' 36% and 'lunch' 21%. There are differences with regard to school of study. Students in Education and Science prefer the lunch period. Those in Human Science prefer the evening period and those in Engineering, Law, Management Studies and MS the weekend. This information, together with the highest choice being weekends by all respondents, shows this to be the preferred time.

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Table 6.5: Cross Tabulation: School of Study & Preferred Time for Recreative Sport

		If recreative (friendly/non-competitive) sport was offered what would be your time preference?			Total
		Lunch period	Evenings	Weekends	
School of study	Architecture	0	0	2	2
	Education	2	0	1	3
	Engineering	6	14	19	39
	Graduate School of Business	0	1	2	3
	Human Sciences	4	13	13	30
	Law	3	4	7	14
	Management Studies	12	21	28	61
	Medical	5	17	18	40
	Nursing	0	0	2	2
	Science	15	12	8	35
	Other	3	2	2	7
Total		50	84	102	236

A cross tabulation, Table 6.6 shows the preferred time of sport with the racial profile of respondents. African respondents indicated a preference for weekends, Coloured and White respondents for evenings and Indian respondents for the lunch period. Weekends received the second highest indicator from Coloured, Indian and White respondents. This information is necessary to assess if any particular race group shows any particular preferred time for recreative sport, should a particular race group require targeting. See further discussion in Question 18.

Table 6.6: Cross Tabulation: Race & Preferred Time for Recreative Sport

		If recreative (friendly/non-competitive) sport was offered what would be your time preference?			Total
		Lunch period	Evenings	Weekends	
Race	African	8	40	64	112
	Coloured	1	4	1	6
	Indian	26	13	21	60
	White	16	27	16	59
Total		51	84	102	237

Question 4: Where do you live during term time

Respondents were asked to provide information regarding the suburb or area of residence. This was in order to assess access to campus. This information is classified into areas of approximate proximity. Figure 6.8 shows the percentages for each residential area.
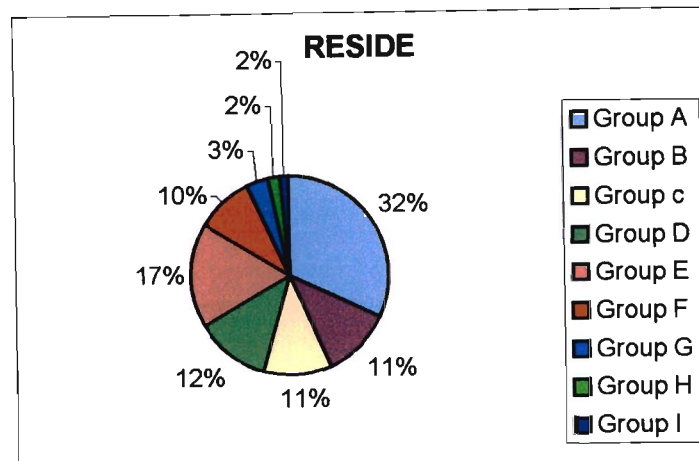
Figure 6.8: Distribution: Respondents' Residence

The groups are represented as follows:

Group	
Group A:	University residence
Group B:	Glenmore, Umbilo, Glenwood
Group C:	Bellair, Berea, Sherwood, Town, Morningside, Clairwood
Group D:	Montclair, Bluff, Beachfront, Westville, Clare Estate, Merebank, Queensburgh
Group E:	Pinetown, Chatsworth, Avoca, Wyebank, Newlands, Effingham, La Lucia, Durban North
Group F:	Hillcrest, Kwa Mashu, Phoenix, Umlazi, Umhlanga, Isipingo, Kloof
Group G:	Verulam, Amanzimtoti
Group H:	Umkomaas, Tongaat, Umgababa
Group I:	Stanger, Camperdown

Closest to the University are Groups A, B and C, where 54% of respondents live. The cross tabulation (Table 6.7) of racial profile to place of residence shows that 67% of the African respondents reside in a UND residence and their proximity to UND rises to 79%, if a University residence and the periphery of the University are considered. The majority of Indian respondents (62%) live further away from the University in groups D, E and F. The majority of White respondents (87%) live in Groups A to E. The majority of Coloureds (60%) live just off the periphery of the University, Group C. This information is important when devising programmes to increase a particular group's participation. The fact that Indian students live at a greater distance requires

consideration when times are set for programmes targeted to increase their participation.

Table 6.7: Cross Tabulation: Race & Residence

		Reside									Total
		Group A	Group B	Group C	Group D	Group E	Group F	Group G	Group H	Group I	
Race	African	80	15	6	0	7	7	2	2	1	120
	Coloured	0	1	3	1	0	0	0	0	0	5
	Indian	3	5	7	12	17	12	5	2	3	66
	White	1	9	12	19	21	6	2	1	0	71
Total		84	30	28	32	45	25	9	5	4	262

Question 5: Are you (type of student – full time/part time/contact)

The analysis of registered students and sport participants is done on contact students only, either full or part time. Due to the manner in which the survey was distributed, it is necessary to ensure no distance students were accessed. This question is included to confirm no distance-learning students responded. All respondents are contact students. Four respondents are part time students, with 97.7% responses from full time students, see Table 6.8.

Table 6.8: Frequency Distribution: Type of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time contact student?	259	97.7	98.5	98.5
	Part-time contact student?	4	1.5	1.5	100.0
	Total	263	99.2	100.0	
Missing	System	2	.8		
Total		265	100.0		

Question 6: Age

There is an age distribution of respondents from 17 to 40, with the majority being 20, 21 and 22, representing 65.3% of respondents. Of this age data, the mean is 21.68, the mode is 20 and the median is 21.

The cross tabulation, Table 6.9, shows the percentage of each race group in an age category, confirming the highest percentage of all race groups in the age group 20 to 22. In the next age group there is a similar spread between African and Coloured and between Indian and White. The next age group shows the respondents from the

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African and Coloured groups are slightly higher than those in the other two groups. The data on the University age group and race is not available. However, the study data suggests African students are at the University at an older age, with Coloureds to a lesser extent (to age 25) and Indian and White students only remain after age 23 to a much lesser extent. If the form of participation changes with age, as suggested in Chapter Four, this should be investigated further, particularly in relation to the preferred sport for each race and age group.

Table 6.9: Cross Tabulation: Race & Age Group

AGE		17-19	20-22	23-25	26-28	29-31	32+	TOTAL number
Race	African	9	54	24	6	3	5	119
	Coloured	0	67	33	0	0	0	6
	Indian	14	81	2	0	0	3	64
	White	15	72	11	1	0	0	72

Question 7: Year of study

The majority of students are in the higher years of study, with 70% in years 3, 4 and 5. The frequency data for year of study is presented in Table 6.10, which shows respondents are from all levels of study.

Table 6.10: Frequency: Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	7	2.6	2.6	2.6
	1	14	5.3	5.3	7.9
	2	40	15.1	15.1	23.0
	3	109	41.1	41.1	64.2
	4	68	25.7	25.7	89.8
	5	9	3.4	3.4	93.2
	6	9	3.4	3.4	96.6
	7	2	.8	.8	97.4
	9	1	.4	.4	97.7
	HONOURS	4	1.5	1.5	99.2
	MASTERS	2	.8	.8	100.0
	Total	265	100.0	100.0	

6.6.2 School Data

Question 8: Last school attended

As mentioned in the introduction to section 6.7, the apartheid years in SA had a detrimental effect on resource provision for certain groups. This also occurred in the provision of resources to schools. It is thus necessary to assess the school background

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of respondents to establish the number of students who attended schools other than advantaged schools and to evaluate whether this has affected sport participation.

This discussion focuses on the three predominant school groups, ex Model C/private schools (advantaged), Previous House of Delegates/Representative (HOD-R) and Department of Education and Training (DET). It also focuses on the three predominant groups Africans, Indians and Whites. This is because the other school groups and Coloured respondents represent such small numbers, it makes comparison difficult. This information is shown in Table 6.11. There were 231 respondents from these three groups who attended the above-mentioned schools. Of these respondents 57% attended advantaged schools, 24% DET schools and 19% HOD-R schools. The UND profile for this information is not available. However, as the racial and gender profiles of respondents are similar to the UND profiles, it is assumed this is also similar. It is widely accepted that the advantaged schools (historically White) have greater resources and therefore, better facilities including sport. It is thus assumed that learners who attended these schools should have had greater access to sport.

Table 6.11: Cross Tabulation: Race & Last School Attended

		Last school attended					Total
		Previous Model C/ Private	Previous House Delegates/ Representatives	Department of Education and Training	Rural Department of Education and Training	Rural Model C	
Race	African	45	6	44	15	2	112
	Coloured	3	1	2	0	0	6
	Indian	16	38	10	1	0	65
	White	70	1	1	0	0	72
Total		134	46	57	16	2	255

The cross tabulation information from Table 6.11 for the 231 respondents (African, Indian and White) who attended the predominant schools, shows advantaged schools were attended by less than half of African students (40%), by a quarter of Indian students (25%) and almost all White students. The next highest group of African students attended DET schools, with a few attending HOD-R schools. Indian students were predominantly (58%) learners at HOD-R schools. This shows that even though over half of respondents attended advantaged schools, this was made up of almost all White respondents (97%) markedly fewer Africans (40%) and Indian respondents

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substantially lower (25%). Of all the students who attended the advantaged schools, 53% were Whites, 34% Africans and only 12% Indian students. Of the respondents who attended HOD-R schools, 83% were Indian students and of all respondents who attended DET schools, 77 % were African students. Acknowledging advantaged schools have better facilities, this indicates that African and Indian students still do not have as much exposure as White students to the facilities offered by the advantaged schools. This data also shows that more African students (18% of all respondents) than Indian students (six percent of all respondents) now attend advantaged schools.

Question 9: Indicate sport at school – available / played informally / competed with other schools / played out of school (privately)

Figure 6.9 shows the availability at school of the various sports. Athletics is the most frequently available sport offered at most schools that respondents attended, followed by soccer, netball, tennis and cricket. Basketball, chess and hockey were the most equal in the availability at school. Whilst this information has no bearing on sport played it does provide planners with data regarding exposure of students to various sports. Canoeing, rowing and yachting were the least available at school with a predominance of White participants. It is assumed participants in these sports were introduced to the sport out of school, most probably through family who participate. The work of Mood, Musker and Rink (1995) suggests that early and continued exposure to physical activity is necessary to obtain the positive effects on health. Only five sports (athletics, cricket, netball, soccer and tennis) are available at above 50% of the schools that respondents attended. A further two sports (basketball and hockey – excluding chess as it is not a physical activity) are offered at between 40% and 50% of schools attended by respondents. This shows that in many schools respondents attended, even the seven most common sports were not offered. This is relevant when related to the higher number of respondents from advantaged schools where it is assumed there are better facilities.
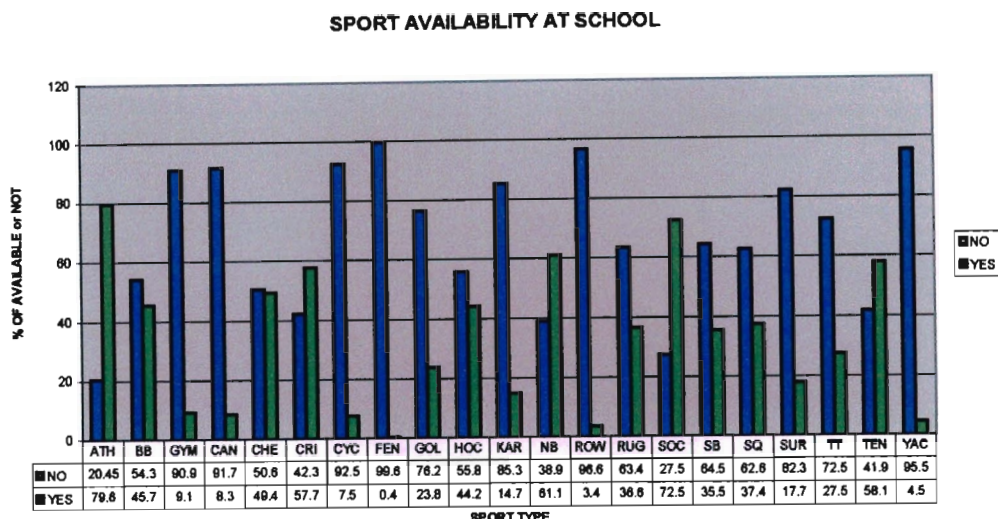
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	ATH	BB	GYM	CAN	CHE	CRI	CYC	FEN	GOL	HOC	KAR	NB	ROW	RUG	SOC	SB	SQ	SUR	TT	TEN	YAC
■NO	20.45	54.3	90.9	91.7	50.6	42.3	92.5	99.6	76.2	55.8	85.3	38.9	96.6	63.4	27.5	64.5	62.6	82.3	72.5	41.9	95.5
■YES	79.6	45.7	9.1	8.3	49.4	57.7	7.5	0.4	23.8	44.2	14.7	61.1	3.4	36.6	72.5	35.5	37.4	17.7	27.5	58.1	4.5

SPORT TYPE

Figure 6.9: Sports available at school

Table 6.12 provides a summary of the Means for the data on availability of sport at school and informal and competitive participation. Appendices G, H, I and J provide the supportive data for this table. The means for availability are Africans 30.9, Indians 16.3 and Whites 35.9. Comparison of the three race groups indicates that sport availability at school is lower within the schools attended by Indian students (mostly HOD-R schools). Indian and White respondents were almost equal (Table 6.3), thus it indicates the difference in the means of availability at the schools of Indian respondents is even lower than it appears from Table 6.12. Considering Indians attended advantaged schools at a lower rate than Africans and Whites, this also suggests availability is less in HOD-R schools. As African student sport availability is the second highest group and their attendance was split almost equally between DET and advantaged schools, it suggests that sport availability is the lowest overall at HOD-R schools. The mean of availability of sport in Table 6.12 between African and White respondents is not quite so when the number of respondents are considered. African respondents were more than White respondents, indicating the mean of availability is not as similar as it appears.

There is a difference in the availability of sports at the schools attended by the different race groups. Calculating, for each race group, availability as a percentage of the total number of responses for each sport, shows the following: Africans - nothing above 50%, except karate (64%); Indians - nothing above 50%, the highest being

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table tennis at 41%, then cricket at 33% with the rest below 30%; Whites - above 50% are hockey, rugby, squash and swimming. Canoeing, cycling, golf, rowing, surfing, waterpolo and yachting reflect high scores as they are offered predominantly at the schools attended by White students.

Figure 6.10 shows that whilst sport was available, most respondents did not compete against other schools. The mean of those students who participated in competitive sport, Table 6.12, shows Africans with a mean of 9.1, Indians 4.0 and Whites 9.7. This Table shows the difference between the means for availability and competitive participation. Appendices G, H, I and J provide the supporting data for these summaries. Of the responses, calculating each race group for availability as a percentage of the total number of responses for each sport, shows particular race groups are predominant in certain sports: Africans – basketball, karate, netball, soccer and softball; Indians – table tennis; Whites – cricket, hockey, rugby, squash, swimming, waterpolo. Canoeing, golf, rowing, surfing and yachting were only competed in by Whites. Of the three predominant race groups, Indian students had the lowest participation rates overall.

SPORT PLAYED COMPETETIVELY

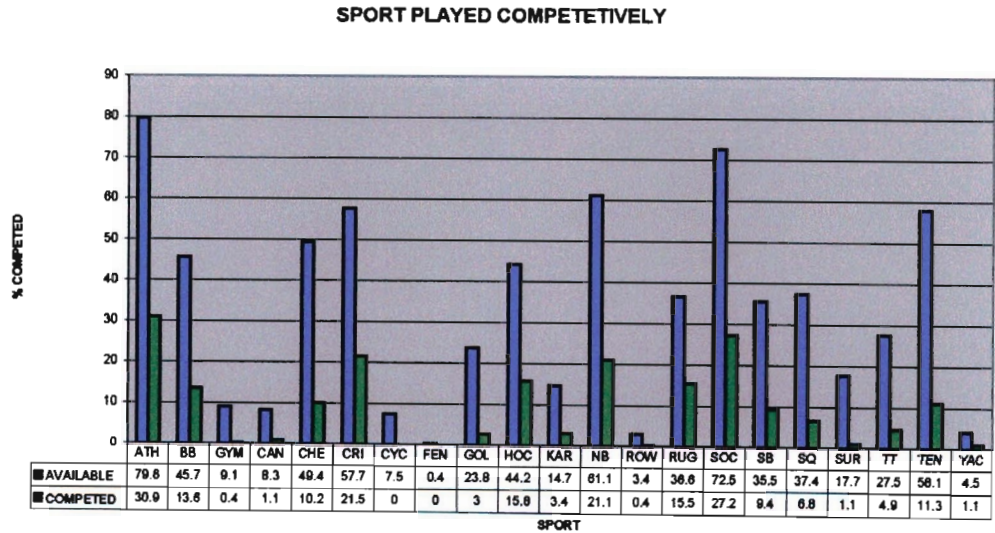|	ATH	BB	GYM	CAN	CHE	CRI	CYC	FEN	GOL	HOC	KAR	NB	ROW	RUG	SOC	SB	SQ	SUR	TT	TEN	YAC
AVAILABLE	79.8	45.7	9.1	8.3	49.4	57.7	7.5	0.4	23.8	44.2	14.7	61.1	3.4	36.8	72.5	35.5	37.4	17.7	27.5	56.1	4.5
COMPETED	30.9	13.6	0.4	1.1	10.2	21.5	0	0	3	15.8	3.4	21.1	0.4	15.5	27.2	9.4	6.8	1.1	4.9	11.3	1.1

Figure 6.10: Comparison: Competitive Sport & Availability of Sport at School

The mean for participation in informal sport is higher than competitive sport for both African and Indian respondents and higher for participation in competitive sport than informal sport for White respondents. The mean for participation in competitive sport

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is similar for African and White respondents. However, again considering the higher number of African respondents this suggests competitive participation is actually much higher amongst White respondents. Indian respondents participation in competitive sport is less than Whites and their response rate to the survey was similar. Indian respondents participation in informal sport was similar to Whites. However, due to the lower rate of Indian participation in competitive sport, combined Indian respondents participated less than Whites in both forms. From this data, it appears that African and Indian respondents prefer informal participation to competitive participation. It also shows lower rates of participation by Indian respondents overall.

Evaluating school type, there is substantially higher availability within advantaged schools, with a mean of 58.6. It must be remembered, though, that respondents were predominantly from advantaged schools. Availability is much less in the other two schools groups. Although, there is a lower rate of both forms of participation in advantaged schools, compared to availability, than with the other two school groups.

Table 6.12: Comparison: Means for Availability, Informal & Competitive Sport

	AVAILABLE	INFORMAL	COMPETITIVE
African	30.8	11.0	9.1
Coloured	2.4	0.6	0.8
Indian	16.3	7.2	4.0
White	35.9	6.6	9.7
Advantaged schools	58.6	13.0	14.8
HOD-R schools	11.1	5.2	3.0
DET schools	12.0	5.5	4.4
Rural DET schools	2.7	1.2	1.4
Rural Model C	0.0	0.0	0.0

Participation as a percentage of availability is shown in Figure 6.11. The blue columns represent competitive participation as a percentage of availability. The green columns represent a combination of informal and competitive participation as a percentage of availability. This shows White respondents with a preference for competitive participation and African participation in competitive sport at a higher rate than Indian respondents. Once informal participation is added, this changes considerably. African participation is the highest, followed by Indians then Whites. This indicates a preference for informal participation by both African and Indian respondents.

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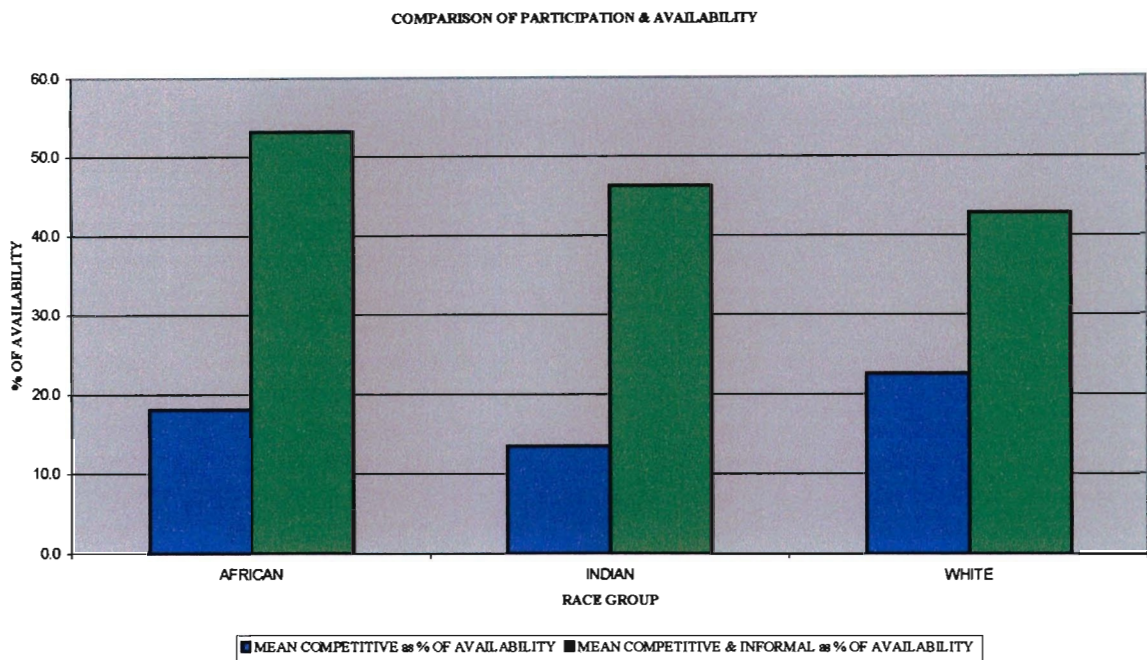
Figure 6.11: <u>Comparison: Participation to Availability</u>

Some respondents participated in sport out of school (privately), which is shown in Figure 6.12. However, it is possible the question was misunderstood, as the survey is self-administered. The question sought to establish where participation was of a formal nature and it is possible that some may have answered in the affirmative when they played socially amongst friends.

