

KYAMBOGO UNIVERSITY

DEPARTMENT OF SPORT SCIENCE

**RELATIONSHIP BETWEEN PROFILES AND MANAGERIAL COMPETENCIES OF
SELECTED SOCCER CLUB MANAGERS IN UGANDA**

BY

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DECLARATION

I, ADIPO CONSTANCE CATHERINE WEJULI, hereby declare that this is my original work and has not been submitted in any form in support of a Masters Degree or any other academic award in this university or any other institution of learning.

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DEDICATION

I dedicate this piece of work to my children Ingrid Elizabeth Namutebi and Ian Raymond Nsobya as an inspiration to them to work even harder and achieve even more. You two are my everything!

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ACRONYMS

FIFA	- Federation of International Football Associations
CAF	- Confederation of African Football
CECAFA	- Council of East and Central African Football Associations
FUFA	- Federation of Uganda Football Associations
IOC	- International Olympic Committee
NOC	- National Olympic Committee
M NCS	- National Council of Sports
MOES	- Ministry of Education and Sports
UK	- United Kingdom
USA	- United States of America
NASPE-NASSM	- National Australian Society of Physical Education – National Australian Society of Sports Management

ABSTRACT

Over the past three decades, the level of soccer performance in Uganda has been on the decline. Several factors have been advanced for this trend, including the poor management practices of the soccer administrators, which in turn has been attributed to low academic levels and lack of professional training. However, a large section of the soccer fraternity was of the view that experience as a player was sufficient for one to efficiently manage a soccer club. This prompted a study to compare the profiles (including academic qualifications, professional training, experience and remuneration) of selected soccer club managers in Uganda and their managerial competencies. It was carried out under the title: **“The relationship between profiles and managerial competencies of selected soccer club managers in Uganda.”** The purpose of this study was to establish whether there is a relationship between the profiles of the selected soccer club managers and their managerial competencies. The study was guided by three objectives which involved establishing the profiles of the selected soccer club managers, assessing their managerial competencies, and establishing whether there was a relationship between the profiles and managerial competencies of these managers. The study used a correlation and descriptive survey design. The managers and assistant managers of all the fourteen Super League Clubs and seventeen Big League Clubs were involved in the study, bringing the sample size to sixty-two respondents. Data was collected using questionnaires and analyzed using means, frequencies, percentages, standard deviation, Pearson Correlation and one-way ANOVA. The findings revealed that there was a positive correlation of .522 (at $p=0.01$ significance level), between the profiles and managerial competencies of the selected soccer club managers. Those who had attained a higher level of academic qualifications, spent a longer duration in club management, earned a salary, and received fringe benefits, had more managerial competencies. However, of all the profiles considered in the study, the level of academic qualifications had the strongest relationship with managerial competencies at .522(at $p=0.01$), with remuneration in forms other than salary having the weakest relationship at .269(at $p=0.01$). Results also showed that most managers exhibited more competencies in the field of human resource management. The study recommended that profiles of the soccer club managers in Uganda should be improved through Manager Development courses and seminars in order to improve their managerial competencies, and that minimum qualification should be set for soccer club managers at different levels.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Sport is an area with potential for job creation. Statistical data available in several European countries shows that since 1980 the number of jobs classified as sporting activities has tripled and that this trend seems to be ongoing. For example, in Greece, it is estimated that there were about 12,000 sports clubs by 2003, with potential for job creation. (Koustelios, 2003). One of the most important jobs in sports clubs is that of the manager. This is because in every situation in which there is cooperation among people to achieve goals, the issue of management is a concern. For this reason, it constitutes the oldest and most common people's activity (Plunkett, 1986). Management competence is therefore a very important requirement and a major challenge in many organizations, including sports organizations. That is why the researcher found it imperative to investigate the profiles of selected managers and how they relate to their managerial competencies, specifically in the field of soccer clubs in Uganda.

Operationally in this study, managers were the team managers and assistant team managers who are the officials in charge of the daily running of the clubs and welfare of the players. Profiles referred to a brief biography of the soccer club managers which included the general academic qualifications, specialized training in sports management and soccer management, experience (duration) in sports management, and remuneration in terms of salary, fringe benefits and other forms. Managerial competencies referred to the prerequisite knowledge and skills (actual and specific duties) soccer club managers possessed and performed, respectively. Soccer and football were used interchangeably.