Figure 6.12: <u>Sports Played Privately Whilst at School</u>

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6.6.3   University sport data

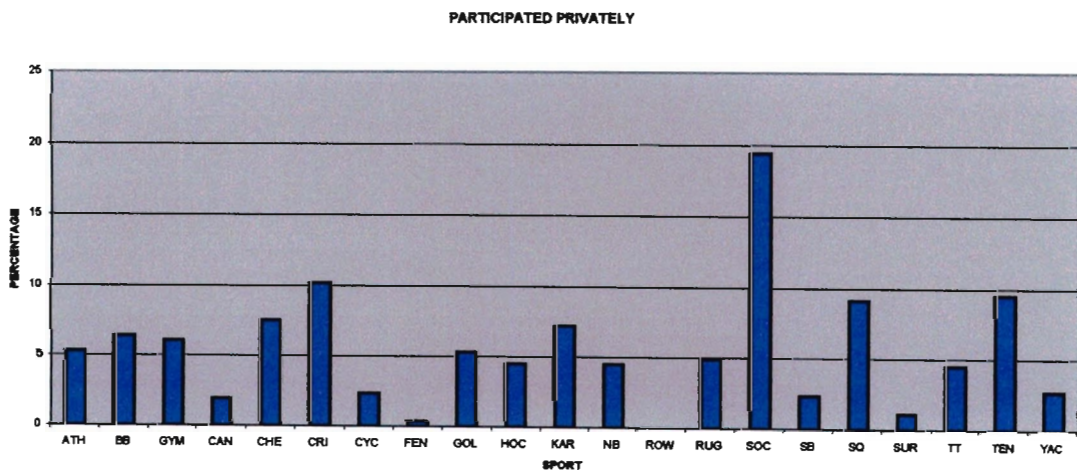**Question 10: List sport preferences**

Respondents were asked to list their sport preferences, maximum five. Figure 6.13 shows only those sports with six or more total references. There were 618 references as most provided numerous options. The only sport, offered at the University but not mentioned is taekwondo, although there were seven selections for taebo (note previous comment re growth in Taekwondo Club being related to inclusion of taebo). Sports with five or less mentions: fencing (three), surfing (two), scuba diving (three), waterpolo (four) and yachting (five). Sports not offered at UND with more than five mentions: badminton, musketry and swimming. Soccer has the most selections, followed by tennis, cricket, squash, swimming, netball, rugby, volleyball and athletics in descending order. This data is informative when planning programmes. It is interesting to note the higher selections for tennis, cricket, rugby and squash, when it is difficult to field teams in the leagues made up of only students. This may reflect a bias towards non-competitive sport. This information shows there is adequate availability and variation of sports for those who wish to participate.
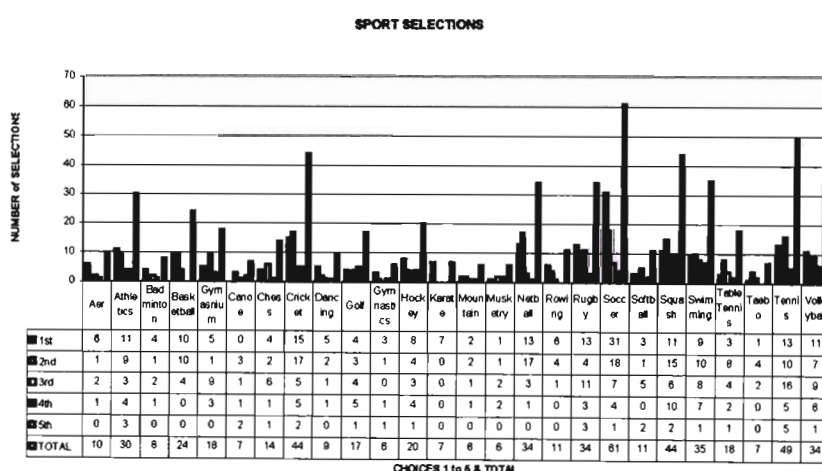

SPORT SELECTIONS

	Aer	Athle tics	Bad minto n	Bask etball	Gym asniu m	Cano e	Ches s	Crick et	Danc ing	Golf	Gym nast cs	Hock ey	Karat e	Moun tain	Musk etry	Netb all	Rowi ng	Rugb y	Socc er	Softb all	Squa sh	Swim ming	Table Tenni s	Taeb o	Tenni s	Volle yball
1st	6	11	4	10	5	0	4	15	5	4	3	8	7	2	1	13	6	13	31	3	11	9	3	1	13	11
2nd	1	9	1	10	1	3	2	17	2	3	1	4	0	2	1	17	4	4	18	1	15	10	8	4	10	7
3rd	2	3	2	4	9	1	6	5	1	4	0	3	0	1	2	3	1	11	7	5	6	8	4	2	16	9
4th	1	4	1	0	3	1	1	5	1	5	1	4	0	1	2	1	0	3	4	0	10	7	2	0	5	6
5th	0	3	0	0	0	2	1	2	0	1	1	1	0	0	0	0	0	3	1	2	2	1	1	0	5	1
TOTAL	10	30	8	24	18	7	14	44	9	17	6	20	7	6	6	34	11	34	61	11	44	35	18	7	49	34

CHOICES 1 to 6 & TOTAL

Figure 6.13 Preferred Sports

Question 11: Do you currently play sport for a club other than a University club?

There were 60 respondents who play their sport for non-University clubs. The cross tabulation of this data is shown in Table 6.13.

It is assumed the low rate of participation by Indian students is due to the fact they live further away and play in their local communities (general staff discussions). This data shows there is also low participation of Indian students playing sport outside,

indicating their participation in sport is low, both on and off campus. It is possible this could be related to the high percentage attending HOD-R schools, which are assumed to have less resources than advantaged schools, where half of Coloured respondents and almost half of African respondents attended but only 25% of Indians. Cultural factors also require consideration in assessment of low participation. There are 40% of White respondents who play sport for non-University clubs, 16% each African and Coloured respondents and 19% Indian respondents. It is preferable for most, if not all, students to participate for the University. As Whites participate at a higher rate in sport than their UND profile and participate outside in greater numbers (indicating a relatively high rate of overall participation), suggests their needs are being met and this high rate of outside participation is not of great concern.

Table 6.13: Cross Tabulation: Race & Playing for non-University Club

		Do you currently play sport for a club other than a university club?		Total
		Yes	No	
Race	African	18	98	116
	Coloured	1	5	6
	Indian	12	52	64
	White	29	43	72
Total		60	198	258

Table 6.14 provides the data for the discussion that follows regarding proximity to UND and participation for a non-University club

Table 6.14: Cross Tabulation: Residence & Playing for non-University Club

		Do you currently play sport for a club other than a university club?		Total
		Yes	No	
Reside	Group A	13	68	81
	Group B	2	28	30
	Group C	8	21	29
	Group D	6	25	31
	Group E	16	28	44
	Group F	7	17	24
	Group G	3	6	9
	Group H	2	3	5
	Group I	2	2	4
Total		59	198	257

Of the 60 students who play for other clubs, 59 indicated their place of residence. The split between place of residence does not appear to have any bearing on their choice to play outside, as 22% reside in Group A (a UND residence). Of those resident in areas A to D (closer to UND), there are 49.2% who play outside and in Areas F to I, there are 50.8%. As there are an almost equal number of those who live closer and further away, it does not appear the further away the students reside the more likely they are not to participate for UND.

Question 12: If Yes, indicate why you prefer this club to a University club.

Figure 6.14 provides information of what influences students to play for outside clubs. Respondents were able to indicate more than one factor, thus the number of responses for each factor is calculated as a percentage of the total number of respondents to Question 11, the 60 persons (Table 6.13) who indicated they participate for non-University clubs. Appendix K details the comments provided in this section.

This discussion only refers to those 60 people who play sport for outside clubs. As 53% indicated a reason as being 'closer to home' and place of residence shows no significant difference for those who are in closer proximity to the University, this is difficult to comment on, suffice to say that this factor does have an influence on the decision. It suggests 'Closer to home' need not refer to the distance from UND. Indians appear to have the largest population living at a greater distance from campus but they are not the highest group that indicated this as a reason. The highest racial group that indicated this is Whites who live in closer proximity to the University. 'Friends playing' (50%) for the outside club appears to be a high influencing factor, with Whites being most influenced (22%) by this factor. Relatively small numbers indicated they are 'paid' (10%) and there are 'better coaches' (15%). Africans (seven percent) are the highest group to indicate being paid is the reason and Whites (eight percent) for there being better coaches. If these two factors had been scored more frequently it would present a problem to Sports Administration as it does not have the financial resources to pay players or pay much more for coaches. Only 12% indicated 'preferred sport is not offered', this gives some indication that Sports Administration offers a wide variety of sport. There is a suspicion amongst staff at the Sports Administration that being paid to play is an influencing factor, however, with only

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10% indicating this, it does not appear to be a strong motivating factor. With closer to home and friends playing being the highest indicators, it suggest that there is not much Sports Administration can do except to motivate and encourage students to play for their institution. If this could be achieved there remains the transport problem and 30% indicated this as their reason. There is not much that could be done to overcome this constraint as it would be impossible to offer all participants transport. Of these respondents, 22% indicated they had been 'approached by the club'. Closer links between UND clubs and schools is a possible way in which to reduce this occurrence.
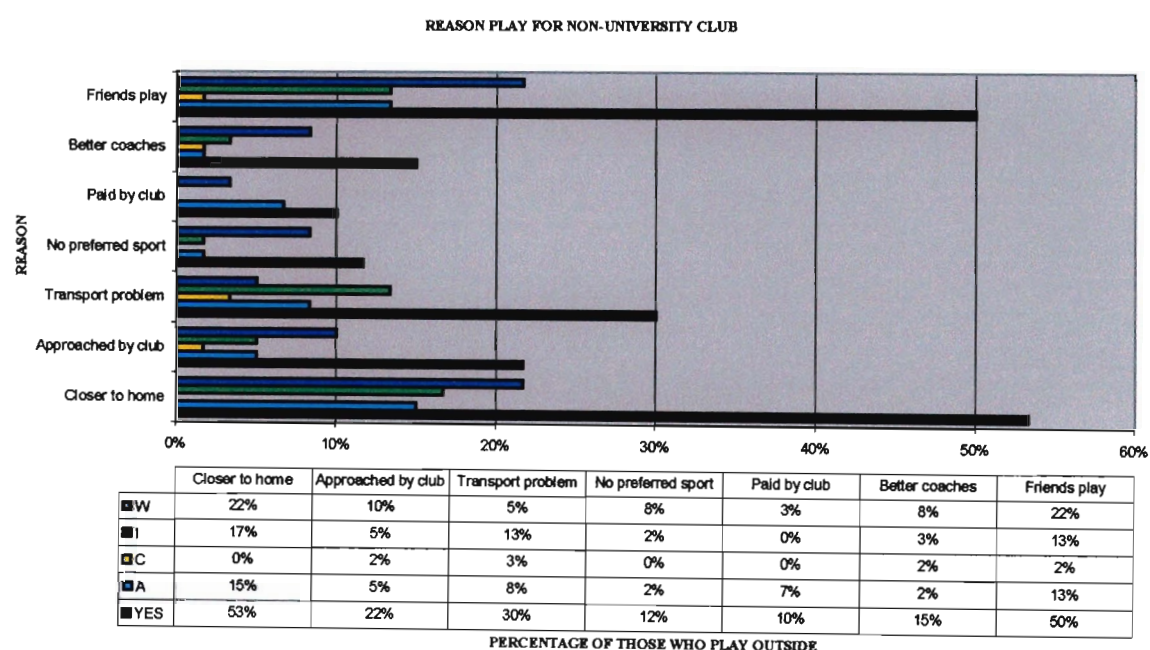
REASON PLAY FOR NON-UNIVERSITY CLUB

	Closer to home	Approached by club	Transport problem	No preferred sport	Paid by club	Better coaches	Friends play
W	22%	10%	5%	8%	3%	8%	22%
I	17%	5%	13%	2%	0%	3%	13%
C	0%	2%	3%	0%	0%	2%	2%
A	15%	5%	8%	2%	7%	2%	13%
YES	53%	22%	30%	12%	10%	15%	50%

PERCENTAGE OF THOSE WHO PLAY OUTSIDE

Figure 6.14 Reasons Why 60 Respondents Play for non-University Clubs

Question 13: Do you belong to any University sport clubs?
Question 14: Do you intend to join any University sports club?

Table 6.15 shows 257 respondents replied to question 13, of which 32% play sport for the University. Table 6.16 indicates that a further 45% of those who are not members indicate an intention to join, with 3% of respondents indicating they are not interested in sport.

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The information from this data is presented in Figure 6.15, which confirms the racial profile of respondents to be similar to those of the members of sports clubs. 'Yes' refers to those respondents who indicated they are members of a sports club. Table 6.15 shows that 32% of respondents participate in sport for UND. If those who indicate their intention to participate are included (Table 6.16), this rises to 63%. Considering that only 13% of the UND population actually participates in sport (Table 1.2), this indicates those who completed the survey are motivated by an interest in sport. It may also indicate the low rate of participation is based on other reasons than a lack of motivation.

Table 6.15: Members of University Sports Clubs

		Do you belong to any University sport club(s) ?		Total
		Yes	No	
Race	African	47	71	118
	Coloured	2	4	6
	Indian	8	56	64
	White	26	43	69
Total		83	174	257

Table 6. 16: Respondents Who are Not Members of University Sports Clubs

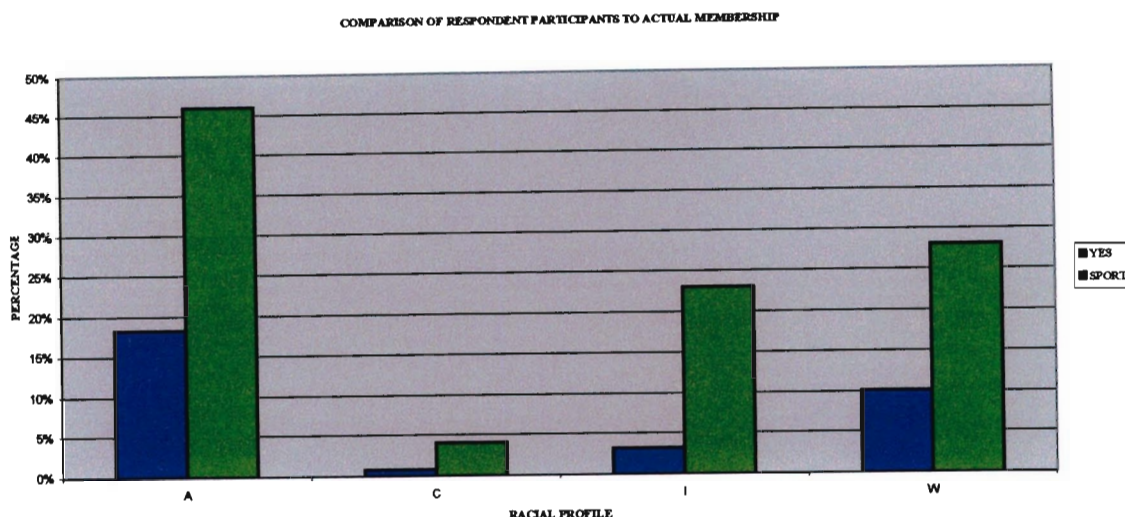| | | Do you intend to join any University sport clubs(s)? | | | Total |
		Yes	No	Not interested in sport	
Race	African	45	24	4	73
	Coloured	1	3	0	4
	Indian	22	29	2	53
	White	11	30	2	43
Total		79	86	8	173

Figure 6.15: Comparison: Sport Participating Respondents & Actual Members

Question 15: If you do not play any sport for any University club, please indicate your reasons

Figure 6.16 provides an understanding of the constraints to participation students experience. Respondents were able to indicate more than one factor, thus the number of responses for each factor is calculated as a percentage of the 174 persons (Table 6.13) who indicated they do not belong to any UND sport club. The constraint with the highest indication is lack of time (71.8% of respondents indicated this), followed by transport, cost to join, cost of equipment, do not know where to go, distance, unaware the University has organised sport, discrimination, not fit enough, etc. The high reference to lack of time is higher if considered together with family / work commitments and too tired (frequently a result of a time constraint) which all conflict with time availability. This study does not seek to understand the relationships between motivation and constraints and their effect on sport participation. However, this information provides an understanding of constraints to participation for students. This data also relates to the discussion of constraints and their affect on recreational sport participation in the study of Alexandris and Carroll (1997a). These researchers found that university students were more successful in overcoming time constraints but were unsure whether it was due to higher levels of motivation in these persons. They believe that time is a personal construct involving self designed priorities. A significant number of respondents affirmed they do not know where to go or were unaware the University offers sport. This is of concern as all students should at least be aware it provides the opportunity to participate in sport. This is discussed further

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later in this chapter. Those respondents who stated their preferred sport was not offered and then commented on what that sport was numbered 14, with 13 sports indicated. It is interesting to note that four of the sports mentioned are actually offered. This suggests a lack of adequate distribution of information. Appendix L, details the comments entered as 'other' reasons by 21 respondents.
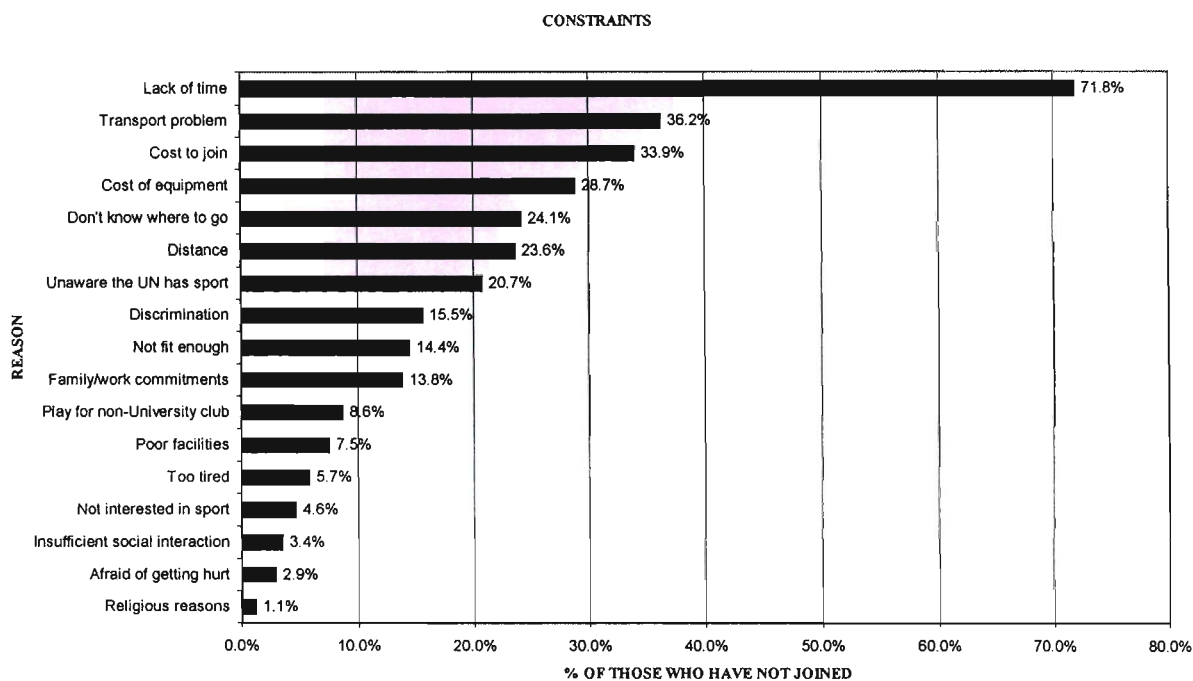

Figure 6.16: Constraints to Participation

Question 16: If you do play sport indicate which of the following motivates you to participate

Figure 6.17 provides an understanding of what motivates those who do play sport. Respondents were able to indicate more than one factor, thus the number of responses for each factor is calculated as a percentage of the total number of respondents to this question.
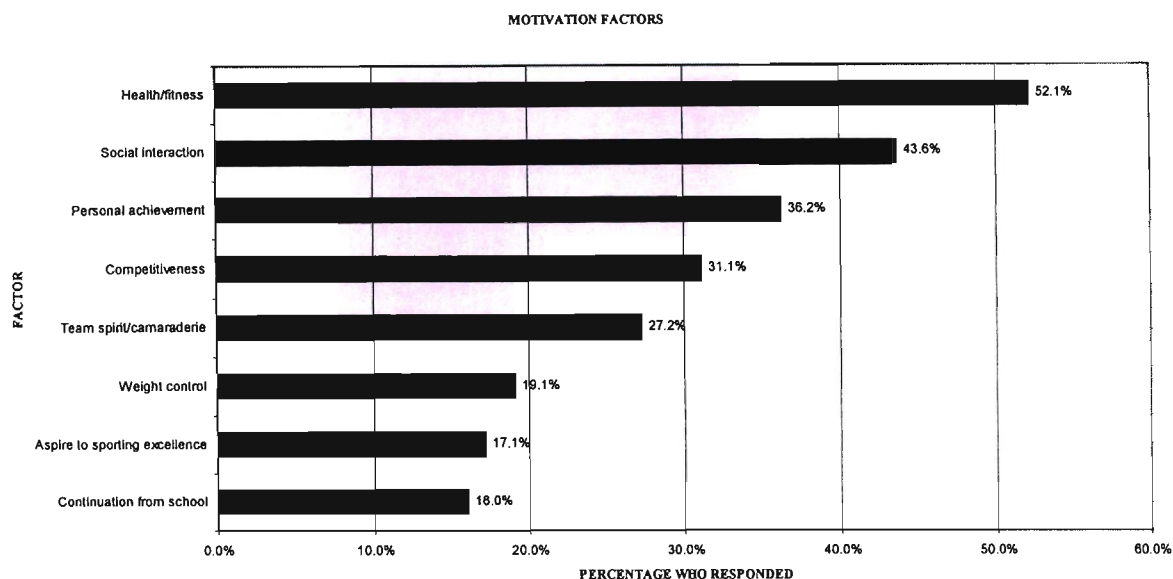
MOTIVATION FACTORS

Figure 6.17: Motivating Factors for Participation

With the well-documented benefits of sport in promoting a healthy lifestyle, only 52.1% of respondents indicated this is a motivating factor. This shows a meaningful reason for participating in sport is only considered by half of participants. In a cross tabulation of this factor with race (Table 6.17), 42% of those who acknowledged this factor are Africans, followed by Whites (32%), Indians (24%) and Coloureds (2%).

Table 6.17: Cross Tabulation: Health/fitness & Race

		Health/fitness		Total
		No indicated	YES	
Race	African	64	56	120
	Coloured	3	3	6
	Indian	34	32	66
	White	29	43	72
Total		130	134	264

'Social interaction' is a fairly high factor (43.6%) and to a lesser extent 'team spirit/camaraderie' (27.2%). Both of these may be related to the lack of social interaction for students on campus. 'Competitiveness' (31.1.%) and 'aspire to sporting excellence' (17.1%) are not very high. This shows the focus of respondents is not on competitive sport, even though the Sports Administration focus is competitive sport. 'Personal achievement' (36.2%) is higher than either of these two. Personal achievement can also be accomplished through a less competitive focus. The cross

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tabulation of race (Table 6.18) with competitiveness shows of those who considered this 40% are Whites, followed by Africans (31%) and Indians (26%). This indicates there are cultural aspects to consider in the form of sport activity offered.

Table 6.18: Cross Tabulation: Competitiveness & Race

		Competitiveness		Total
		Not indicated	YES	
Race	African	95	25	120
	Coloured	4	2	6
	Indian	45	21	66
	White	40	32	72
Total		184	80	264

'Weight control' (19.1%) is not rated highly as a factor. In a cross tabulation with gender (Table 6.19) it shows that 45% of the 19.1% who indicated this to be a consideration were males. One might think that females are more concerned with this aspect! A cross tabulation of race (Table 6.20) with those who indicated weight control as a factor, shows that Africans (61%) regard this more highly than Indians (19%) and Whites (20%).

Table 6.19 Cross Tabulation: Weight Control & Gender

		Weight control		Total
		No indicated	YES	
Gender	Male	124	22	146
	Female	91	27	118
Total		215	49	264

Table 6.20: Cross Tabulation: Weight Control & Race

		Weight control		Total
		No indicated	YES	
Race	African	90	30	120
	Coloured	6	0	6
	Indian	57	9	66
	White	62	10	72
Total		215	49	264

Of the 17.1% who indicated 'Aspire to sporting excellence', a cross tabulation with race (Table 6.21) indicates a similar desire across the race groups, Africans 30%, Indian 34% and Whites 36%, even though the competitive factor indicated a

difference in cultural approach to the form of participation. "Aspire to sporting excellence' could include a desire to play the sport well.

Table 6.21: Cross Tabulation: Aspire to Sporting Excellence & Race

		ASPIRE TO SPORTING EXCELLENCE		Total
		No indicated	YES	
Race	African	107	13	120
	Coloured	6	0	6
	Indian	51	15	66
	White	56	16	72
Total		220	44	264

The low 16% of participants who indicated 'Continuation from school sport' (Table 6.21) may indicate it is a result of poor programmes in schools. This is supported by the discussion on schools. If this is the case, then introductory programmes may be worthwhile. Table 6.22 presents a cross tabulation of the racial data for this factor, which shows those who indicated this factor were split almost equally between Africans (34%), Indians (29%) and Whites (34%). With Indian students participating less at school than others, this factor split equally is insufficient to raise their profile of participation.

Table 6.22: Cross Tabulation: Continuation from School & Race

		Continuation from school sport		Total
		No indicated	YES	
Race	African	106	14	120
	Coloured	5	1	6
	Indian	54	12	66
	White	58	14	72
Total		223	41	264

Question 17: If you do not play sport which of the following factors might encourage you to participate

Respondents were able to indicate more than one factor, thus the number of responses for each factor is calculated as a percentage of the total number of respondents to this question. Figure 6.18 shows that financial considerations are mentioned most frequently, with 41.6% indicating 'lower cost to join' and 39.8% 'not having to join a club' (joining a club has a financial implication). 'More social sport' is indicated by

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30.1% of non-participants. 'Friends/family allowed to join' is indicated by 19.9%, although not a high number, allowing this may increase student participation.
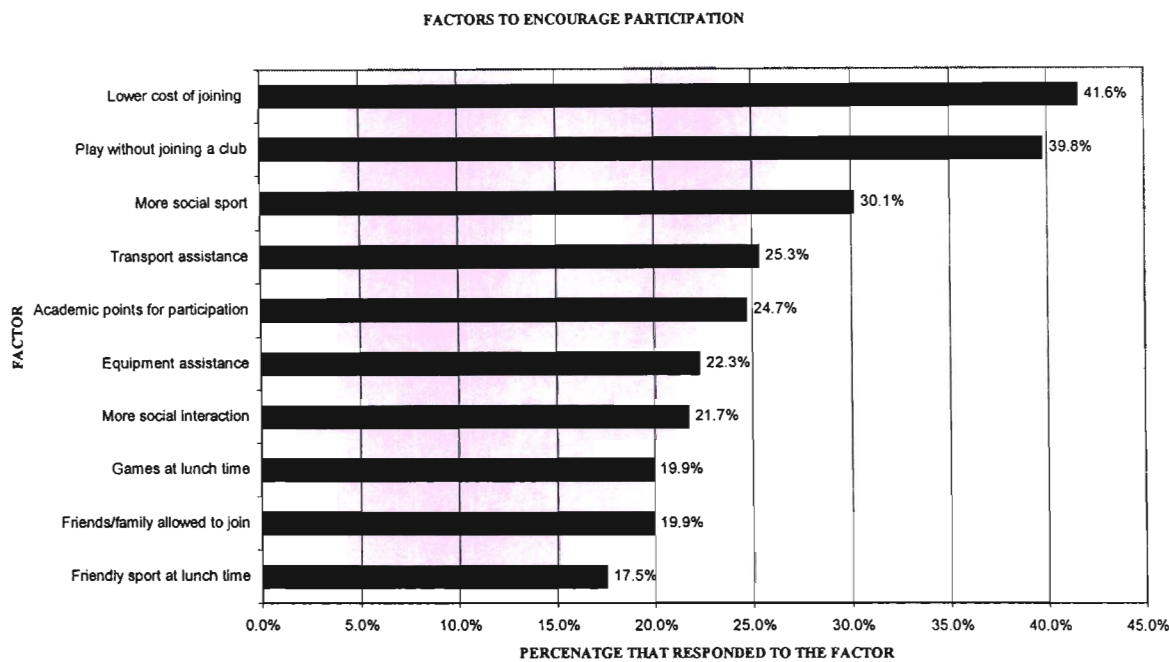
FACTORS TO ENCOURAGE PARTICIPATION

Figure 6.18: Factors that Encourage Participation

Figure 6.19 shows little difference between how the gender groups view these factors. Males indicated more social sport and friendly sport at lunch time, slightly more than females. Females indicated Playing without joining a club slightly more than males. Males show a slightly higher response to 'Family/friends allowed to join' and a higher response to 'Academic points'. The other factors were similar for the two groups.
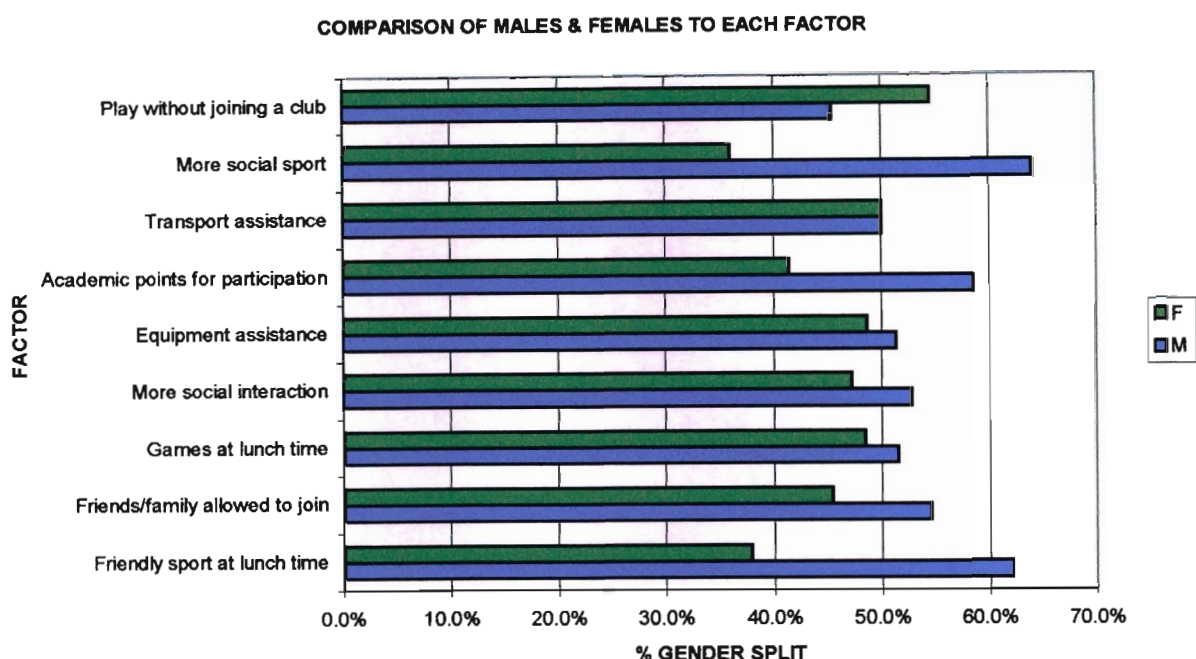
Figure 6.19: Factors that Encourage Participation: Gender Groups

Figure 6.20 shows that there are cultural differences as to how these factors are experienced. Factors that have a financial implication, such as 'assistance with equipment', 'transport' and 'playing without joining a club', were indicated more by Africans, followed by Indians and then Whites. More Indians indicated 'Lunch time sport' (both friendly and games). More Africans indicated 'more social sport' and more social interaction. This provides insight into how different cultural groups may prefer to participate. The African culture has a love of music and dance, which is incorporated into most activities. The higher indication by this group for more social sport and interaction, suggests they may desire the more pageant type of atmosphere that can surround this form of sport participation. Competitive sport is more formal.

Indian respondents were substantially lower in indicating 'Lower cost of joining'. This indicates that cost is not a major constraint for Indian students. Considering the discussion on school sport, this suggests it is possible that financial factors are not necessarily the reason why Indian students appear to have remained at the schools previously designated for that group.
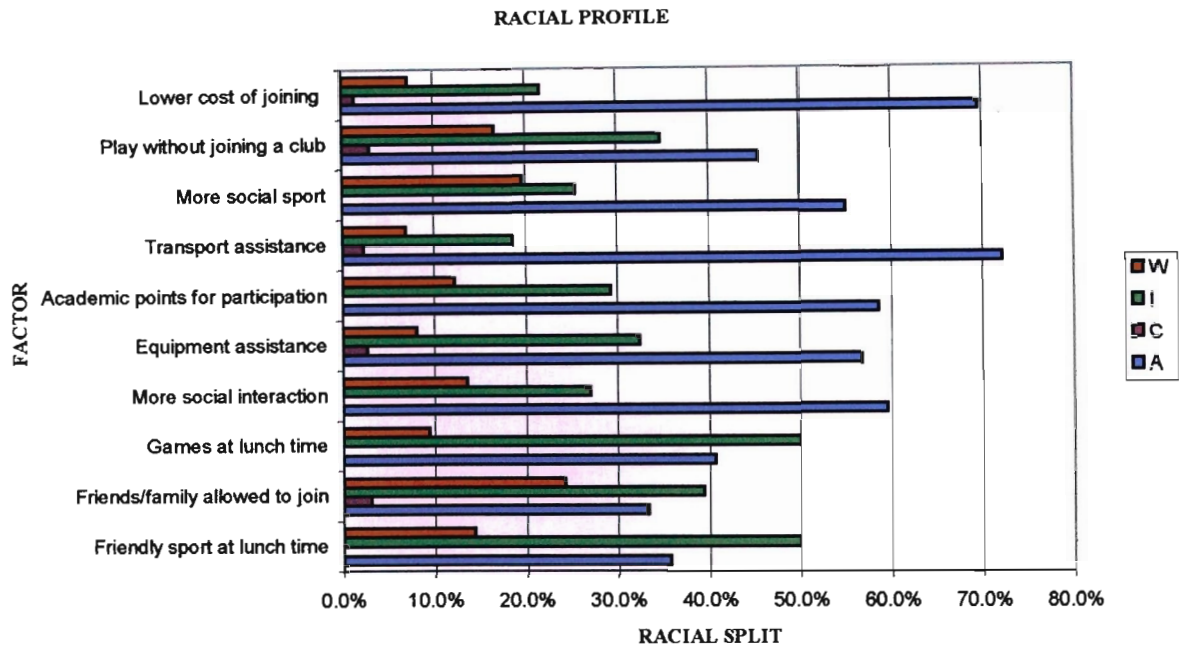
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Figure 6.20: Factors that Encourage Participation: Racial Groups

There were 15 respondents who commented in the other section. These comments appear in Appendix M.

Question 18: If recreative sport were offered what would be your time preference?

Replies were received from 236 respondents who indicated their gender and 237 who indicated their race (Table 6.6). Figure 6.21 shows the lunch period is less popular than evenings or weekends. This is probably based on the reality there is no determined lunch period for all. Even if there were a common rest period it may well be the only rest period in an otherwise pressured academic day.
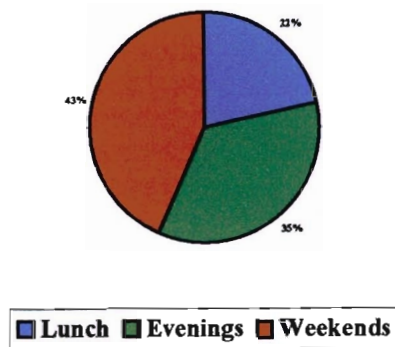
PREFERRED TIME: RECREATIVE SPORT

Figure 6.21: Recreative Sport: Preferred Time

The graph in Figure 6.22 shows there are cultural differences between the preferred times, with Africans preferring weekends, Coloureds and Whites evenings and Indians a lunch period, calculated to the total replies. This is also discussed in the replies to Question Three. This information is useful when planning programmes with an intention to include the diverse population of the University. A programme that would include a greater number of all race groups is probably an evening one, however, the Indian population may find this difficult, although slightly less so than a lunch programme may adversely affect African participation. Considering all the factors, discussed in Question Three and here, it appears a weekend is the most suitable time.
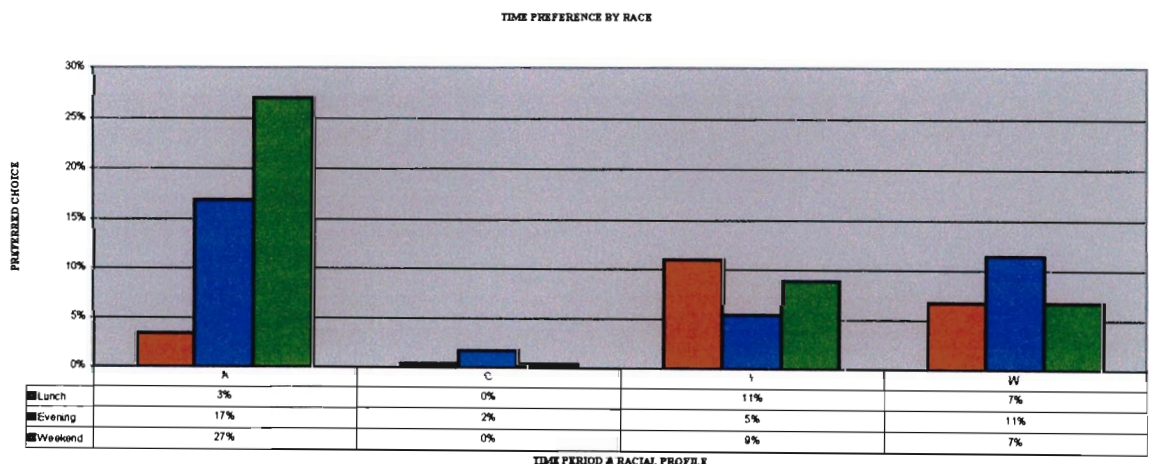

	A	C	I	W
Lunch	3%	0%	11%	7%
Evening	17%	2%	5%	11%
Weekend	27%	0%	9%	7%

Figure 6.22: Preferred Time for Recreative Sport: Race Groups

Question 19: Likert Scale response to 7 statements

Responses to these statements provide limited insight into service quality and affordability, as there are only a few statements in each broad section. Many did not make significant contributions (by answering Neither Agree Nor Disagree). Table 6.23 presents the descriptive statistics for these statements: Strongly Agree rated 1, Agree rated 2, Neither Agree nor Disagree rated 3, Disagree rated 4, Strongly Disagree rated 5.

Table 6.23: Descriptive Statistics: Response to Statements

	N	Minimum	Maximum	Mean	Std. Deviation
1. Above fees to join clubs are affordable	247	1	5	2.72	1.238
2. Above fees to join clubs are reasonable for what is offered	241	1	5	2.80	1.229
3. It is not difficult to purchase the equipment required to play	232	1	5	3.38	1.148
4. It is easy to attend regular practices and games	234	1	5	3.40	1.176
5. It was easy to find the office to obtain information	224	1	5	2.95	1.259
6. The staff at Sports Admin are well-informed and helpful	206	1	5	2.76	1.012
7. The sporting facilities at the University are of a superior quality	222	1	5	2.96	1.061
Valid N (listwise)	180				

The means for statements one and two are very slightly towards Agree. This does not reflect a high degree of agreement with affordability, an intrapersonal constraint (Alexandris and Carroll, 1997a). Where the mean is more towards Disagree it is for statement three, an intrapersonal constraint and statement four an interpersonal constraint (Alexandris and Carroll, 1997a). The means for statements five, six and seven are very slightly towards Agree, classified as structural constraints (Alexandris and Carroll, 1997a). This does not reflect a high level of agreement with acceptability of service quality. The study of Alexandris, Tsorbatzoudis & Grouios (2002) showed intrapersonal constraints impact negatively on recreative participation as they are the most personal and enter first in the decision making process. It is preferable for all constraint statements to reflect a lower score as this infers a lower negative impact on participation. More so, though, the intrapersonal constraint statements as they enter

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first in the decision making process. The mean of statements 5, 6 and 7 being close to 3 suggests a possible reason for not being able to give a definitive answer through lack of contact, probably related to lack of information about sport amongst students. No mean is close to two, reflecting negative impacts on participation.

Question 20: Do you think after you graduate you would be interested in joining or participating in an Alumni Sports Club

There were 247 responses of which 58% replied they would be interested. The frequency table is shown in Table 6.24. This shows that there is substantial interest in such an idea.

Table 6.24: Frequency: Interest in an Alumni Sports Club

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	144	54.3	58.1	58.1
	No	104	39.2	41.9	100.0
	Total	248	93.6	100.0	
Missing	System	17	6.4		
Total		265	100.0		

Question 21: Preferred form of participation for an Alumni Sports Club

Question 21 asked respondents to rate their choice against the various options for an Alumni Sport Club. Table 6.25 presents the descriptive statistics for these options: Team competitive sport rated 1, Individual competitive sport rated 2, Social sport rated 3, Fitness rated 4 and Other rated 5. The mean for each choice suggests a preference for social sport as first choice (lowest mean), followed by team competitive sport, fitness, individual competitive and then other.