1.1 Background to the Study

In every situation in which there is cooperation among people to achieve goals, the issue of management is a concern. Management competence is therefore, a very important requirement and a major challenge in many organizations including sports organizations. The position of a manager in the present day organizations involves a lot of responsibility and stress (Nickols, 2008). This stress and high demands at the workplace create a requirement for managers who are capable enough to meet the needs of the organization, employees and various other pressures of work (Francis, 2007). For example, sports club managers today are expected to produce results irrespective of whether the situations are in favor of them or not. This means that managers need to think of solutions for the various challenges that crop up every now and then, such as, limited budget, reassignment of staff, reorganization of units, withdrawal of finance, lack of availability of resources or government policies.

This denotes how necessary it is to have the right kind of managers who will lead soccer clubs towards growth. This is largely because soccer is big business today that generates large sums of money. In addition, the increasing complexity of soccer management requires qualified and competent managers. This growth and development of the soccer industry internationally has forced soccer administrators to modify their managerial practices. Managerial programs have become popular amongst soccer managers. Competency has become a critical factor in training, recruitment and performance of soccer managers. The concept of competence in this study referred to combinations of knowledge, skills, and attributes, the application of which is required for effective workplace performance.

Club soccer in Uganda is organized at several levels: local, national, regional, continental and international. As a result, there is need to have competent managers who can adequately assist in the growth and development of soccer clubs to meet the requirements and challenges of international competition. According to the Federation of Uganda Football Associations (FUFA) Competitions Committee (2011), soccer clubs are governed by a group of officials, the Executive Committee, who are both elected and appointed. These officials include the Chairperson, Vice-Chairperson, General Secretary, Assistant Secretary, Treasurer, Committee Members, Team Manager, Assistant Team Manager, Team Coach, Assistant Coach, Team Doctor, and Physiotherapist. It is therefore evident that soccer club managers are an integral part of the soccer club management structure in Uganda.

In Uganda, the FUFA management structure has the general assembly as the supreme legislative body, under which the executive committee is the implementing body, and the secretariat headed by the Chief Executive Officer (CEO), is in charge of running the day-to-day affairs of the federation. The CEO is also in charge of the standing and ad-hoc committees, and the various bodies/associations related to football, among which are the Super Division Clubs Association, constituted by all the clubs playing in the Super League and registered with FUFA as such, and the Zones, constituted by all the clubs playing in the Big League and registered with FUFA as such, where the soccer clubs involved in this study belong. Through a system of relegation and promotion, clubs progress from playing in the Second Division, which is the lowest level, to the First Division, which is the next higher level, to play at national level in the Big League, and eventually in the Super League, and this national level, is where the clubs targeted in the study operate.

Soccer clubs are the basic organization unit of soccer in a country. They form the base of the pyramid where athletes are introduced to soccer, thus soccer players belong to clubs. It is therefore the soccer clubs that, through a programme of competition during the sporting season, provide the basis for soccer in a country. Soccer clubs include a wide variety of social conglomerates ranging from professional/commercial clubs, amateur clubs, to community clubs (FIFA, 2008). However, in Uganda, although the soccer clubs at the lower level are basically amateur/community, those in the Super League and Big League are classified as semi-professional. This means that they are progressing towards professionalism. The major role of soccer club managers at this level is, therefore, not only to ensure the welfare of the players but also to get involved in recruitment of players, staffing, budgeting, marketing and public relations, as their counterparts in professional clubs who have diverse roles (see Figure 3 Chapter 2). However, since soccer in Uganda is steadily moving towards professionalism as a requirement by the Federation of International Associations (FIFA), soccer club managers must, inevitably, embrace the diverse roles accruing to professional soccer club management. However, whatever type a soccer club is, the management practices remain the same; only the scale of application varies. Thus soccer clubs in Uganda also require competent managers.

Competency of managers is thus a crucial factor in the success of club soccer since it is related with club effectiveness. Kakooza (1999) noted that the decline in soccer standards in Uganda was linked to a number of factors especially poor management practices. For soccer in Uganda to develop therefore, it must be managed by competent personnel. However, in order to be competent, one needs to be equipped with the necessary qualifications, among which are academic qualifications, professional training, knowledge and experience (profile) (Buckler, 1982).