The Christchurch City Council (CCC) study implies as people age they prefer to access facilities on a casual basis. Mummery, Hudec and van Ingen (1996) also suggest that older youth prefer more individual type activities. The most frequent selection for social sport reflects the CCC view, as social sport implies access on a casual basis. The results do not reflect a preference for individual activity (fitness and individual competitive) as suggested by Mummery, Hudec and van Ingen (1996). These views may change as the respondents age and begin work. Further investigation

is suggested to assess the preference by those who are actually alumni to assess their preferences.

Table 6.25: Descriptive Statistics: Alumni Sport Variations

	N	Minimum	Maximum	Mean	Std. Deviation
Team competitive sport e.g. rugby, soccer	171	1	5	2.27	1.406
Individual competitive sport	158	1	5	2.92	1.275
Social sport e.g. squash, aerobics	174	1	5	2.10	1.151
Fitness e.g. swimming pool use, gymnasium	176	1	5	2.33	1.183
Other	103	1	5	4.10	1.332
Valid N (listwise)	87				

Question 22: In less than 30 words please comment on what you think should be done to encourage participation in sport, comments about whether or not your sporting needs are being met or anything you would like to bring to our attention.

There were 173 respondents who commented, the comments appear as Appendix N. The comments are grouped into general themes for this discussion. Some comments included more than one theme.

Most of the comments (69) related to poor advertising and distribution of information. This featured in the analysis to Question 15 and 19. This is of concern as students should be aware, as information is included in the student prospectus. However, whilst students may be interested in the general 'feel' of the University from the information in this brochure, at this stage their focus will be more related to the academic aspect. As mentioned in Chapter Five, students are involved in their academic registration procedures at the time that Sports Administration is exposed to the students passing through the registration area. The survey results provide a compelling reason for Sports Administration to rectify this situation.

The next highest group of comments were club specific, with 24 people commenting. Some people used the opportunity to mention the sport they desired to play not being available, others regarding time and cost pressures in relation to specific sports. Three comments are made about integration within specific clubs. Of concern is a comment

that Sports Administration is more interested in a specific club as the Department should not be perceived as such by students.

There were 21 comments related to inconvenient time (mostly linked to a transport problem to get home) and 19 related to high costs. There were 15 comments each regarding incentives and motivation and transport. There were 13 comments suggesting more investment in clubs and 11 comments related to the social aspect and sport 'spirit'.

There were five comments regarding an introductory sports day, which could be linked to the comments about advertising and the distribution of information. There were nine comments each on inter faculty and inter residence sport, time and academic constraints, greater financial investment in clubs and staff. Seven people commented on staff related matters, five regarding provision for sport for medical students, four for sport being made compulsory and one on improving facilities. Some statements raised a chuckle, 'I'm having a lecture right now, I will be back later' and "Thanks for doing the survey but you lied because you said it was short ... and it wasn't!!!". Some asked questions to which no replies could be given due to the confidentiality of respondents.

6.7 SUMMARY FINDINGS OF ALL ANALYSES
As mentioned in section 6.4, this section summarises the findings of all analyses.

6.7.1 Macro- & Micro-Environmental & Internal Analyses
In Chapter Five, the impact of each environmental factor highlighted in the PEST Analysis is discussed. The effects resulting from competitive pressures are discussed in the Five Forces Analysis, also in Chapter Five. These analyses show the increased pressure on Sports Administration, identifies opportunities that can be developed into advantages from these changes and highlights the threats facing the organisation. The analysis of the internal environment included operating processes, financial analysis and highlighted the required resources. Internal analysis shows many of the operating processes are reliant on the service provided by other University departments, even though the Department has no control of how these complementary services are operated. The Impact Analysis reveals a high negative aggregate score. This highlights the need to utilise strategies that will ensure the strengths remain as such

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and to capitalise on them. These analyses provide meaningful information to be used in strategy development.

6.7.2 Main Issues Derived from Analysis of Participation

The graphs and discussions provide interesting and important information that suggests where programmes should be directed to increase participation by those race and gender groups that are not represented in a similar profile to their profile at UND. Females are the larger gender group at UND but their sport participation is less than males, although, it has increased in recent years. Indian students participate at much lower rates than their profile at UND. Indian students represent the highest racial group, thus it is imperative that programmes are aligned to their needs. Participation by African and White students is higher than their profiles at UND. Their needs must be addressed but in order to increase overall participation and to achieve the goals of the University, it is necessary to specifically target Indian students. White participation has reduced by a greater percentage than the reduction in numbers at the University. Very few clubs reflect membership racial profiles similar to the University racial profile. Effective transformation programmes need to be initiated to provide a sense of inclusiveness for those groups not represented or minimally represented. This may also reverse the downward membership trends currently evident in most clubs.

Membership in most clubs has reduced. The Sports Administration has targeted four clubs for particular attention: Cricket, Hockey, Soccer and Volleyball. The participation graphs, Appendix O, show membership trends of these clubs as down, slightly up, slightly down and down, respectively. The only sports with upward trends are Aerobics, Netball, Rowing, Softball and Taekwondo. Comment has already been made regarding the reasons for increased participation in Taekwondo (introduction of taebo) and aerobics (improved control and more classes over varied times). Special attention should be considered for those clubs, which represent or have the potential to represent the racial and gender profiles of the University and those clubs that show increasing membership trends.

6.7.3 Main Issues Derived from the Survey: General Administrative Data

The information provided by the replies to Questions One and Two, show the gender and racial profiles to be sufficiently similar to accept the sample as representing these

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variables within the population. The information from the other questions in the sub-section shows there are cultural differences when assessing the preferred time for recreative programmes. School of study appears to also have a bearing on the preferred time for recreative sport participation with the data showing the most suitable time in the context of the current timetable. The most commonly preferred time appears to be weekends, which would also enable the inclusion of students from MS, who would not be able to participate at lunchtime. This information also establishes the students who may not be able to participate as they live further away. Approaching the suppliers of public transport to see if they could reschedule buses and taxis could facilitate this. Generally, African students may be at the University at an older age, which suggests different formats for sport provision may require consideration.

6.7.4   Main Issues Derived from the Survey: School Data

The discussion shows that whilst there appears to be satisfactory levels of infrastructure in schools (more so in advantaged schools), respondents did not frequently compete. A variety of sport is available in all schools. However, provision and focus is different in the various schools. The racial split of school type attended (Table 6.11) provides the details of which students attended advantaged schools, assumed to have better facilities. This data also shows that African and Coloured learners' attendance at advantaged schools is higher than Indian learners. This could be for either economic or cultural reasons (or both). The low rate of competitive participation in relation to the availability of sport infrastructure suggests there may be other factors resulting in low participation, such as attitude. Kang (2002) concluded that attitude had the greatest impact on participation rates and stresses the necessity to understand how participation choice is initiated as this affects decision-making. It is possible the parents of disadvantaged learners may not encourage sport participation due to their background. Mazlow's hierarchy of needs suggests these parents may not be in a position to value sport participation as their limited resources are invested in physiological and safety needs, whereas sport participation will only be introduced at the social needs level (Robbins and Decenzo, 2001:314). Cultural factors may also affect attitude to participation. Some sports are only participated in by certain race groups, which may be related to a lack of role models in that community. There appears to be a strong influence of cultural factors on participation

and on forms of participation. Indian learners appear to have remained in greater numbers at their historically segmented schools than have African learners. This is most probably due to cultural factors. The evidence suggests the low rate of participation of Indian students in sport could be related to the school they attend. Further investigation is suggested as this may be due to either cultural factors or lack of resources in these schools. Focus groups would provide valuable information in this regard. It appears African and Indian respondents prefer more informal (social) forms of sport participation, whilst White respondents' preference is for more competitive sport participation.

6.7.5   Main Issues Derived from the Survey: University Sport Data

This data suggests that Sports Administration has the spread of clubs providing a wide choice. Few students play their sport for non-University clubs. The strongest influencing factors for this appear to be closer to home (not influenced by distance from the University), friends playing for the club and transport. Respondents reflect a bias toward sport by the number of those who indicated an interest in participation compared to the percentage of students at UND who have actually joined clubs. Insight is gained into constraints and motivation for both participants and non-participants. Time and cost appear to be the highest constraints experienced. Whilst the information suggests the spread of clubs is adequate, the actual rate of participation is low as per analysis in section 6.5. This indicates the actual sporting needs are not being met. The Scanlan et al (1993a) SCM has been widely validated as discussed in Chapter Four, section 4.5. The highest predictor of commitment in the study of Alexandris et al (2002) is involvement opportunity (opportunities only present through continued involvement), followed by personal investment (time, effort and money) and enjoyment. This shows it is necessary to encourage continued involvement but it is also necessary to consider the enjoyment participants experience. In the discussion on key success factors mention is made of the view of Zeithaml and Bitner (2000) who assert payment is a motivating factor. This is confirmed by the Alexandris et al (2002) study, which shows investment results in commitment. The information from both the school and university sport data suggests there are differences in how the various cultural groups prefer to participate in sport. Information reveals a bias towards social/recreative sport, particularly amongst African and Indian students. The study of Butcher, Lindner and Johns (2002) suggests

that an overemphasis on competition and a lack of fun results in lowered participation. This is very relevant. For African students the supporting atmosphere is just as important as the actual game of sport. The pageant type atmosphere (music and dance) at African-American sports events is also discussed by Armstrong (2002). Traditional White sport events are more staid than this. Indians seem to have strong family and community ties. This is also reflected in their form of sport participation as shown in their higher response to Question 17 'Friends and family being allowed to join' (Figure 6.20). Trail and Chelladurai (2002) suggest that those with a collectivistic value system prefer the development processes and this must be considered as it appears African and Indian respondents have more collectivistic value systems than White students. All of this information provides valuable direction for programme planners. There appears to substantial interest in an Alumni Club, which is discussed further in the recommendations. There is strong evidence to suggest a lack of distributed information. It is essential for Sports Administration and UND-Sport to address this. It is discussed further in Chapter Seven.

6.7.6   Report on Financial Analysis

A financial analysis is undertaken in Chapter Five, which includes discussion on various aspects. A general discussion is provided here with further comments regarding certain aspects.

The club budget process does not include any reference to activity levels, membership trend or growth expected in activity. Clubs make application for required funding but allocation is based mainly on the previous year's expenditure, with any increase only in line with the increase to the grant provided by the University. Examination of membership trends provides useful information and should be considered. No allocation or a minimal allocation is made to clubs for capital replacement. Not all clubs require capital equipment but for the specific clubs that do, it is very necessary for these clubs to operate effectively.

Replacement and maintenance of capital and other items, such as basketball backboards and nets, cricket nets, hockey and soccer goal nets, rugby, soccer and hockey post maintenance and the maintenance of squash and tennis courts is not included in the allocation to that specific club. Field preparation costs are not

allocated to a specific club and this expense is not considered, as these costs are included in sports equipment purchases and/or through the Sports Grounds budget. A further analysis of these expenses, as a direct club cost, would be useful. This should also be done in relation to club membership trends and activity and this may provide additional insight into possible skewed allocations.

The extremely high costs related to SASSU participation needs to receive serious consideration. In 2002 this amounted to R180 451 (15% of expenditure) on only approximately 220 students for five days. This does not include the cost of transport for which students have to source their own funding. The total value of this expense, together with the number of students it is expended on, calls for a critical analysis. It is believed that SASSU needs to find innovative ways in which to provide for its programmes.

This analysis shows how financial resources are channelled and highlights areas of concern. Addressing these areas of concern should provide the financial resources to undertake programmes that benefit as many people as possible.

6.8   OTHER STRATEGIC CONSIDERATIONS

There are many other impacts not discussed in the above analyses that influence the outcome of selected strategy. They were all discussed in Chapter Three, however a brief discussion is undertaken here.

The Sports Administration has a strong culture resulting from many years where the students who have passed through the organisation have embraced the rituals, stories, symbols and structures. This culture is also shaped by the strong sporting culture in SA. However, the merger, changes within the student body and the changing values of stakeholders will affect this culture and it is not possible to predict the future culture of the Department. As implementation, especially during times of change, is highly dependent on organisational culture, it may be worthwhile for all stakeholders to come together to remap the culture in view of the marked changes that have incrementally taken place over the years.

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"Leaders provide the vision and direction to enable the organisation to stay in touch with the changes taking place in its environment" (Berndt, 2003). It is proposed in Chapter Three that successful leaders provide 'added value' in their effective leadership of an organisation. The leader of any successful organisation requires self-confidence in their abilities and should provide inspiration to whom they lead through integrity, optimism and motivation. A high degree of emotional intelligence as discussed in Chapter Three, section 3.11.2, provides these abilities and allows the individual to adapt their style when necessary. "The inspirational leader accepts that leadership is a responsibility, not a right" (Pretorius, 2003)

Effective leadership is necessary to drive service excellence, through a culture of customer orientation, gained from communication with customers in order to design services they desire. Effective leadership provides the synthesis that enables an organisation to adapt to changes by constantly monitoring the environment, ensuring the processes that provide an efficient service are carried out, the necessary resources are available and that the people who make up the organisation are managed in such a way that they will fulfil all their obligations in a significant manner.

"The evidence in favour of leadership does not negate the importance of good solid management excellence. Leadership leverages off managerial excellence to enable an organisation to become really great ... First and foremost, no leader can be truly whole. All have certain holes in their makeup. The true leader is someone who comprehends this" (Nel, 2003).

Successful change management is achieved through effective communication across all levels of an organisation to develop a complete understanding and create meaningful relationships with all stakeholders.

Organisational design and marketing are discussed in Chapter Seven.

6.9   FACTORS USED IN STRATEGIC CHOICE

The Development Goals of sport discussed by Trail and Chelladurai (2002: 290), namely, "Academic Achievement / Health & Fitness / Social & Moral citizenship /

Careers / Cultural Diversity" are similar to the objectives set out in the Student Development Plan, produced by the office of the Dean of Student Development.

It appears from the study of Trail and Chelladurai (2002:290), there has to be a trade-off between Performance and Development Goals. The Performance Goals they identified are "University visibility & prestige, Entertainment & National sport development". In Chapter 7, section 7.5, the first two issues are discussed and how they can form part of the strategy proposed by this study. It is believed that 'National sport development' is not the responsibility of the University, thus the focus of programmes should be on development. This is also in keeping with the objectives of Student Development, which Sports Administration should reflect in its programmes.

Trail and Chelladurai (2002: 290) noted the concepts of "orientation toward self-transcendence-equality and social justice" (Universalism) being highly rated with Developmental Goals. Instilling these virtues in students through participation contributes to the development of students who will be in a position to contribute in a positive way to their communities. Butcher, Lindner & Johns (2002) suggest it is important to consider the value system of the target market. As the Sports Administration has various stakeholders, the value systems of the most influential must be considered. It is believed these are the University and the students. It has been shown earlier in this discussion that the University has expressed its goals and values through the Student Development Plan. The government is also attempting to emphasise 'Ubuntu' and this also supports Development Goals. Focusing on these also reduces the pressures arising from competitive sport participation, especially at a time when students experience high levels of academic pressure. Although, Miller and Kerr (2002: 352) did conclude that "success in one domain often served to alleviate stress and motivate success in the other" and that "participants were forced by their multiple responsibilities to organise their time ... and were more focused and disciplined".

The analysis of sport participation at UND reveals low physical activity rates amongst students. This is similar to the findings of Shehu (2002:39) in his study on tertiary sport in Nigeria. He expressed concern about the "narrow recreational programme providing access to only a few activities and sporadic intramural programmes". This

is a feature of the programmes of Sports Administration. This confirms that too narrow a focus does hinder participation by the wider student body.

Cox (2002) discusses the increased student numbers entering universities and suggests there will be a wide variety of experience in sport and a wider variance in ability. With this as a feature, he also stresses the need for resources to benefit as many people as possible and that people must be able to participate at the appropriate level for their interest and abilities (Cox, 2002). Sport participation enables students to learn and enjoy themselves and to use and develop their personal, physical and intellect skills. Increased levels of participation will increase dispersion of these benefits.

In order to accomplish equity, resources must be focussed on those groups identified as disadvantaged. These groups require specific targeting to increase participation by devising effective programmes for sport and recreation (Jackson, 1988). The analysis of participation identifies that females are slightly under represented and Indian students are more markedly under represented. The analysis also provides useful insight into possible reasons for low participation by Indian students.

It is acknowledged that provision for elite and mass participation can have detrimental affects on each other, however, there may be a time where it is necessary to consider it more important to develop mass participation in order to fast track social and cultural development. The cost-benefit to society has to be established between the benefits of concentration of resources on a reduced number (elite athletes) or on a greater number. Developmental aspects suggest the focus must be on 'the greater number'.

The Ministry of Education notes the proportion of students from poor families entering tertiary education will increase and stresses this should not be a barrier to access (not only academically) (SADE, 1996). It is believed students will encounter economic hardship for many years to come and this will hinder their participation in the present format of sport provision.

6.10   STRATEGY SELECTION

The strategic analysis and evaluation identifies which of the four broad (grand) generic strategies (discussed in Chapter Three) should be used by Sports Administration to enable it to capitalise on the resources available, optimise capabilities and take advantage of the opportunities identified.

The understating necessary for strategic choice has been obtained from the various analyses, where stakeholder expectations and their influence, customers, markets and competencies have been identified.

The Sports Administration is currently in a situation where it has low market share, 13% of the student population. To increase this the factors preventing participation must be addressed. Motivation is affected by time constraints, which is impacted negatively by the academic schedule. Thus examination of the reasons given for non-participation provides valuable information as to the form of participation that would be most suitable. Competitive sport requires investment in time. Chapter Four discusses other studies, which identified similar constraints to those found in this survey. Searle and Jackson (1995), Alexandris and Carroll (1997a), Dishman (2001) and Cox (2002) all believe innovative strategies must be developed to increase participation. The information revealed by the analysis on school data provides valuable insight. This does suggest further study is necessary, including focus groups to assess attitude and school sport provision, however, the information is still considered extremely useful. This, together with the time constraint identified by most respondents and the issues discussed by the authors in Chapter Four, suggests a programme with a focus requiring less commitment than required for competitive sport, should provide the market share growth that Sports Administration requires. There are also societal values and developmental needs to support this approach. Increased participation will only be achieved if students are provided with the necessary skills and programmes are devised to suit their circumstances.

The analytical information, regarding market growth rate and the competitive position suggests the use of a growth strategy. The objective of a growth strategy is to increase the level of operation by increasing market share. The larger number of registered students at the University provides the opportunity to embrace this strategy. A growth

strategy involves direct expansion, new programme development and quality improvements or diversification. Sports Administration should consider ways that would enable it to use Porter's (1980) generic (competitive) strategy of differentiation (unique in the industry within a broad market). This provides the opportunity to gain advantage through differentiating its programmes to attract those students who currently do not participate (at all or for outside clubs) and to make the University of Natal the institution of choice for those who value sport for the benefits it provides.

6.11 SUITABILITY OF SELECTED STRATGEY

Suitability assesses whether the strategy addresses the circumstances in which the organisation is operating (Johnson and Scholes, 1999: 355). It is believed that a growth strategy, with a recreative focus, directly addresses the circumstances of Sports Administration. The circumstances are established by the analysis in Chapters Five and Six. This establishes the need to access a wider number of students to provide for the developmental needs of students. The bias introduced by the fact that the survey respondents numbered a greater number who are actually participants or with the intention to become participants, with only eight not being interested in sport, is a positive benefit here as the factors relating to motivation and constraints are more evident. Of those who responded it shows that 50% considered the health and fitness benefit, 43.6% social interaction. This supports these benefits should be highlighted when devising programmes. Only 17.1% of respondents acknowledge 'aspire to sporting excellence', thus it is not a high consideration by respondents. 'Competitiveness', 'team spirit' and 'personal achievement' are all factors that can be achieved through social sport based on faculty, residence and other social competition.

The highest indicators for factors that encourage participation are 'lower cost of joining' (41.6%), 'playing without joining a club' (39.8%) and 'more social sport' 30.1%) are all features of a greater focus on recreation. Reducing costs and participation without joining a club would result in less funds accruing to Sports Administration. However, innovative programmes and re-assessment of where financial resources are expended should overcome this.

As discussed in the RBV of an organisation in Chapter Three, section 3.11.5, it is necessary to convert resources into what customers consider to be valuable. This selected strategy is more focused as it considers what customers value. Frumkin (2002) believes the flow of resources to non-profits is dependent on the capacity to deliver value. Achieving the correct focus supports the ability to deliver value.

A growth strategy, supported by additional advertising and promotion of sport within the University, as suggested by most who offered comments, should result in increased participation. This may also negate the loss of income from a wider recreative programme. A growth strategy based on a wider recreation programme may very well lead into the time when more participants enter the institution with skills that allow for a wider competitive programme.

It is believed that a growth strategy is sustainable in the long term due to the economies of scale that will be achieved. It will also enhance customer relations with a greater number of customers.

This selected strategy may be considered by some to be difficult to implement due to the culture of Sports Administration. However, as suggested by Lyles (1994) and discussed in Chapter Three section 3.10 – strategy considered easy to implement and that does not challenge existing goals usually results from insufficient identification. All issues in relation to Sports Administration are reviewed comprehensively in this study. The relevant issues have been identified

The suitability of the strategy suggested in section 6.11 is established as it directly addresses the circumstances of Sports Administration by relating activities to strengths.

6.12   ACCEPTABILITY OF SELECTED STRATEGY

Acceptability is concerned with the expected performance outcomes, such as risk or return, if a strategy is implemented (Johnson and Scholes, 1999: 370). As discussed in the financial analysis in Chapter Five, analysing risk and return using profitability, leverage ratios, return on investment, etc. is not relevant. A modified form of cost benefit analysis is more relevant. However, undertaking such an analysis is

complicated as a monetary value is given to the many intangibles that need to be considered, including the returns to wider society. Suffice to say it is assumed this would be a positive result given the wider number of participants that would be attracted with a growth strategy, the wider benefits of community development and achieving the goals set out by the University.

Sports Administration has the resources and competencies to deliver such a programme and it is believed the life-cycle of some of the current clubs is coming to an end. A growth strategy matches the performance parameter of achieving increased participation. Capacity is available as there was a time when there were four times as many participants in sport, with the same number of staff in the office. Rationalising the number of clubs will also free capacity to address the developmental needs of students.

The acceptability of the strategy suggested in section 6.11 is established by consideration of the financial resources and assessment of whether the strategy can be delivered.

6.13   FEASIBILITY OF SELECTED STRATGEY

Feasibility is concerned with whether the organisation has the resources and competences to deliver a strategy (Johnson and Scholes (1999: 383). It is believed Sports Administration has the skills to deliver the selected strategy. The availability of financial resources is discussed in this section and in Chapter Seven with regard to rationalisation. The culture of the Sports Administration may be difficult to change as the competitive focus is embedded in all its operations. However, it is believed that if the staff and students understand the reasons for such a culture change they will readily embrace it, given its wider benefits to society. This study does not propose the competitive bias should be abandoned but rather the focus should shift to a more equitable distribution of resources, by focusing on those clubs, which add value, rather than continuing to include those that are a drain on Sports Administration's resources. This will allow available resources to benefit as many people as possible.

The low number of respondents who are participating for non-University clubs suggests Sports Administration is attracting more participants than its competitors are

attracting from its target market. Therefore, there should be no changes from competitive pressure resulting from such a change.

The feasibility of the selected strategy is established by ensuring the resources and competencies are available to deliver the strategy.

6.14 CONCLUSION

This chapter details the results of the case analysis and provides descriptive statistical analysis of the results from the survey submitted to registered contact students to complete.

The information obtained by strategic case analysis addresses the objective of understanding the current strategy. This identifies the issues that Sports Administration should consider in future planning.

The analysis of the trends in sport participation provides vital information on which to base strategy selection. The data gathered from the student survey addresses the objective of identifying the sporting needs of the student population. The analysis provides compelling information that suggests there should be changes made to the current format of sport provision.

The theories of *suitability, acceptability and feasibility* are considered in the context of the selected strategy. This satisfies the third objective of this study.

Chapter Seven provides recommendations that are drawn from the information contained in the previous chapters

CHAPTER SEVEN: RECOMMENDATIONS & CONCLUSION

7.1 INTRODUCTION

Chapter One provides the introduction to this study by detailing the background information to the management dilemma and the motivation and value of the study, which resulted in development of the problem statement. The management dilemma relates to the reduction in sport participation at a time when the student body at UND had grown substantially. The objectives of the study are set out, together with details of the limitations. Chapter Two discusses the methodology used. Chapters Three and Four contextualise the principles related to the objectives of this study by examining the theory. Chapter Five presents a case analysis of the Sports Administration to enable the first of the objectives to be addressed. The survey and analysis of participation satisfy the second objective of this study. Chapter Six discusses the results of the case analysis and the survey and presents the selection of strategy. It also fulfills the final objective by applying the theories of suitability, acceptability and feasibility to the selected strategy. The information from the previous chapters is used for the recommendations and conclusion set out in this chapter.

7.2 STRATEGIC INTENT

The strategic intent is what Sports Administration plans to achieve in the long term, having established the current position and assessing a possible future. The strategic intent is based on the purpose, taking into account the expected future environment. The future environment should not be affected by further changes in the demographic profile, as the University appears to have achieved its goal of reflecting the demographics of the area it serves. However, the full impact of HIV/AIDS has not yet been felt. Whilst the demographic profile changed, so too did levels of participation. There appears to be a relationship between these two changes.

This changed profile has resulted in students now attending the University who have a wider variance in economic ability, academic standards and exposure to sport. Once at the University they are constrained by time, cost and academic demands. For Sports Administration to attract more participants to its programmes these changes have to be considered. Sports Administration must provide programmes that are affordable

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and where its resources benefit as many people as possible. These programmes must support Sports Administration's purpose as defined in Chapter Six. Being alert and pro-active in addressing change reduces any impact resulting from it.

The strategic intent is to increase the number of participants in sport at UND so that the majority of its students, if not all, can realise the well-documented benefits resulting from participation in sport.

7.3 **OPTIMAL USE OF RESOURCES**

As shown in the Impact Analysis in Chapter Six, innovative and aggressive strategies need to be employed to capitalise on the strengths to overcome the high aggregate negative score. This suggests that new product and market developments are required. There are two issues: to provide a service to the maximum number of students and to seek financial resources to provide for competitive sport. As Cox (2002) argues, it is essential to ensure that the resources available are provided for the benefit of as many people as possible.

This problem of optimal resource use is not unique to UND. Cox (2002: 20) discusses it in his address where he states, "It makes more sense to provide a facility which is on campus and offers sport for fitness from early morning till late at night seven days a week ... it is not sensible to maintain a facility for one sport, perhaps even for only a portion of the year". He suggests outsourcing or purchasing facilities from other suppliers, allowing for more resources for the majority of students who engage in sport for fun or as part of a healthy lifestyle.

The analyses in Chapters Five and Six show that Sports Administration does not have the financial resources to provide for both an extensive recreative programme and the current expenditure levels for competitive sport. Taking this into consideration, together with Cox's comments (discussed above), strategic alliances provide an opportunity to engage in co-operative deals with other role players. The rise in private tertiary institutions provides the perfect situation. These institutions do not have the sports facilities the University has. Ways can be sought to engage in alliances that will be mutually beneficial. These partnerships will provide the Sports Administration with the balance required to address the problems highlighted in this study. UND will

receive financial resources for allowing membership of such facilities as the gymnasium, swimming pool, aerobics and squash courts to students of private tertiary institutions. There may be problems to overcome but it will provide the ability to achieve a balance between the demands of both mass programmes and elite provision. Any problems can be overcome if both approach negotiations without perceiving one another as competitors but rather to realise the mutual benefits. UND will be in a position to gain first mover advantage in Durban with this idea. However, the Sports Administration must not lose sight of its objectives and realise this move is a means to an end, the provision of sport for the majority of students at UND.

Alliances are not a new idea for tertiary institutions, although, it is usually an academic issue. "Certain aspects stand out on the international agenda of change in higher education systems: strategic alliances between universities, corporations and the public sector" (Mendivil, 2002: 354). Fincher (2002:349) also raises this point: "The changing competitive environment of higher education has created an opportunity for the development of strategic alliances among organisations that have previously been competitors ... Strategic alliances based on co-operation between individual institutions of higher education can allow these institutions to be more successful in a highly profitable market in which neither institution could compete separately". Pursuing an alliance could be beneficial for both UND and the private institution.

7.4   THE MERGER

The discussion regarding suitability, acceptability and feasibility of the selected strategy is in keeping with the charter and goals of the merged institution that will operate from 1 January 2004. The charter commits the new institution to be demographically representative and socially responsible. The goals include contributing to development and fostering an understanding of the diverse cultural and social values of South African society. The Mission states it will "promote access to education, especially for those who are financially and educationally disadvantaged" (Draft Vision and Mission Statement for the new institution). The proposed strategy addresses all of these issues.

Merger planning has resulted in the SRC renewing its call for authority over sport matters at the University. In principle this should not present a problem, however, for the reasons discussed in Chapter Five this is a problem in the current context. It is not a view held only by the Sports Administration at UND but by other sports administrations throughout SA (Holm, 2003). Cox (2002:20) goes as far as stating a more professional management approach is needed in student sport and suggests "a move away from the student run union towards professional managers". The students who are making this call have the support of the Ministry of Education as discussed in Chapter Four (SADE, 1996). If the University authorities agree to this now or in the future, when the fears expressed by sports departments are no longer relevant, consideration should be given to the provision of a senior staff member to be responsible for all student clubs and societies. This person should have sufficient authority to address the problems experienced. Students should retain the autonomy to be involved in matters of concern but the senior staff member would provide improved control, whilst at the same time reduce pressure on the Dean of Students. The emphasis here is that the person appointed should have sufficient authority and be in a position to control University resources and assets.

Student sport governance structures as suggested by the merger task team for sport are similar to those presently established at UND and UNP, which currently operate relatively well. There are slight changes proposed as to how members of the EC are elected.

7.5   **ORGANISATIONAL DESIGN**

It is difficult for the Sports Administration to make adjustment to staff structures due to the internal University processes that must be followed. The discussion on structure refers to the structure following the merger.

7.5.1   Structure

The merger task team for sport has retained the current internal campus structures, resulting in duplication across the three main campuses. With one of the aims of the merger to be rationalisation and optimal use of resources, a form of divisional structure may be more appropriate. Technological advancements in electronic communication facilitates co-ordination across campuses. The geographic distance of

the UNP campus requires local responsiveness, whilst administration at the Durban based campuses could be spread across these. This would reduce duplication of services at campuses within close proximity. Figure 7.1 shows the functional structure proposed by the merger task team, duplicated at each of the three campuses: UND, UDW and UNP and, in comparison, a proposed divisional structure, which optimises resources.

The proposal for a divisional structure is based on the rationalisation and optimisation of resource use. It provides for the Director to also be functional head of the campuses based in Durban, thus only requiring one HOD at UNP. It is assumed the student numbers at UDW are similar to UND. It also provides for only a Sports Co-ordinator at Edgewood (not at the level of Sports Officer), as there are only 1 296 students, with 131 sport participants. Each category marked group A, B, etc. refers to a Sports Officer and their related group of sports.

Proposed Functional Structure
across all campuses
at each of three campuses

Divisional   Structure
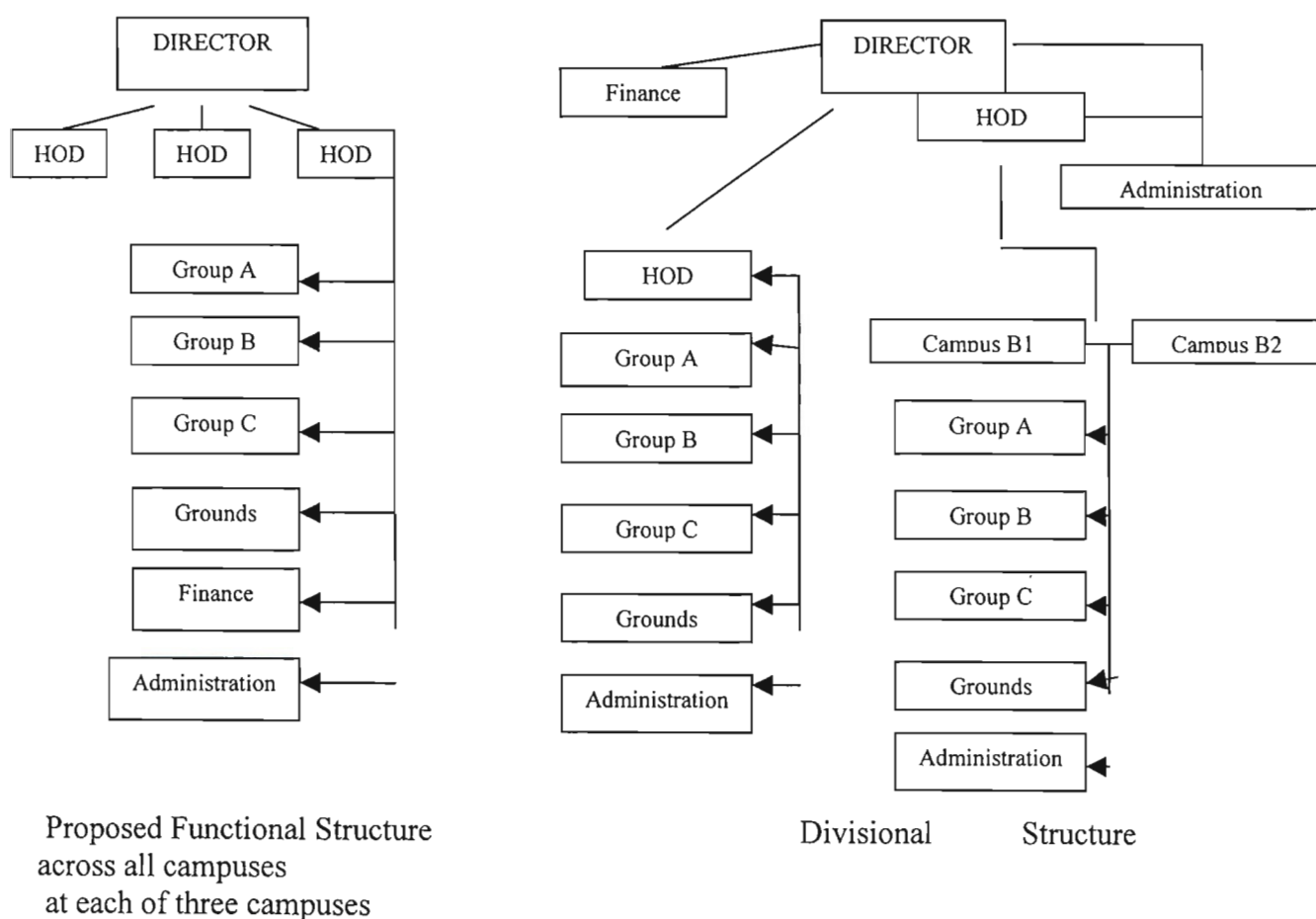
Figure 7.1: Proposed Organisational Structure (Adapted Galbraith, 2002: 23/ 26)

With the Director having functional responsibility for the Durban campuses in this proposal, provision is made for an additional administrative person to perform the duties of an assistant. With one person performing financial administration duties for all campuses there would need to be an additional administrative staff member to take on the non-financial duties currently undertaken by that person on each campus. This is incorporated as a half-day person at UNP and either UND or UDW (totaling 1). Competitive sport would be operated across all Durban campuses with local programmes for recreation (this is also suggested by the merger task team for sport). There would only be a need for an HOD Sports Grounds in Durban and UNP. However, this may result in additional grounds staff requirements at Durban campuses. This study does not include an assessment of Sports Grounds.

The financial implications of salary differences between these two structures are not known and are beyond the scope of this study. However, this recommendation is based on a broad view of resource sharing and allocation of staff as shown in Table 7.1.

Table 7.1: Summary Comparison of Staff: Functional/Divisional Structures

FUNCTIONAL		DIVISIONAL	
Director	1	Director	1
HOD	3	HOD	1
Sports Officers	10 (incl. 1 Edgewood)	Sports Officers	8
		Sports Co-ordinator	1 Edgewood
HOD Sports Grounds	3	HOD Sports Grounds	2
Grounds staff	4 groups	Grounds staff	4 groups
Administration	4	Administration	5
Finance	3	Finance	1

The high cost of transport would have to be considered but it is possible to control these costs using staff and larger vehicles to enable cross-campus practice and participation in Durban. Rationalisation of clubs would result in lowered expenses that could provide for the additional transport.

7.5.2 Processes

The processes at Sports Administration flow relatively well. One recommendation is that greater use should be made of the new sport registration programme. This is with regard to use of the bar code scanner for student numbers and the weekly team information. Match lists are an option available by this new system but this is not

being used, as the Department does not require this information from clubs (it is used by UNP). Use of this facility will not only provide accessible information for all but will also highlight those who have not yet joined clubs but are participating. The Harvard University Sports Association (http://www.hcs.harvard.edu/) website provides details of various documents that clubs complete. Completion of similar documentation would provide readily available information to all, regarding league team contacts, practice time changes, etc. It would also facilitate cross checking of whether people are members.

The growing number of complaints from parents regarding charges to student accounts is an issue that needs to be addressed, as it forms part of the relationship with potential members and their parents who are often the ones who complain when the account arrives, many weeks later. There should, perhaps, only be information provided at the academic registration week, with students coming to the Sports Administration office to register. This will also clarify and reinforce their commitment to membership.

If the number of clubs were rationalised, the manner in which sports clubs are spread across Sports Officers would need to be changed. Perhaps consideration should be given to there being a three way split such as: marketing, events and facilities - recreative sport - competitive sport. Other discussion regarding staff responsibilities is included in Chapter Five, section 5.5.10

The current job description of Sports Officers requires a person with a degree in physical education. With the growth in sports administration courses this should possibly be reconsidered. Shehu (2000) also discusses the role of sports administrators who are physical educators, which, he believes, does not prepare them for the sports administration duties related to sports marketing, economics, management and administration.

7.6   **DIVERSITY & TRANSFORMATION**

Harper (1997) referred to the positive benefits resulting from valuable leisure time activities and how sport involvement influences positive leisure habits. However, there are other important issues for the role of sport in the context of transformation of

South African society. Mood, Musker & Rink (1995), MacClancy (1996) and SISA (1999) all refer to the opportunities sport provides for diversity management and the important role that sport plays in developing societies of inclusiveness and mutual respect.

A wider recreative sport programme will provide an opportunity for students to spend time together. Playing a game and leaving thereafter does not provide the opportunity to spend time in each other's company. Time needs to be spent together to develop an understanding of other cultures and lifestyles. Miller and Kerr (2002) expressed concern that whilst competitive sport teams foster social integration this limits wider social interaction. A recreative programme can provide this wider social interaction.

In view of the University's developmental focus (Strategic Initiatives, 1999), Sports Administration owes it to students to provide them with the development this study has shown is necessary.

SA's past has resulted in stereotyping of certain sports and the lack of resources in many schools has resulted in most students not being exposed to the variety of sport offered at UND. The University has the opportunity to introduce these sports to the more racially diverse population of its student body than that of schools, which often still reflect racial profiles based on their previous racial or economic classification.

7.7   SPECIFIC RECOMMENDATIONS

The recommendations discussed in this section are grouped into various areas, such as finances, participation, membership, marketing and capacity building. Consideration should be given to the use of TQM to ensure customer satisfaction at all levels of operation. The Balanced Scorecard, as depicted in Figure 3.12, is a useful method to assess performance targets and evaluate the effectiveness of implemented strategy.

7.7.1   Financial Resources

A critical analysis of SASSU expenditure should be undertaken. It is believed SASSU needs to find innovative ways in which to reduce costs for institutions, both in terms of the format of competitions and the cost of administration. Other institutions must also find SASSU affiliation and participation costly. At present institutions also

provide much of the manpower for management of SASSU by those representatives who are selected to serve on SASSU structures. Maintaining a SASSU office as well is draining on the already stretched reserves of the contributing institutions.

National teams are selected at SASSU tournaments to represent SA at the World Student Games. It would be less costly than the present format, if institutions submit those students for national trials, who it believes have a chance of selection. This would lower the cost to institutions of overall participation in SASSU. The saved financial resources could be used for sport development and programmes that include a wider number of students. SASSU also has development goals and these could be addressed by submission of details of what development has taken place with the funds that have been saved.

It is acknowledged that inter-varsity events such as those provided by the SASSU competition are unique experiences and students value the camaraderie they share at such events. However, this could be developed to a similar extent in more localised programmes by extending the current annual competition between the Durban and Pietermaritzburg campuses and with other institutions in Durban and the province. It is acknowledged that some may say SASSU participation in its present format is non-negotiable but the financial implications need to be assessed against the wider developmental needs of South African society and UND students.

Vehicles are a costly resource but are essential for provision of an adequate service. Measures need to be implemented to control the high vehicle running costs. An annual amount should be set aside for the provision of replacement vehicles.

As mentioned in Chapter Six, there should be consideration of club membership and activity levels in the budget process. Coaching expenses should be controlled to a greater extent. In the case of many clubs, student members source coaches and enter into verbal agreements prior to approval of the respective Sports Officer. This could result in litigation if these verbal agreements are not met once the Sports Administration becomes aware of the low number of participants attending practice sessions. The coaching allocations of some clubs should be carefully monitored. A coaching allowance should be made available for tennis, especially in light of the

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number of members and the number who selected tennis as their preferred sport. The Mountain Club should provide the income from hire of equipment towards replacement items such as tents.

There should be judicious use of sports fields so that the situation does not arise as it has this year where the soccer fields have not been available for at least half the year due to maintenance and refurbishment.

The current level of operation of the Wellness Centre must be evaluated. This should either be promoted or the equipment disposed of. It may be possible to incorporate some equipment into the gymnasium.

In light of the disadvantaged backgrounds of the majority of students, all costs must be evaluated and controlled so as to release funds to facilitate participation by a greater number of students. The resources released from rationalisation of clubs must be optimised for the benefit of those groups, identified in Chapter Six, as requiring programmes to increase participation levels and for transformation within clubs. This will impact positively for those students who experience financial constraints that prevent participation.

7.7.2 Capacity Building

Information should be provided to educate for lifestyle change, providing information on the positive health benefits and how individuals can alter activity in the future to meet their changing needs. Not a responsibility of Sports Administration but a factor that involves students is adequate nutrition. There is no longer a dining hall and students must provide their own meals. It is of concern that students are not having a well balanced diet, evidenced by the growth in fast food outlets in the vicinity. Involvement of the Campus Health Clinic in these matters would also be useful.