Management is not an activity that exists in its own right. It is rather a description of activities carried out by those members of organizations whose role is that of a manager. FIFA (2008) looked at management as entailing the processes of planning, organizing, directing, staffing, controlling, coordinating, reporting, budgeting, and evaluating soccer programmes. This implies that managers must possess certain general prerequisite skills which enable them to manage soccer clubs, which according to FIFA (2008) include technical skills, interpersonal skills, conceptual skills and leadership skills.

However, such a definition is always limited by its generality since it does not tell us what managers need to know or do in order to be able to carry out their functions. This has led to several authors laying emphasis on examining what managers actually do in practice, that is, managerial competencies. For instance, Koustelios (2003) classified the managerial competencies required of a sports club manager in four areas namely: Human Resource Management, Marketing and Communication, Financial Management, and Knowledge of the Sport offered. Each of these competencies has specific variables that can be observed in the profile/behavior of a manager.

1.2 Statement of the problem

The performance of soccer clubs in Uganda on the international scene leaves a lot to be desired. For instance, no Ugandan soccer club has progressed beyond the preliminary/qualifying stages of the various competitions held every two years since 1997. And yet before then, Ugandan soccer clubs usually qualified for quarter finals and semi finals, and sometimes even the finals (The Observer Newspaper, 2012). Despite having well trained coaches, teams do not perform to expectation. The minimum qualifications for coaches in the Super League and Big League are

Grade B and Grade C Coaching Certificates, respectively (FUFA Competitions Committee, 2012).

One of the key issues closely associated with the success of a sports club is the quality of its team management. The need for trained managers has been well articulated by several authors as the key to success and growth of sports organizations (Lambrecht, 1987; Parkhouse & Ulrich, 1979). It is therefore of paramount necessity that soccer is managed by competent personnel. However, soccer clubs in Uganda are yet to realize the crucial role played by trained and qualified managers in the development and success of soccer since there is a dearth of quality soccer management in Uganda. Most soccer club managers in Uganda are former players who assume management roles without necessarily undergoing the requisite formal training. Their competence as soccer club managers is therefore, uncertain. The absence of knowledge on their profiles and managerial competencies impacts negatively on the quality of soccer club management and consequently the success of Ugandan soccer clubs. It is against this background that this study was conceived to investigate the relationship between the soccer club managers' profiles and their managerial competencies.

1.3 Theoretical Framework

Several authors have attempted to identify specific areas of knowledge and skill required in managerial positions. For example, Parks and Quain (1986) and Quain and Parks (1986) identified writing, personnel management, public speaking, time management, money management, human relations, personal fitness and knowledge of sports as the most important competencies of sports managers. Das (1987) stated that an efficient manager is one who sets an example by personal qualities, job knowledge, business acumen, and management ability. While

Lambrecht (1987) found that design and control competencies, communication skills, sports skills, public awareness, accounting and budgeting were the most important cluster of competencies for sports and athletic club managers. The United States (US) and Canada intercollegiate athletic directors (1990) assigned higher ratings in areas such as marketing, financial management, administration and public relations. Fielding et al., (1991) found that sport management academics from thirty eight (38) universities in the US and Canada rated management skills, communication skills, accounting skills and thinking skills, as the more significant competencies required for success in sport management jobs.

Koustelios (2003) developed a model to identify the competencies needed to manage sports clubs in Greece. He came up with four (4) factors consisting of fifteen (15) competency statements: Human Resources Management (5 items), Marketing and Communication (4 items), Financial Management (3 items) and Knowledge of Sport (3 items). However, this study considered only thirteen (13) of the items. This model was appropriate for the present study because it appropriately identified important managerial competencies needed by managers in sports clubs. As a result, it was adopted for the study and the identified competencies were used as a measure of competencies required by managers of soccer clubs in Uganda. They were then considered in relation to the profiles of the soccer club managers. The study was therefore conducted in accordance with the conceptual framework shown in Figure 1 below.

1.4 Conceptual Framework

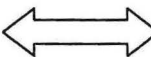
PROFILES		MANAGERIAL COMPETENCIES
Academic Qualifications		<p>Human Resource Management</p> <p>Coordinate issues of club employees Communicate with club employees Evaluate effectiveness of club employees Supervise club employees</p>
Specialized Training		<p>Marketing and Communication</p> <p>Create stable, strong relations with media Contact with media Persuade media to promote the club Interact with media Design promotional material for the club</p>
Experience		<p>Financial Management</p> <p>Manage financial matters of the club Prepare financial budget Develop financial plan</p>
Remuneration		<p>Knowledge of Soccer</p> <p>Know the rules and regulations of soccer</p>

Figure 1: Research Model on the Relationship between Profiles and Managerial Competencies.