A regular sport newspaper is a way in which the EC and staff can communicate with the general membership. This could also be used to educate about health and the benefits of regular exercise and to provide news of all sport events.

Sports Administration does not currently require specific capabilities in the students holding office in either the EC or club committees. This needs to be addressed, with sessions to discuss the responsibilities of each portfolio. Consideration should be given to making these sessions compulsory for all club committee and EC members. General administration courses should be held regularly (now very occasionally) and also regular workshops for staff and students to brainstorm and debate relevant issues. This will result in capacity building of both students and staff and will bring to the fore those students with leadership abilities. It will also provide opportunities for interaction between staff and students.

7.7.3 Participation

In view of the Department's purpose, programmes suitable to the ability of the majority of UND's students should be devised. Mood, Musker & Rink (1995: 3) confirm that programmes need not be elaborate or expensive in order for recreation to be helpful, "many of the simplest forms of recreation available to all are the most satisfying and are of the greatest help in maintaining physical, emotional and mental health". There is a need to target those students who are from disadvantaged schools with limited sport exposure.

The Sports Administration Department has the capacity to operate with greater student numbers, as the staff complement was the same when participation was at its peak.

A wider recreative programme would allow students to participate at their skill level. The rise in recreative activity (aerobics and taebo) also suggests a preference for recreative social sport. It would also provide more social interaction. Allowing friends and family to join should be considered, especially to benefit those cultures that would value this.

The survey and analysis provide evidence as to which groups require specific attention. It is acknowledged this study has limitations – it is only exploratory – but it suggests there should be further research including focus groups for examination of attitudes, age, motivation and cultural aspects with regard to participation.

The survey data suggests Indian students have predominantly remained at HOD-R schools, whilst African and Coloureds have migrated in greater numbers to advantaged schools, which have better facilities. There may be cultural aspects as to why Indian students appear to have remained at these schools. These historically HOD-R schools do not appear to make sport widely available and do not appear to encourage competitive participation. All of this suggests the need for further investigation with focus groups.

There appears to be a need to make provision for the students at Medical School. This need not be extensive but something should be made available for them during weekdays.

The low participation of females in the gymnasium is discussed in Chapter six. Making specific times for females only may address this. Consideration should also be given to employing a female assistant. The Department currently employs an assistant to allow the facility to remain open for longer hours. This should be shared between a male and a female assistant.

Pool (snooker) tables will provide a recreative activity for students during the day. This is also a source of income. It was extremely popular when it was available in the refectory. The Sports Administration Clubhouse is an ideal venue to provide such an activity. There are organisations that provide these tables, so the Sports Administration would not have to be concerned with the profitability of such a venture. Income would be derived from the commission received.

There is a need to get the University authorities to address the limited time available during the day but the longer vacation may change following the merger.

The University previously allowed a day for RAG magazine selling. The University should be approached to have a day, close to the beginning of each year, where all clubs and societies could take part in a 'Clubs and Societies Day', a social day for the campus. Sport could be of the 'Oddball Olympics' type where teams participate in fun games such as board races, egg and spoon races, etc. Teams could also be entered from faculties and staff support should be encouraged. Sports Administration could

use this opportunity to provide introductory programmes and arrange sport registration. This could result in UND developing an inherent culture of its own.

7.7.4 Registration & Information to Students

Evaluation of the current registration period should be undertaken. At the UNP campus a special time is set aside during an evening to do this. A suitable time for the UND campus should be found. This would also commit students to membership. UND-Sport could use this opportunity to promote its clubs, offer club membership and provide introductory programmes. Persuading role models and guest speakers to come to the University, especially at this time and during any other events, could provide motivation for participation.

A concerted effort must be made to disseminate information more widely to students regarding the activities of Sports Administration and UND-Sport. An ideal way in which to do this would be the sport newspaper already discussed. With the rise of electronic communication it is essential to have an up to date website. Such a site also facilitates an understanding of customer needs if a link is provided for communication. Regular notices regarding all sport activities should be sent out on the electronic notice system of the University. Members of the EC should be encouraged to visit the residences to encourage participation and distribute information to students. This information could also be provided to students as they enter lecture venues.

Upon registration all members must be provided with detailed and up to date information on club contact persons and activities.

Staff should also become involved in ensuring those who benefit from resources provided by coaching and equipment are members of the specific club.

7.7.5 Marketing

Many schools have benefited from the relationships they have developed with old boys and parents, resulting in provision of additional facilities, which the state is unable to provide. Development of similar relationships could assist in increasing resources. An Alumni Club could initiate such a programme and the number of positive responses (58%) suggests there would be support for such an initiative. It

may take time to develop but this is definitely an opportunity to be pursued. Some clubs have successful relationship programmes that have been running for a few years. Many respondents noted 'friends and family allowed to join' and 'closer to home' (not related to distance from the University) as factors for playing for a non-University club. This indicates a strength of community amongst students, which could be used positively to develop community around an alumni club.

In the limitations to this study, it is mentioned the researcher is a staff member within Sports Administration. This has provided an opportunity for knowledge gathering over the years from discussions with students. It certainly appears those students who were involved in clubs (in this case specifically sport as unknown for other clubs and societies) have fonder memories and closer ties to the institution than those who were not involved in any extra-mural activities. They have also developed life long friends. This is another positive benefit resulting from sport participation.

Effective efforts must be initiated for school liaison. The University has a successful schools liaison programme and Sports Administration should approach them. However, Sports Administration could also develop its own schools liaison programme. This was done previously with advantaged schools. Of those who play sport for non-University clubs, 22% said the club approached them. This most probably occurs whilst the students are still at school and achieving sound relationships with learners could reduce the number of students who play sport for non-University clubs. The EC, club committee members and staff should all be involved for this to be effective. This time at the school should be used to increase motivation, thus increase participation at school level, not only to provide information about university sport.

Schools could be approached so that focus groups can be run to establish why there is low participation at school level against availability of sport.

Relationships could also be developed within the local community whereby they are able to make use of facilities, which could lead to increased income. The cost-benefit of this needs further investigation as it may impact on students' participation, by facilities not being available due to community use. There are presently long periods

when students are not using facilities due to the extended vacations, although this may change after the merger. Nevertheless, it remains an opportunity to be investigated. Shared enthusiasm is an important factor when considering community relationships. The University also receives 'noise' complaints from time to time and improved relationships with the surrounding communities will go a long way towards overcoming this and providing the community with an understanding of its programmes. The wider community is considered to be a stakeholder in public tertiary institutions and with the investment of public resources these relationships need to be facilitated in every way they can.

A trust for sports development should be investigated. The NU Development Foundation could be approached for assistance to set up a trust where the sports profile could be raised with support from alumni and business. This refers to development of infrastructure and for the provision of scholarships. This trust could also be linked to the proposed alumni club.

It is essential to integrate operations with marketing, to know what students want and develop standards around their needs.

7.7.6 Media

Media relations are sometimes difficult to develop but this is another aspect that requires attention. School sport results are published in the weekly press and publishing of campus results is possible. This could just be in community newspapers and would provide repeated exposure to the wider community re-enforcing the name of the University. Mention is made earlier in this section with regard to a sports newspaper. This could be either electronic or hard copy or initially presented as both to see which is the preferred format.

Investing in fewer clubs (those that attract the most participants) should release resources for those where performance can be enhanced. This can place UND in a position where it is more readily able to attract elite athletes. Developing media relations will also assist this goal.

7.7.7 Summary of all recommendations

These recommendations can be summarised as

- the need to rationalise and provide for the optimal and judicious use of all resources,
- the need to grow participation with specific recommendations for disadvantaged groups
- the need to address transformation within clubs
- the need to improve the registration process
- the need to build capacity within students
- the need to improve the dissemination of information to students
- the need to institute effective marketing programmes

7.8 CONCLUSION TO THE STUDY

This study attempts to seek ways in which the current problems facing Sports Administration at UND can be approached. The objectives of the study are set out in Chapter One and each has been addressed. The complex dynamics of the operating environment are detailed to enable a deep understanding of all effects. A survey was sent to students which provides an understanding of: exposure to sport before entering tertiary education, motivation for participation or the constraints experienced, which prevent participation. The results of this survey, together with the results of the analysis of all aspects of Sports Administration are presented in Chapter Six. An examination of the results facilitated development of recommendations, which complement the strategy choice this study has made.

This study has been an exploratory one and the results suggest the urgent need for further investigation of specific aspects.

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APPENDIX A: STUDENT NEEDS SURVEY

This survey will take only a few minutes of your time. Your responses are confidential and anonymous. If you are **NOT** interested in sport at all, we would appreciate your answering those questions that apply to you. Your answers to this survey will be used to ascertain the sporting needs of students and to use this information to formulate a strategic plan for Sports Administration.

UND Sports Administration is situated on the 3rd floor of the Student Union (SU). It offers the following Sports Clubs: Aerobics/Athletics/Basketball/Body Building/Canoeing/Chess/Cricket/Dance/ Fencing/Golf/Gymnastics/JKK Kyo Kushin Karate/Mountaineering/Netball/Rowing/ Rugby/Squash/Soccer/Softball/Table Tennis/Taekwondo/Tennis/Underwater (scuba)/Volleyball/Waterpolo/Yachting.

1. Gender

- ○ Male
- ○ Female

2. Race

- ○ African
- ○ Coloured
- ○ Asian
- ○ White

3. School of study

- ○ Architecture
- ○ Education
- ○ Engineering
- ○ Graduate School of Business
- ○ Human Sciences
- ○ Law
- ○ Management Studies
- ○ Medical

○ Nursing
○ Science
○ Other

4. Where do you live during term time e.g. university residence,

Umlazi, Morningside, Phoenix? [   ]

5. Are you:

○ Full-time contact student?
○ Part-time contact student?
○ Distance student?

6. Age:

[   ]

7. Year of study (include any years at another institution):

[   ]

8. Last school attended
Urban.

○ Previous Model C/ Private
○ Previous House Delegates/ Representatives
○ Department of Education and Training

Rural.

○ Department of Education and Training
○ Previous Model C/ Private

9. Indicate any sport/s that were available at school (first column) and also if you played it informally and/or competed with other schools and/or played it out of school (privately). Select as many options as you require.

	Available at school	Played informally	Competed with other schools	Played out of school (privately)
Athletics	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Body Building	☐	☐	☐	☐
Canoeing	☐	☐	☐	☐
Chess	☐	☐	☐	☐
Cricket	☐	☐	☐	☐
Cycling	☐	☐	☐	☐
Fencing	☐	☐	☐	☐
Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Hockey	☐	☐	☐	☐
Karate	☐	☐	☐	☐
Netball	☐	☐	☐	☐

	Available at school	Played informally	Competed with other schools	Played out of school (privately)
Rowing	☐	☐	☐	☐
Rugby	☐	☐	☐	☐
Soccer	☐	☐	☐	☐
Softball	☐	☐	☐	☐
Squash	☐	☐	☐	☐
Surfing	☐	☐	☐	☐
Swimming	☐	☐	☐	☐
Table tennis	☐	☐	☐	☐
Tennis	☐	☐	☐	☐
Waterpolo	☐	☐	☐	☐
Yachting	☐	☐	☐	☐
Other	☐	☐	☐	☐

10. List your sport preferences from the list given in Q 9 and you may add other sports types you are interested in which do not appear in the list (maximum 5):

11. Do you currently play sport for a club other than a university club?

○ Yes
○ No

12. If yes please indicate why you prefer this club to a University club - you may select more than one option

☐ Closer to home
☐ Friends play for this club
☐ Club approached me
☐ Transport problems if play for University
☐ My preferred sport is not offered
☐ I am paid to pay for this club
☐ There are better coaches at this club
☐ Other [   ]

13. Do you belong to any University sport club(s) ?

○ Yes
○ No

14. If you answered no to Q 13 do you intend to join any University sport clubs(s)?

○ Yes
○ No
○ Not interested in sport

15. If you do not play any play sport for any University club, please indicate your reasons - you may select more than one:

☐ Not interested in sport
☐ Cost to join
☐ Cost of equipment for participation e.g. boots, racquet
☐ Lack of time
☐ Provides insufficient social interaction
☐ Transport problem
☐ Distance
☐ Discrimination
☐ Religious reason(s)

- ☐ Family/work commitments
- ☐ Play for non-university club
- ☐ Unaware of University organized sport
- ☐ Poor facilities
- ☐ Afraid of getting hurt
- ☐ Too tired to exercise
- ☐ Not fit enough
- ☐ Don't know where to go
- ☐ Friends don't want to play
- ☐ The sport I prefer is not offered (specify): _____
- ☐ Other (specify) _____

16. If you *do* play sport indicate which of the following motivates you to participate - you may select more than one:

- ☐ Competitiveness
- ☐ Continuation from school sport
- ☐ Health/fitness
- ☐ Weight control
- ☐ Aspire to sporting excellence
- ☐ Team spirit/camaraderie
- ☐ Personal achievement
- ☐ Social interaction from membership

17. If you do *not* play sport which if the following factors might encourage you to participate - you may select more than one:

- ☐ More social sport
- ☐ Friends/family allowed to join
- ☐ Being able to play without joining a club
- ☐ Assistance with getting to place of practice and games
- ☐ More social interaction
- ☐ Lower cost of joining clubs
- ☐ Assistance with buying equipment
- ☐ Games arranged at lunchtime
- ☐ Friendly sport offered at lunch time
- ☐ Academic points granted for participation in specific programs
- ☐ Other (specify): _____

18. If recreative (friendly/non-competitive) sport was offered what would be your time preference?

- ○ Lunch period

○ Evenings
○ Weekends

19. The University supplies coaches, limited equipment and pays fees to play in leagues and most tournament for members.
The cost to join a club ranges from R50 to R150, depending on the club,plus an annual levy of R110.
Please rate your answers to each of the following aspects by selecting one of the 5 responses for each statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Above fees to join clubs are affordable	○	○	○	○	○
Above fees to join clubs are reasonable for what is offered	○	○	○	○	○
It is not difficult to purchase the equipment required to play	○	○	○	○	○
It is easy to attend regular practices and games	○	○	○	○	○
It was easy to find the office to obtain information	○	○	○	○	○
The staff at Sports Admin are well-informed and helpful	○	○	○	○	○
The sporting facilities at the University are of a superior quality	○	○	○	○	○

20. Do you think that after you graduate you would be interested in joining or participating in an Alumni Sports Club?

○ Yes
○ No

21. My preferences for an Alumni/open club would be: (Rank from First choice to Fifth choice in order of preference):

	First choice	Second choice	Third choice	Fourth choice	Fifth choice
Team competitive sport e.g. rugby, soccer	○	○	○	○	○
Individual competitive sport	○	○	○	○	○
Social sport e.g. squash, aerobics	○	○	○	○	○
Fitness e.g. swimming pool use, gymnasium	○	○	○	○	○

Other   ○   ○   ○   ○   ○

22. In less than 30 words please comment on what you think should be done to encourage student participation in sport, comments about whether or not your sporting needs are being met or anything you would like to bring to our attention.

Submit Survey

APPENDIX B: ROWING TRANSFORMATION

----- Original Message -----
From: <Reid@X.und.ac.za>
To: "Graham Bishop" <gjbishop@worldonline.co.za>
Sent: Tuesday, August 20, 2002 10:59 AM
Subject: (Fwd) Some good news

> Hey G!
> Here is the mail Zak sent Bob. If you forward it on to Gill, if possible can you try and track where she sends it (like if she BCCs you on the mail(s) she sends)? Just wanna know how big this simple e-mail I sent a friend gets!!

> Thanks
> Cal
> ps I don't want this department associated with my mail in any way
> if possible, for obvious reasons.
>
> ------- Forwarded Message Follows -------
> From: "Zak Wood" <zakw@emailco.net>
> To: "Bob Tucker (E-mail)" <bobt@banking.org.za>
> Subject: Some good news
> Date sent: Tue, 20 Aug 2002 10:05:03 +0200
>
> Hi Bob,
 I received the following in a mail from a friend at UND, and wanted to
Share it. (I've asked her permission) **This, for me, just summed up the progress**
> **that South African rowing, and particularly UND, has made towards**
> **integration. This is more than just window dressing, this is very real**
> **integration, in the most complete way possible.**

> Anyway, that lifted my spirits about SA rowing, thought it might do the same
> for you. (I've taken out the name of the department, by request)
>
> Regards,
> Zak

> Today is a good day. **We had our Boatrace Party last night and it went off really well. I have this work colleague from Britain and I invited him to come along** (he was under the impression people in SA never went out and had BIG nights out drinking - clearly he doesn't know rowers, though most of us didn't drink because of training). **Anyway, he was so impressed with the integration of all the different racial groups in the room. He's been out a couple of times since he has been here and he has never seen anything like it.** When you consider that he lives in a town in England where people of colour are such a rarity that townsfolk will go out into the street

> to stare if one should happen to pass through town, to say that he has never seen anything like it in his life before is not an exaggeration! He was really impressed! So, maybe the rowing club is doing something very right after all! Unfortunately there are a couple of people in the X Department who are still a little racially sensitive and this can often cause issues. So it was really good for him to be able to see the other side for a bit.
> Anyway, I thought that was a real feather in our cap and I am really proud of our club."
> Zak Wood
> The E-mail Corporation
> Business Development Manager
> Tel: (+27 11) 530-9606
> Fax: (+27 11) 447-9122
> E-mail: <mailto:zakw@emailco.net> zakw@emailco.net
> Web Site: <http://www.emailco.net/> www.emailco.net

CLUB	COACHING	COACHING %	AFFILIATION	AFFILIATION %	EQUIPMENT	EQUIPMENT %	TOTAL	TOTAL %	MEMBERSHIP	% of TOTAL MEMBERS
ATH	4000	2.4%	4450	3.6%	5500	4.1%	13950	3.3%	33	2.8%
BB	9000	5.5%	3000	2.5%	3500	2.6%	15500	3.7%	40	3.4%
CAN	2000	1.2%	4000	3.3%	6000	4.5%	12000	2.8%	18	1.5%
CHE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	1.7%
CRI	**1000**	**0.6%**	**1000**	**0.8%**	**5000**	**3.7%**	**7000**	**1.7%**	**17**	**1.5%**
DAN	15000	9.1%	2180	1.8%	1000	0.7%	18180	4.3%	149	12.8%
FEN	2000	1.2%	1000	0.8%	4000	3.0%	7000	1.7%	9	0.8%
HOC	**35400**	**21.5%**	**40000**	**32.7%**	**7000**	**5.2%**	**82400**	**19.6%**	**128**	**11.0%**
KAR	4000	2.4%	2000	1.6%	3000	2.2%	9000	2.1%	18	1.5%
MTN	1000	0.6%	300	0.2%	11000	8.2%	12300	2.9%	33	2.8%
NB	7000	4.3%	1500	1.2%	2000	1.5%	10500	2.5%	36	3.1%
ROW	4000	2.4%	10000	8.2%	7000	5.2%	21000	5.0%	77	6.6%
RUG	6000	3.6%	2500	2.0%	15000	11.1%	23500	5.6%	8	0.7%
SOC	**40000**	**24.3%**	**19800**	**16.2%**	**20700**	**15.4%**	**80500**	**19.1%**	**110**	**9.4%**
SB	4500	2.7%	1500	1.2%	6500	4.8%	12500	3.0%	35	3.0%
SQ	5000	3.0%	6500	5.3%	1280	1.0%	12780	3.0%	42	3.6%
SUR	0	0.0%	0	0.0%	450	0.3%	450	0.1%	27	2.3%
TT	3000	1.8%	4200	3.4%	7600	5.6%	14800	3.5%	34	2.9%
TAE	4000	2.4%	1500	1.2%	3000	2.2%	8500	2.0%	96	8.2%
TEN	0	0.0%	0	0.0%	1200	0.9%	1200	0.3%	68	5.8%
UW	0	0.0%	750	0.6%	6000	4.5%	6750	1.6%	62	5.3%
VB	**16500**	**10.0%**	**11000**	**9.0%**	**7900**	**5.9%**	**35400**	**8.4%**	**44**	**3.8%**
WP	0	0.0%	2000	1.6%	0	0.0%	2000	0.5%	6	0.5%
YAC	1000	0.6%	3000	2.5%	10000	7.4%	14000	3.3%	58	5.0%
TOTAL	164400	100.0%	122180	100.0%	134630	100.0%	421210	100.0%	1168	100.0%