(Developed from literature review based on Koustelios (2003) and Buckler (1982))

A manager with all the above competencies can greatly boost employee performance and help in the development of soccer clubs since ideal managers, according to Misumi (1989), and Misumi and Peterson (1985) as cited in Bovaird (1992), are defined in terms of both competencies and

performance. However, acquiring such desirable competencies is greatly dependent upon several factors including academic qualifications and specialized training (a sound educational background), experience and motivation (Buckler, 1982). The need for trained managers has been well articulated by several authors as the key to success and growth of sports organizations (Lambrecht, 1987; Parkhouse & Ulrich, 1979). Academic qualifications, for instance, are necessary to equip the managers with the abilities to appreciate the complexities of today's management practices in the developing world of soccer. Specialized training is essential for effective management. Experience is a vital tool in management since the practices and knowledge acquired over time can greatly enhance the managerial competencies of the soccer club managers. While motivation leads to gaining the commitment of employees (Cole, 2004). This therefore implies that the managerial competencies of soccer club managers will greatly be influenced by their profile.

1.5 Purpose of the Study

The purpose of this study was to determine the relationship between the profiles and managerial competencies of selected soccer club managers in Uganda so as to provide a benchmark for standardization of training and recruitment of soccer club managers in Uganda.

1.6 Objectives of the study

The study intended to determine whether there was a relationship between the profiles and managerial competencies of soccer club managers in Uganda. In order to address the problem, the following were the objectives of the study:

- i. To determine the profiles of the soccer club managers in Uganda.
- ii. To determine the managerial competencies of the managers.

- iii. To determine the relationship between the profiles and managerial competencies of the managers.
- iv. To recommend measures to improve the profiles and managerial competencies of soccer club managers.

1.7 Research questions

The study addressed the following research questions:

- i. What are the profiles of soccer club managers in Uganda?
- ii. What managerial competencies do the soccer club managers possess?
- iii. What is the relationship between the profiles and managerial competencies of the soccer club managers?
- iv. What measures can be taken to improve the profiles and managerial competencies of soccer club managers?

1.8 Research Hypotheses

HO There would be no significant relationship between the profiles and managerial competencies of soccer club managers in Uganda.

In order to test the above hypothesis, it was necessary to test the variables under profiles.

HO₁: There would be no significant relationship between academic qualifications and managerial competencies.

HO₂: There would be no significant relationship between experience and managerial competencies.

HO₃: There would be no significant relationship between remuneration and managerial competencies.

1.9 Scope of the study

1.9.1 Delimitations of the Study

The study was confined to the fourteen (14) Super League and seventeen (17) Big League soccer clubs in the 2010-2011 FUFA season. It concentrated on the profiles and managerial competencies of their team managers and assistant team managers. The profiles variables included their academic qualifications, specialized training in sports management and soccer management, experience in management and remuneration forms, while the managerial competencies variables included human resource management, marketing and communication, financial management, and knowledge of soccer, in particular the laws of the game.

1.9.2 Limitations of the Study

The researcher encountered some confounding problems:

- i. The clubs were scattered country-wide so accessing some managers was a challenge. However, the researcher took advantage of away games for some upcountry teams in Kampala, and in some instances, research assistants were used to access the managers.
- ii. Some respondents were unresponsive due to suspicions concerning the motives of the study leading to some sections of the questionnaires not being answered. As a result the researcher had to use the available data.
- iii. Lack of established systematic information on soccer club managers in Uganda.

1.10 Significance of the study

This study is important as a baseline for providing information about soccer club managers in Uganda which could be used by FUFA as a basis for reform in the system of training, recruitment, and deployment of soccer club managers to the various leagues in Uganda, thereby improving the management of soccer.

The findings of the study may be used by soccer clubs to streamline remuneration practices of soccer club managers in Uganda.

The study will enrich literature in the realm of sports management and may be used as reference material by future researchers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter the researcher reviewed literature basing on the following themes: profile of soccer club managers, managerial competencies of soccer club manager, and managerial competencies in relation to profiles of soccer club managers.