Targeted clubs appear in bold

CLUB	COACHING	COACHING %	AFFILIATION	AFFILIATION %	EQUIPMENT	EQUIPMENT %	TOTAL	TOTAL %	MEMBERSHIP	% of TOTAL MEMBERS
ATH	2000	1.4%	1600	1.3%	3500	2.9%	7100	1.8%	28	2.5%
BB	9000	6.4%	2820	2.2%	7494	6.2%	19314	5.0%	72	6.4%
CAN	2000	1.4%	4000	3.2%	9600	8.0%	15600	4.0%	26	2.3%
CHE	1000	0.7%	0	0.0%	1500	1.2%	2500	0.6%	23	2.1%
CRI	**2000**	**1.4%**	**1000**	**0.8%**	**10000**	**8.3%**	**13000**	**3.4%**	**6**	**0.5%**
DAN	15000	10.6%	1500	1.2%	1000	0.8%	17500	4.5%	85	7.6%
FEN	2000	1.4%	1500	1.2%	3500	2.9%	7000	1.8%	11	1.0%
GYMN	4000	2.8%	1575	1.3%	0	0.0%	5575	1.4%	5	0.4%
HOC	**32000**	**22.7%**	**39123**	**31.2%**	**5700**	**4.7%**	**76823**	**19.8%**	**94**	**8.4%**
KAR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
MTN	1000	0.7%	900	0.7%	10000	8.3%	11900	3.1%	51	4.6%
NB	7000	5.0%	2185	1.7%	2000	1.7%	11185	2.9%	58	5.2%
ROW	4000	2.8%	10000	8.0%	6500	5.4%	20500	5.3%	78	7.0%
RUG	6000	4.3%	2600	2.1%	8000	6.6%	16600	4.3%	22	2.0%
SOC	**26340**	**18.7%**	**28910**	**23.1%**	**18225**	**15.1%**	**73475**	**19.0%**	**95**	**8.5%**
SB	2000	1.4%	0	0.0%	3800	3.2%	5800	1.5%	46	4.1%
SQ	4000	2.8%	8553	6.8%	1000	0.8%	13553	3.5%	79	7.1%
SUR	0	0.0%	0	0.0%	300	0.2%	300	0.1%	22	2.0%
TT		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%
TAE	4000	2.8%	1500	1.2%	2900	2.4%	8400	2.2%	151	13.5%
TEN	0	0.0%	0	0.0%	1200	1.0%	1200	0.3%	52	4.6%
UW	0	0.0%	200	0.2%	6000	5.0%	6200	1.6%	38	3.4%
VB	**16500**	**11.7%**	**11000**	**8.8%**	**7900**	**6.5%**	**35400**	**9.1%**	**47**	**4.2%**
WP	0	0.0%	3000	2.4%	500	0.4%	3500	0.9%	0	0.0%
YAC	1260	0.9%	3400	2.7%	10000	8.3%	14660	3.8%	31	2.8%
TOTAL	141100	100.0%	125366	100.0%	120619	100.0%	387088	100.0%	1120	100.0%

Targeted clubs appear in bold

CLUB	COACHING	COACHING %	AFFILIATION	AFFILIATION %	EQUIPMENT	EQUIPMENT %	TOTAL	TOTAL %	MEMBERSHIP	% of TOTAL MEMBERS
ATH	1500	1.3%	900	1.0%	3000	3.1%	5400	1.8%	41	3.7%
BB	9000	7.6%	2000	2.3%	4000	4.1%	15000	5.0%	50	4.5%
CAN	1000	0.8%	3000	3.4%	5200	5.4%	9200	3.1%	43	3.9%
CHE	1000	0.8%	0	0.0%	1500	1.6%	2500	0.8%	30	2.7%
CRI	**3000**	**2.5%**	**1000**	**1.1%**	**10000**	**10.4%**	**14000**	**4.6%**	**21**	**1.9%**
DAN	14000	11.9%	1000	1.1%	1000	1.0%	16000	5.3%	96	8.7%
FEN	1800	1.5%	0	0.0%	4000	4.1%	5800	1.9%	18	1.6%
GYMN	5000	4.2%	1500	1.7%	500	0.5%	7000	2.3%	7	0.6%
HOC	**19000**	**16.1%**	**20000**	**22.9%**	**5000**	**5.2%**	**44000**	**14.6%**	**99**	**9.0%**
KAR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.9%
MTN	0	0.0%	250	0.3%	8250	8.6%	8500	2.8%	59	5.4%
NB	5500	4.7%	1400	1.6%	1000	1.0%	7900	2.6%	41	3.7%
ROW	4000	3.4%	10000	11.5%	6000	6.2%	20000	6.6%	52	4.7%
RUG	6000	5.1%	2500	2.9%	7000	7.3%	15500	5.1%	17	1.5%
SOC	**17500**	**14.9%**	**22035**	**25.2%**	**9800**	**10.2%**	**49335**	**16.4%**	**87**	**7.9%**
SB	3500	3.0%	2500	2.9%	3500	3.6%	9500	3.2%	53	4.8%
SQ	4000	3.4%	5500	6.3%	500	0.5%	10000	3.3%	71	6.5%
SUR	0	0.0%	0	0.0%	300	0.3%	300	0.1%	25	2.3%
TT	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TAE	3500	3.0%	2500	2.9%	1000	1.0%	7000	2.3%	123	11.2%
TEN	0	0.0%	0	0.0%	1000	1.0%	1000	0.3%	33	3.0%
UW	0	0.0%	200	0.2%	5830	6.0%	6030	2.0%	43	3.9%
VB	**17500**	**14.9%**	**10000**	**11.5%**	**7500**	**7.8%**	**35000**	**11.6%**	**44**	**4.0%**
WP	0	0.0%	0	0.0%	539	0.6%	539	0.2%	0	0.0%
YAC	960	0.8%	1000	1.1%	10000	10.4%	11960	4.0%	37	3.4%
TOTAL	117760	100.0%	87285	100.0%	96419	100.0%	301464	100.0%	1100	100.0%

Targeted clubs appear in bold

APPENDIX F: 2000 ALLOCATIONS & MEMBERSHIP NUMBERS

CLUB	COACHING	COACHING %	AFFILIATION	AFFILIATION %	EQUIPMENT	EQUIPMENT %	TOTAL	TOTAL %	MEMBERSHIP	% of TOTAL MEMBERS
ATH	2000	1.7%	1500	1.4%	4050	3.8%	7550	2.3%	51	4.2%
BB	9000	7.8%	2000	1.9%	500	0.5%	11500	3.5%	51	4.2%
CAN	1000	0.9%	3000	2.8%	3200	3.0%	7200	2.2%	29	2.4%
CHE	1000	0.9%	100	0.1%	0	0.0%	1100	0.3%	28	2.3%
CRI	**3000**	**2.6%**	**1000**	**0.9%**	**9000**	**8.5%**	**13000**	**4.0%**	**44**	**3.6%**
DAN	14000	12.1%	1500	1.4%	1070	1.0%	16570	5.1%	155	12.6%
FEN	1500	1.3%	0	0.0%	3850	3.6%	5350	1.6%	29	2.4%
GYMN	2000	1.7%	2000	1.9%	500	0.5%	4500	1.4%	19	1.5%
HOC	**24000**	20.8%	**29000**	27.5%	5500	5.2%	58500	17.9%	93	7.6%
KAR	3000	2.6%	2000	1.9%	2000	1.9%	7000	2.1%	28	2.3%
MTN	500	0.4%	825	0.8%	10000	9.5%	11325	3.5%	61	5.0%
NB	5000	4.3%	3000	2.8%	1400	1.3%	9400	2.9%	36	2.9%
ROW	3000	2.6%	8000	7.6%	5000	4.7%	16000	4.9%	66	5.4%
RUG	4000	3.5%	200	0.2%	6500	6.2%	10700	3.3%	19	1.5%
SOC	**16400**	**14.2%**	**19970**	**19.0%**	**13800**	**13.1%**	**50170**	**15.4%**	**98**	**8.0%**
SB	4000	3.5%	9100	8.6%	5600	5.3%	18700	5.7%	57	4.6%
SQ	4000	3.5%	5000	4.7%	400	0.4%	9400	2.9%	80	6.5%
SUR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	2.9%
TT	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TAE	3000	2.6%	1500	1.4%	3000	2.8%	7500	2.3%	55	4.5%
TEN	500	0.4%	0	0.0%	1000	0.9%	1500	0.5%	42	3.4%
UW	3000	2.6%	0	0.0%	5000	4.7%	8000	2.5%	46	3.8%
VB	**10500**	**9.1%**	**11800**	**11.2%**	**12250**	**11.6%**	**34550**	**10.6%**	**62**	**5.1%**
WP	0	0.0%	1000	0.9%	2000	1.9%	3000	0.9%	6	0.5%
YAC	900	0.8%	2780	2.6%	10050	9.5%	13730	4.2%	36	2.9%
TOTAL	115300	100.0%	105275	100.0%	105670	100.0%	326245	100.0%	1226	100.0%

Targeted clubs appear in bold

APPENDIX G: SCHOOL SPORT AVAILABILITY - RACE GROUPS

	AFRICAN	% 0F TOTAL EACH SPORT	COLOURED	% 0F TOTAL EACH SPORT	INDIAN	% 0F TOTAL EACH SPORT	WHITE	% 0F TOTAL EACH SPORT	MEAN	TOTAL NUMBER
Athletics	92	44%	5	2%	47	22%	66	31%	52.5	210
Basketball	52	43%	5	4%	23	19%	41	34%	30.25	121
Gymnasium	12	50%	0	0%	1	4%	11	46%	6	24
Canoeing	7	32%	0	0%	4	18%	11	50%	5.5	22
Chess	49	37%	5	4%	26	20%	51	39%	32.75	131
Cricket	44	29%	4	3%	50	33%	54	36%	38	152
Cycling	2	10%	1	5%	1	5%	16	80%	5	20
Fencing	1	100%	0	0%	0	0%	0	0%	0.25	1
Golf	9	14%	2	3%	8	13%	44	70%	15.75	63
Gymnastics	13	35%	1	3%	8	22%	15	41%	9.25	37
Hockey	31	26%	5	4%	13	11%	68	58%	29.25	117
Karate	25	64%	0	0%	1	3%	13	33%	9.75	39
Netball	76	47%	4	2%	42	26%	40	25%	40.5	162
Rowing	2	22%	0	0%	1	11%	6	67%	2.25	9
Rugby	33	34%	3	3%	6	6%	54	56%	24	96
Soccer	91	48%	5	3%	45	24%	50	26%	47.75	191
Softball	35	37%	3	3%	12	13%	44	47%	23.5	94
Squash	30	30%	4	4%	9	9%	56	57%	24.75	99
Surfing	5	11%	2	4%	6	13%	34	72%	11.75	47
Swimming	36	29%	3	2%	18	14%	68	54%	31.25	125
Table tennis	32	44%	1	1%	30	41%	10	14%	18.25	73
Tennis	52	34%	4	3%	32	21%	66	43%	38.5	154
Waterpolo	14	19%	3	4%	6	8%	50	68%	18.25	73
Yachting	2	17%	0	0%	1	8%	9	75%	3	12
Other	24	38%	1	2%	18	29%	20	32%	15.75	63
MEAN	30.8		2.4		16.3		35.9		21.35	85.4

APPENDIX H: SCHOOL SPORT AVAILABILITY - SCHOOL GROUPS

	ADVANTAGED SCHOOL	% 0F TOTAL EACH SPORT	HOD-R SCHOOLS	% 0F TOTAL EACH SPORT	DET SCHOOLS	% 0F TOTAL EACH SPORT	RURAL DET	% 0F TOTAL EACH SPORT	RURAL MODEL C	% 0F TOTAL EACH SPORT	MEAN	TOTAL NUMBER
Athletics	121	59%	33	16%	40	19%	12	6%	0	0%	51.5	206
Basketball	79	68%	18	15%	17	15%	3	3%	0	0%	29.25	117
Gymnasium	17	74%	3	13%	2	9%	1	4%	0	0%	5.75	23
Canoeing	21	95%	1	5%	0	0%	0	0%	0	0%	5.5	22
Chess	84	65%	20	16%	23	18%	2	2%	0	0%	32.25	129
Cricket	89	59%	36	24%	19	13%	7	5%	0	0%	37.75	151
Cycling	19	95%	0	0%	1	5%	0	0%	0	0%	5	20
Fencing	1	100%	0	0%	0	0%	0	0%	0	0%	0.25	1
Golf	60	95%	2	3%	1	2%	0	0%	0	0%	15.75	63
Gymnastics	27	75%	4	11%	4	11%	1	3%	0	0%	9	36
Hockey	106	91%	5	4%	5	4%	1	1%	0	0%	29.25	117
Karate	19	50%	3	8%	15	39%	1	3%	0	0%	9.5	38
Netball	82	52%	32	20%	35	22%	9	6%	1	1%	39.5	159
Rowing	8	89%	1	11%	0	0%	0	0%	0	0%	2.25	9
Rugby	78	81%	5	5%	12	13%	1	1%	0	0%	24	96
Soccer	93	50%	34	44%	44	24%	15	8%	1	1%	46.5	187
Softball	70	74%	10	11%	10	11%	4	4%	0	0%	23.5	94
Squash	87	89%	3	3%	8	8%	0	0%	0	0%	24.5	98
Surfing	44	94%	2	4%	1	2%	0	0%	0	0%	11.75	47
Swimming	108	86%	8	6%	9	1%	1	1%	0	0%	31.5	126
Table tennis	27	38%	22	31%	20	28%	3	0%	0	0%	18	72
Tennis	110	73%	21	14%	18	12%	2	1%	0	0%	37.75	151
Waterpolo	70	95%	2	3%	2	3%	0	0%	0	0%	18.5	74
Yachting	11	92%	1	8%	0	0%	0	0%	0	0%	3	12
Other	34	55%	11	18%	13	21%	4	6%	0	0%	15.5	62
MEAN	58.6		11.1		12.0		2.7		0.1		21.08	84.4

APPENDIX I: COMPETITIVE SCHOOL SPORT - RACE GROUPS

	AFRICAN	% OF TOTAL EACH SPORT	COLOURED	% OF TOTAL EACH SPORT	INDIAN	% OF TOTAL EACH SPORT	WHITE	% OF TOTAL EACH SPORT	MEAN	TOTAL
Athletics	39	48%	2	2%	19	23%	22	27%	20.5	82
Basketball	20	56%	2	6%	3	8%	11	31%	9	36
Gymnasium	1		0		0		0		0	1
Canoeing	0	0%	0	0%	0	0%	3	100%	0.75	3
Chess	8	30%	1	4%	6	22%	12	44%	6.75	27
Cricket	5	9%	2	4%	18	32%	31	55%	14	56
Cycling	0	0%	0	0%	0	0%	0	0%	0	0
Fencing	0	0%	0	0%	0	0%	0	0%	0	0
Golf	0	0%	0	0%	0	0%	8	100%	2	8
Gymnastics	2	33%	0	0%	1	17%	3	50%	1.5	6
Hockey	10	24%	2	5%	1	2%	29	69%	10.5	42
Karate	7	78%	0	0%	0	0%	2	22%	2.25	9
Netball	32	57%	3	5%	11	20%	10	18%	14	56
Rowing	0	0%	0	0%	0	0%	1	100%	0.25	1
Rugby	14	35%	1	3%	1	3%	24	60%	10	40
Soccer	48	68%	2	3%	10	14%	11	15%	17.75	71
Softball	14	56%	1	4%	2	8%	8	32%	6.25	25
Squash	4	22%	1	6%	1	6%	12	67%	4.5	18
Surfing	0	0%	0	0%	0	0%	3	100%	0.75	3
Swimming	3	13%	1	4%	3	13%	17	71%	6	24
Table tennis	5	38%	0	0%	7	54%	1	8%	3.25	13
Tennis	8	27%	1	3%	7	23%	14	47%	7.5	30
Waterpolo	0	0%	1	9%	0	0%	10	91%	2.75	11
Yachting	0	0%	0	0%	0	0%	3	100%	0.75	3
Other	8	33%	0	0%	9	38%	7	29%	6	24
MEAN	9.1		0.8		4.0		9.7		5.89	23.6

APPENDIX J: COMPETITIVE SCHOOL SPORT - SCHOOL GROUPS

	ADVANTAGED SCHO	% OF TOTAL EACH SPORT	HOD-R SCHOOLS	% OF TOTAL EACH SPORT	DET SCHOOLS	% OF TOTAL EACH SPORT	RURAL DET	% OF TOTAL EACH SPORT	RURAL MODEL C	% OF TOTAL EACH SPORT	MEAN	TOTAL
Athletics	47	58%	14	17%	11	14%	9	11%	0	0%	16.2	81
Basketball	22	61%	4	11%	9	25%	1	3%	0	0%	7.2	36
Gymnasium	0	0%	0	0%	0	0%	1	100%	0	0%	0.2	1
Canoeing	3	100%	0	0%	0	0%	0	0%	0	0%	0.6	3
Chess	17	63%	6	22%	4	15%	0	0%	0	0%	5.4	27
Cricket	36	63%	14	25%	6	11%	1	2%	0	0%	11.4	57
Cycling	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
Fencing	0	0%	0	0%	0	0%	0	0%	0	0	0	0
Golf	8	100%	0	0%	0	0%	0	0%	0	0%	1.6	8
Gymnastics	5	83%	0	0%	0	0%	1	17%	0	0%	1.2	6
Hockey	40	95%	0	0%	1	2%	1	2%	0	0%	8.4	42
Karate	4	44%	0	0%	5	56%	0	0%	0	0%	1.8	9
Netball	29	53%	9	16%	13	24%	3	5%	1	2%	11	55
Rowing	1	100%	0	0%	0	0%	0	0%	0	0%	0.2	1
Rugby	31	76%	2	5%	8	20%	0	0%	0	0%	8.2	41
Soccer	27	39%	7	10%	25	36%	10	14%	0	0%	13.8	69
Softball	15	60%	1	4%	6	24%	3	12%	0	0%	5	25
Squash	15	83%	0	0%	3	17%	0	0%	0	0%	3.6	18
Surfing	3	100%	0	0%	0	0%	0	0%	0	0%	0.6	3
Swimming	20	83%	2	8%	1	4%	1	4%	0	0%	4.8	24
Table tennis	2	15%	5	38%	5	38%	1	8%	0	0%	2.6	13
Tennis	22	73%	4	13%	3	10%	1	3%	0	0%	6	30
Waterpolo	11	92%	1	8%	0	0%	0	0%	0	0%	2.4	12
Yachting	3	100%	0	0%	0	0%	0	0%	0	0%	0.6	3
Other	9	38%	5	21%	9	38%	1	4%	0	0%	4.8	24
MEAN	14.8		3.0		4.4		1.4		0.0		5.5	23.5

APPENDIX K: COMMENTS QUESTION 12

WHY PREFER OUTSIDE CLUB: OTHER - COMMENTS
Don't offer badminton
I play Touch Rugby which is not offered
when I played for the varsity soccer team I found it too demanding and had little incentives.
Have played for club for 5 years before i came to university
King Edward Hospital (netball)
Chief Instructor for SA coaches me
I was a member of the club before varsity
Respect
was a member before coming to varsity
University does not offer Kung Fu
Reasons about the football politics i'd prefer not to mention
was a member before coming to varsity
University does not offer Kung Fu
Facilities of clubhouse.
varsity cricket club is almost non-existent.
Training times at university are awkward
Better Facilities
i am being recognised
more competitive
RACIAL DISCRIMINATION AT UND CLUBS,ESP. SOCCER THEY(PLAYERS) DON'T ACCEPT OTHER PLAYERS WHO CAN PLAY BETTER THAN THEM.I THINK THEY ARE STARS ON THEIR OWN.
higher standard/league
the people are friendlier
Lifelong member - sometimes cant compete in events for varsity - if choice then varsity

APPENDIX L: COMMENTS QUESTION 15

REASON WHY DON'T PLAY FOR UNIVERSITY CLUB: PREFERRED SPORT
Badminton
Motor racing
Fly-fishing
Contemporary dancing
Kung Fu
yoga (not just the religious kind of yoga, but just plain phyiscal yoga)
Bodyboarding
Badminton
Road Cycling
volleyball
action cricket
BADMANTON
golf
SOFTBALL & NETBALL

OTHER REASON WHY DON'T PARTICIPATE FOR UNIVERSITY CLUB
Some people enter venue illegally (swiped in)
i do dancing but would love to do athletics
No idea what to do in order to play sport!
sport is offered to late in the afternoon
the club i play for competes in the same league as the university
not good enough
Too late in the Afternoon
to lazy to join
Games are too close on dates(fixture)
the meeting are too late
No transport
most of the sporting activities take place in the evenings, which is a problem when you live off campus and can't make transport arrangements.
people are not nice that is in the sport i use to play.
NO ASSISTANCE FROM SPORT ADMIN
main reason is the transport problem for many students.
the sport offered at university is generally badly organised - especially for female sports, and the teams are weak.
no sport offered for med students, sometimes sports take up to 19h00 and we have to walk down its quite dangerous.
RACIAL DISCRIMINATION
The residence and sport clubs here are poorly managed.Greediness,lack of skills in the mngt,Res soccer is a mess.look at the res league,we need another manager, he fails to book for grounds something simple.even uneducated guy can do that.
no/inadequate scolarships offered
the clubs are too 'clique-y'

APPENDIX M: COMMENTS QUESTION 17

NON-PARTICIPANTS WHAT WOULD MOTIVATE
Find it to work effectively for my physical wellbeing
people in the club should be nice, as in being friendly to the new members
Health/fitness
transport offered or arranged on getting back home in the evening.
less discrimination
More flexible times for medical students
ADVERTISING to make popular
help student make a living out of what they are good at
ORGANIZATION,GOOD INSENTIVES NOT LOUSY T-SHIRTS
facilities for medical students
More facilities at med school
time when available(2-5 pm)
Less discrimination
having more time
Better sport facilities

APPENDIX N: COMMENTS QUESTION 22: GENERAL

1. Advertising & promotion	2. Introductory events & sports day	
3. Incentives & motivation	4. Transport	
5. Practice time inconvenient (way home)	6. More inter-residence/faculty/varsity games	
7. Club specific	8. Cost	
9. Time & academic constraints	10. More investment in clubs	
11. Facilities & events for MS	12. Make it compulsory/academic module	
13. Happy	14. Staff comments	
15. Facilities	16. More social sport & improve spirit	
I think most sports have not been well presented to students. One day tournaments could be useful in getting people interested then they can engage in those sports consistently.		1+2
.		
If clubs want to recruit more members, perhaps they could actively go about campus interacting with the students, handing out flyers and offering some kind of initial incentive for joining, to encourage them.		1+3
Transport		4
I find it hard to join any sports club because i live far away and have travelling problem, travel in lift club.Training time are to late.		4+5
to encourage competitions within the faculties, residences, first years against old students,encourage female students, place banners and posters around campus.		1+6
Feel UND should be provided with a hockey astroturf - Johannesburg has over 5 whereas Durban has only one which is required to be resurfaced, hence based on the strong hockey culture at UND it would make sense to develop a new astroturf at varsity. It wo		7
I am failing to understand why the UND SASSU soccer teams (men & ladies) does not have tracksuits and bags whereas they pay a lot of money to the university and they again represent UND.		7
Practices for most sports start between 4 and 5:30, and i think that times are not convinient for most people, esp. those attending till 5:30 and those doing fieldwork practice off campus who only come back around 6:30.		5
Sports facilities should be better advertised on campus		1
WELL I THINK IF MORE INFORMATION AS TO WHERE TO GO FOR CERTAIN SPORTS WERE AVAILABLE IT WOULD GREATLY MAKE A DIFFERENCE AS I MYSELF WOULD PARTICIPATE IF I KNEW THE TIMES AND PLACES OF SOME SPORTS.I AM FIRST YEAR AND AM VERY CLUELESS ABOUT WHERE TO GO.		1
there are not enough means to get to the diffirent sports venues, university vehicles seem to be reserved only for the politicians and "big deals". Some sports are in hard to reach places at times that one would have to wake up at 4 in the morning to mak		4+5
Levy to be lowered.		8
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.		
incentives,trips to defferent institutions(increase competetiveness),easy access to facilities(transport to get there)		4+3
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.		
There should be more advertising to students on how to join certain clubs. I personally would like to join the tennis club but dont know how to.		1
I would definately love to play sport at campus since I played volleyball & athletics throughout high school. I problem is transport, they start to late. I would prefer to play during the day.		4+5
There is no existing association for tennis even though there were posters at the beginning of the year		7
.		

The STUDENT LEVY should be reduce.It's too much and most students rely on bursaries to survive in varsity. If u wanna do aerobics,it's R110 student levy and R190 for aerobics.That's R300!! A full month's grocery. That's how poiverty has forced us to think	8
.	
Well i would love to do some sport in Varsity but have no transport to get home if i attend. if transport is avaliable i would participate	4
.	
there should be more exposure for the different sports clubs,lots of advertising is needed.	1
its not easy to join sports because of study pressures and we don't whether there are any incentives for playing sports as in study bursaries.	3+9
I think that while the equipment and facilities are good more money could be made available for these things as well as for coaches. More advertising for sport.	1+10
.	
Reduce academic workload	9
Sometimes it feels like the management of Sports Admin are more interested in soccer(both male + Female) than any other sport. If the same interest could be shown across the border I think it would capture our interest.	14
.	
Our facilties should have interelated sport with our course of study	3+12
.	
It should include more black people on yhe organisation comittees like in rowing the should at least have one member who can represent blacks in the team there shouldnt be whites peoples sport we are all the same we should be treated equally	7
Invite stars in sports to come and talk to students and motivate them.	3
Sports equipment more especialy weight lifting is in a very bad quality,it needs to be replaced by a newer equipment. By so doing people will get interested, they won't feel like their throwing their money away like I am feeling.	7
I think a promotional campaign for each and every sport is required if feasible; more incentives and a rigorous recruitment campaign especially with the 1st years who are always keen to join(as continuation from high school)	1+3
LOWERIMG THE FEES AND PROVIDING EQUPIMENT WILL DEFINITELY ENCOURAGE STUDENTS TO TAKE SPORTS.	8+10
I think there should be greater awareness regarding the sports cub! More ads etc. For one , I've been trying to join a club but is clueless to how!	1
I think greater awareness made as to what sports are being offered & where,also accomodate all students so they can get involved in sport.	1
Make it more aware what types of sport are available and where a student should go in order to get applicable information regarding certain sports. As well as update the sports section on the und website so that should a person require information there t	1
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Sorry, no comment. I am happy with the sports facilities offered by the university	13
Karate for eg is offered to late in the afternoon, as most students travel in lift clubs we can not attend	3
.	
There is no introduction by the sports commitee, I don't no who they are or where they are based. This makes them seem unapproachable.	1
more advertising specially at med school. loving soccer club. let people know they don't have to be good to start.	1
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.	
i believe that there should be more advertising of what the university offers. very few people know about what is offered, especially those in first year. The fees are also a little high, especially as students battling to pay the normal study fees.	1+8
Add the sport badminton!	7

it should be compulsory to join at least one club for degree purposes so as to ensure the maximum benefits of attending university.	12
should advertise well to students right thorough out the year. the benefits of joining the club should be clear including university recognition. should be friendly and encouraging to the PDIs	1
More advertising by Sports Admin to students and staff. Improve sports facilities.	1
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.	
I think that the dance club at UND should have flexible times during the forum period for practice. Since the hour in the eveninigs are often inconvenient, due to travelling arrangements.	7
improve the means of communication with the University Population about sports	1
In the gym the equipment is old and not well maintained.We are not encouraged as there are no varsity competitions.we are suppose to compete in body building within our varsity.This might help to recruit other students and encourage those who are there to	7
Sport at better times. Better advertised sports programs.	1+5
Sports fixtures at home could be publicised better via the university notices or similar.	1
.	
the university should encourage inter-varsity games.	6
It would sports days at varsity. Include medical students please, because we feel isolated here and it's hard for us to find out what's happening up at main campus.	1+2
Like I said I have very little to play sports, but my friends play sports here at varsity and they say they have absolutely no complaints with their sporting needs being met	13
Sporting codes should be more advetised, admin staff should be more helpfull, more people should encouraged to participate in the various sporting codes.	1+3+14
.	
Needs have been met but lack of awareness and poor promotion of sports is a problem. Regularly inform all students from every year and structure timetables more efficiently.	1+9
.	
More ads for the up-coming games.Include public holidays for the games.	1
.	
More engaging sports promo's on orientation week. Displays alone are ineffective. Need to rile students up, inter faculty stuff. Make a noise! Name of faculty's at stake!	1+16
More aggresive advertising and trying to change the mindset of students to that of a more holistic sporting idea. *tough!* Also need more dedication and commitment from the sport clubs themselves. *also tough!*	1
improve the quality of facilities	15
Increase the time for sport center ie Gymnasium to 10pm daily and open saturday @7am till 6pm	7
I feel that University sport is for those who are in University residence or reside in the Durban area (& are mobile). The late hours of training make it vertually impossible for off-campus students to participate.	5
The Sport offered are too late! Students don't want to stay that late!	5
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let us know that they are there, besides in orientation week	1
not a clue	1
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Have a page an the university website dedicated to university sport so that information is accesible at all times	1
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Reduce the joining fees for the clubs&societies.	8

Sport needs a wider base of students, it needs to be a part of daily varsity life but should not interfere with varsity work.	1
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I think that you need to attach more "socials" to each sporting codes so that the people who participate in sports get to know each other better. this will make sperts more fun as one can make friends above and beyond being competitiv/fit.	16
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Thanks for the survey, it seems like you're doing a good job. I dont think there is anything that YOU are doing wrong which prevents me from participating, it's just personal time management.	9
please improve the gym facilities to cater for cadiovascular excesises.	7
My sporting needs are being adequately met. Sports should conduct more interclub socials, students should join clubs for more of a social aspect.	16
More staff members with ample epertise should be employed to facillitate sporting codes and proper planning of sporting events. Fees should be highly susidised by the varsity, there is tonnes of thousands in reserves.	14+8
I think Maybe the times should be changed to afternoons rather than evenings cos most of us are part of lift-clubs and we cant wait till so late.	5
.	
If there can be well organised games eg. Mech eng Vs Elec eng	6
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MY SPORTING NEEDS HAVENT BEEN MET AS YET BCUZ WHEN I ENQUIRED ABOUT MY FAVOURITE SPORT CRICKET I WAS TOLD ONLY THE UNIVERSITY PLAYERS CAN PLAY AND THOSE WHO HAVE EQUIPMENT ONLY THEN I FORGOT ABOUT PLAYING SPORT ALTOGETHER	7
Tell them they're fat or unlhealthy and ought to get their asses in shape :)	3
Everybody must give suppot and people must be informed for what is going on about sport here at school.Notices must be place at a reasonable place to be seen by anyone.	1
.	
For residences where aerobics are offered and students are expected to pay the same amount as those who attend aerobics at OMSH, I suggest the frequency of classes be the same as the OMSH ones as well as the equipment, there should be similar benefits bec	7
I was in the sassu team for earobics for two years, I found that one of the couches was not supportive in terms of our school work, she must have thought that aerobocis is WHAT we have come here for. I understand her concern for us to get to the competiti	7
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.	
a decrease in the levy will do&the sports admin. should come to the residences & inform everyone about sports offered & their benefits!	8+1
present more information regarding sports events. Volley ball is a growing sport and is played on campus, but there is not enough advertisements, like rowing. have training or tournaments during campus and not on week-ends or evening and the followers wou	1+5
i dont know how you can encourage sport. i personally play sport in my own time with my friends because i enjoy it and it is also a good stress reliever.	1
more adevrtisisng. the advertising being done now is very informal.we donot meet the people invovled on co-ordination. posters are very informal, small and do not attract attention. it would seem that interest would need to be shown from the administrati	1+14
more advertising and promotion of what is available/on offer in terms of the clubs and their respective sports.	1
i was honestly not very aware of everything on offer	1
Bring about increased awareness as to what exactly is on offer and how to gain access to it.	1
The varsity could provide the clubs with more help in attracting new members, eg make new students more aware of the clubs during orientation.	1

CREATING A SOCIAL ENVIRONMENT WITHIN SPORTS GROUPS THAT'LL MAKE PARTICIPATING MORE ENJOYABLE. ALSO TO ENSURE THAT THERE IS SUFFICIENT EQUIPMENT TO ACCOMODATE ALL THOSE INTERESTED- DIFF CLUBS MAY NEED DIFFERENT AMMOUNTS OF MONEY INVESTED IN THEM DEPENDING	10+16
easier access to information needed in oder to be able to join any sport club.	1
.	
Avoid discrimination	7
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Less payment to join, transorp to get to the various sporting fields	8+4
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sport needs to be promoted more.some people wouldnt know university offered sports if they didnt write exams in old mutual sports centre	1
advertisement between students and pro-active participation. LACK OF SPIRIT!	1+16
change the sport management and get someone serious about it!!!	14
.	
In order to encourage students to participate, sport admin should cut of the fees , co's most of the student they like to play a role but due to the high amount of fees, it is difficult for them. Yes the sporting needs are already meet but due to timecons	8+9
Please do away with discrimination in clubs.Assist in buying equipment e.g boots, also publicise sport codes that are available on campus.	1+7+8+
i don't think that all people can afford paying the joining fee so if you want the students to join the club you must reduce the price thank you	8
.	
.	
fund the students. period. we already pay sooo much by being here studying and especially those in res. sport fees are disantantaging us	8+10
Organise games at all levels or experience and schedule them at convenient times.	2+5
.	
Possibly have a more available timetable to the sports. I don't go look because I assume I have no time so I don't go find out	5
Not all practicing should take place in the evenings, because some students are unable to make the necessary travelling arrangements, especially when living more than 35km from campus. Some sport training sessions should be reserved for weekends for stude	5+9
Greater awareness of sports available and when they are actually happening	1
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inform people of matches, ie when teams are playing. teams themselves should be more well known so that people would want to come and watchthem play	1
.	
.	
Educate students that in participation in any sport, it is there were most people meet their life long friends.	1+3
I am interested in playing sports and I have plenty of friends who are also keen on the idea, but we have transport problems. if transport can be arranged we would definitely take up sports.	4
some people cannot participate because they live in distance areas, therefore it could be dangerous to travel at night.	4
Would like to participate in sport but do not have the time due to trying to make ends meet ie part-time work during "free" time & unable to afford membership fee	8+9
.	
I think student should be assisted in purchasing the equipment of playing and that omgoing advetising of spots clubs and their achievments will encorage students to join the clubs, as off now we anly see these club on orriantation weekmso those who came i	1+8

I think sports admin should stop making sports a business but they should assist students. Its not worth paying 250 rand for body building but not even one event is organised thats was just an example.In other institutions that are in the same level with	7
.	
.	
Get rid of the joining fee and is should be more democratic, ehereby student go through selections.if interested u have to be given a channce to prove yourself. Approach a person if u have had or know he can do well in that sport, through emails.	8
Marketing by the sports dept is disgraceful. I do not even know what sports are available, where or when it is played or how much it costs to join.	1
Most students feel that the transport problem is the main reason why they can't join sport's clubs at UND.There are no buses after 6p.m.I'm sure if a solution could be found for this problem many more students would join.A healthy body leads to a healthy	4
Natal University doesn't have anything on Campus to generate "University Spirit" so it is a place to study rather than a way of life-lack of sporting interest follows.	16
if transport to & from practices and games could be regular and easily accessible, lunches provided to players during games and transport and every other expenses be covered by the sports union in national tournaments.	4+10
I played provincial badminton and would like to compete with other 'varsity students playing badminton. i play for a club with mainly older adults.	7
the different clubs need to advertise themselves to students and make their participation hours flexable to academic time.	1+5
.	
encourage them to join in groups,and maybe have different groups to join.	3
.	
More publicity and intervarity tournaments. Should have other institutions coming for tournaments not only KZN ones but all over from SA. It should not be a winter games thing but should bve done occassionaly.	1+6
I enjoy participating in sports but find there is very little encouragment from the University for students to participate.More advertising of the clubs available to students is needed, as well as maybe having a period whereby students may be able to be p	1+2+3
Sports in Res needs competitions(except soccer),even if it means playing against non-residence students. Most willing teams(eg vollyball)are discouraged by lack of opposition teams.	6
make facilities more accesible during the day- open earlier and close later.reform sport dept and make sporting info easily avail	1+14
Seeing as sport is the person deciscion of a student it is probably best that students decide according to their availability and interest. There are of social, community religious involved commitments which also engage students, so University is serving.	
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PERIODS BE SET ASIDE FOR INTER FACULTY COMPETITION. FEES BE LOWERED A BIT.	6+8
Accessibility is very important especially for those without cars.Also some recognition (we got badges or blazers at school.) might not go amiss.	4+3
no coment	
.	
I think most students especially blacks are unaware of the sports present, thus if there could be awareness compaigns on the sports available in the university they can be motivated to participate. There should be academic points granted to sports, this w	1+3+12
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I'm having a lecture right now, I will come back later.	
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not too much joining fee should be required.	8
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Schedule the sports during the day! As it is inconvenient to come back in the afternoons, or even stay in late.	5
.	
the university needs to build an indoor soccer court	7
.	
no comments	
.	
Make it easier for medical students to book and use sports fields, especially the soccer grounds for recreational use.	11
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.	
Tell me when the waterpolo club meets.	
I joined rowing but they are neglecting us but the fees we pay are so high!!!!	7+8
Students should be better infomed of the sports clubs at UND. Lack of communication with students seems to be the major problem. these clubs need more publicity.	1
All the currently active sporting students need to help their club in a small way, by attracting new members, by introducing them to social and competitive aspects of the club. effort by members to get more.	1
Not happy with the fact that aerobic classes were moved so far and no transport arrangements made for people staying in "Dokkies" J V Smit.By the time you get there the classes are halfway thru and we can't leave earlier cos we finish attending lectures a	7
Lower fees and arrange for classes to be around midday	8+5
Sports are very much helpful and necessary for studying students,For the amount we pay should get proper equipment	10
.	
.	
Reduce the fees to join the sport club and publicize it very well.In the beginning of the year get students to choose a sport they are interested in.Maybe try to get sponsorships-for those who cannot afford and get coaches who will really love to train st	1+8+10
TO IMPROVE FACILITIES FOR CERTAIN SPORTS LIKE HOCKEY. AN ASTRO-TURF FACILITY ON CAMPUS IS VITAL. SPORT DRAWS STUDENTS TO UNIVERSITY.SPORT IS AN IMPORT ASPECT IN A SPORT LOVING PROVINCE.	7
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my greatest challenge is not having transport to and from residence, especially after hours when it isn't safe for a girl to be walking alone. Main campus is very far, there must be drainage areas where the transport can pick us up, eg. to and from medica	4
Definitely more promotions or marketing conducted by individual sport masters or departments.	1
.	
MORE AWARENESS ABOUT SPORTS ADMIN AND SPORTS OFFEREED	1
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.	
Personally, I find that there is no awareness of sport. It is seemingly of little importance, and the sports are minimal here.	1
the sport committee should not only promote sports at the orientation week.promotions should be done continually throughout the year.get better facilities for the gym...	1+7
THANKS FOR DOING THE SURVEY BUT YOU LIED BECAUSE YOU SAID IT WAS SHORT...AND IT WASN'T!!!	
Try and cater for everyone bcoz the med students staying out of campus res are neglected.	11
.	

Introduce a system whereby sporting activity may be elected as a module from which credits may be awarded at the end of a module, i.e the same as taking any ordinary courses. The sporting needs are fully met it's just that time is not available for one to	9+12
ballroom dancing needs to have a calendar of competitions with other dance clubs.eg FEDANSA , ADA and etc . we need to compete!! not dance socially	7
More exposure and education regarding the sports that are available at the university. Dispel the myth that you have to be 'fit' to start playing a sport. Arrange transport to the sports venues, as it is difficult to get to if you're staying at a medical	1+4
Sport on Campus should be for the student, with the student's interest at heart, rather than focusing on individual ambitions.Use funds wisely and appropriately, helping clubs that need finacial assistance, rather than persistantly helping the 'bigger' cl	10
I think the most important think that people in charge should realise is that everybody joining any sports club does that for a reason(they love it) so it is important to respect that and give everybody a chance(more ecpecially the soccer club!!)	7+14
make it more fun, advertise more, reqruit actively at the beginning of the year	1+16
.	
i believe that students need to know that their time will not be wasted when they track to the different sporting codes every eveningl.	
increase more social sport, encourage the sport types people want	16
Maybe more advertising about sport offered-make it appealing & exciting and sports should maybe not end so late in the evenings as some people live far away...	1+5
incentives, eg. player of the year award, participation recognition for participants, more tournaments, acquire sponsors, games to be arranged on weekends!!! also help or make them(players) realise that the University can help them make good use of their	3
1)There should be a sports field closer to st hillier 2)Transport provided to take students up campus and down at specified times (for all sporting codes even swimming) 3)Posters should be placed at medical shool also	1+4+1
personally, it is intimidating when you are a beginner to meet with those who have been in the cllub for years. orientation and beginner socials would encourage students. times are too late. if during campus, and on campus, students will be able to par	1+5+16
There should be more tornaments on campus and off-campus (with other tertiary institutions too)	6
I'LL B SHORT AND CLEAR-THE SPORT IN GENERAL AT UND IS DEAD eg.how many went 2 watch UND playing DIT-only substitites.WHY?????-IT'S B COS THERE IS NO ORGANIZATION,ETHUSIASM AND MOST IMPORTANTLY HONEST(TTRUTH)2 ANYONE INVOLVE.EVRYBODY WANTS 2 B THE"BOSS".	16
There should be more tornaments on campus and off-campus (with other tertiary institutions too)	6
Time factor is biggest problem.Also need to make it easier for a newcomer to fit into the existing social structure of the club. Hockey for instance seems very difficult to intregrate into.	9+7
.	
Do the right things they want. Search and act.	1
all students should pay a sports levy and more facilities for medical students.	11
more public awareness from the sporting clubs and more personal recruitment	1
As medical students,we feel isolated from the sports clubs which are run primarily from main campus.It is difficult to get involved be informed.Clubs should also open on our campus.	1+11
Full scholarships must be offered to avoid clubs pulling away good sportsmen.all expenses must be paid by university.more social/interfacilty events to recog. potential sportspeople	16+3
.	
Invest more money in sports	10
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.	
ADVERTISE SPORTS MORE & TRY A SPORTS WEEK CAMPAIGN. YOU CAN ALSO TRY INTREFACULTY &/ INTERDEPARTMENTAL SPORTS COMPETITION. STAFF V/S STUDENTS MAY ALSO DO IT ITHINK.	1+2+6

can students book sport facilities for private uses? This should be available, and should be able to book online	1
More facilities, more equipment and a more reasonable budget for clubs.	10
the tennis facilities need to be improved together with the floodlights.recognition should be given to small teams as well to their accomplishments.	16
.	5
.	
there i sa lack of socially motivated sports in this institution	16
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Need more advertsing & promoting of the clubs, make more suitable times - during campus amke equipment available	1+5+10
Advertise more easily without posters being ripped down!! Not enough funding (have to work hard to raise club funds for tours, etc.)	1+10

APPENDIX O : CLUB MEMBERSHIP TRENDS

AEROBICS

ATHLETICS

BASKETBALL

CRICKET

DANCE

FENCING

GYMNASIUM

HOCKEY

NETBALL

ROWING

SOCCER

SOFTBALL

TENNIS

UNDERWATER

VOLLEYBALL