2.1 Profile of Soccer Club Managers

Profiles referred to the basic qualities/general qualifications a soccer club manager ought to possess in order to produce the desired results. An ideal and perfect manager would have all the traits that would be described as desirable. However, different managers may possess different qualities. Thus, in order to accept the challenge and responsibility in guiding and directing individuals, groups and teams in a soccer club, it is important that a manager possesses certain qualities and qualifications which serve as a general reference framework. The following qualities have been cited by several authors, including Avolio (1985) as cited by Bucher (1987), Bass (1990), and Buckler (1982), as being crucial for any soccer club manager: academic qualifications, specialized training, personal qualities, knowledge, motivation and experience. This study, however, considered only academic qualifications, specialized training, experience and motivation in terms of remuneration.

In terms of academic qualifications and specialized training, a soccer club manager needs to have both basic school education and some professional training in sports management and preferably, in soccer management, in order to appreciate the complexities of sports management (MOES,

2004). In fact the need for trained managers has been well articulated by several authors as being key to success and growth of sports organizations (Lambrecht, 1987; Parkhouse & Ulrich, 1979). Any administrator tasked with managing any sport related areas has to have thorough knowledge and understanding of theory and practice of the sporting process. This includes sport specific training, physical training and the skills, tactics and techniques (Buckler, 1982). This implies that a soccer club manager should possess a broad knowledge of sports in general, and soccer in particular, administrative policies and the procedures necessary to carry out the responsibilities of the position, know the most important values soccer and inter-club competitions have for players, be cognizant of the most worthwhile objectives to be achieved through these activities and have practical knowledge of techniques pertaining to different kinds of managerial functions. Therefore, this calls for soccer club managers in Uganda to have relevant certified qualifications in both academics and soccer management, and practical experience through active participation. This explains why sports organizations nowadays are willing to spend huge amounts of money on manager development courses and seminars (Cawood & Gibbon, 1985).

Guclu, Yamani & Yenel (1996) go a step further, pointing out that the selection, evaluation and education of sports managers working in rural and urban sports clubs in India is inadequate thereby rendering the managers incompetent. Sunay (1998) points out that there should be a relationship between sports federations, clubs and university Physical Education and Sports Departments so that the universities may, in addition to educating potential sports managers, develop curricula geared towards the specific needs of the sports federations and clubs. Therefore, FUFA should liaise with the Ministry of Education and Sports (MOES) and universities to ensure that the specific needs of soccer club managers are incorporated within the

sports management university curriculum to produce adequately trained personnel who can competently manage soccer clubs.

Experience encompasses the process in which academics and specialized training are put into practice and concepts used to the maximum. It involves learning through active participation which is a desirable quality. It is desirable for sports club managers to have a background of both teaching and coaching experience (Buckler, 1982). This is agreement with Pickett (1998) who defines competencies as the sum of our experience and the knowledge, skills, values and attitudes we have acquired during our lifetime. This calls for continuity of the soccer club managers in order to acquire the necessary experience.

Managers are stimulated to be innovative and creative by questioning assumptions, preventing organizational problems and approaching old situations in new ways through motivation. This indicates that motivating employees such as managers is essential if they are to move towards high performance and ensure that the sports club's goals are achieved (Avolio, 1985; Bass, 1990). Cole (2004) further agrees when he defines motivation as gaining the commitment of employees. In Uganda, motivation of managers is usually through payment of salaries and other fringe benefits such as bonuses. Hence, there is need for FUFA to develop a well- trained and motivated workforce for soccer clubs if soccer is to develop in Uganda.

The Personal Competence Model (Fowler, 1994) adopted by this study focuses on the personal behavior of the job-holder in carrying out his or her work. This model is based on four sets of personal competencies: planning, to optimize the achievement of results; managing others, to optimize results; managing oneself, to optimize results; and using intellect, to optimize results. This model was appropriate for the current study because it focuses on the profile of the soccer

club manager in terms of having the prerequisite qualities such as academic and professional qualifications, which enable him to carry out the necessary activities including setting and prioritizing objectives, monitoring and responding to actual against planned activities, or managing personal emotions and stress; as well as possessing the required knowledge and experience necessary for good performance.

2.2 Managerial Competencies of Soccer Club Managers

The concept of managerial competencies has been an area of research interest in sports management for a long time. Gonezi, Hagar and Athanason (1993) note that competence is inferred from successful performance and integrates attributes as underlying conditions within the valued actions (the performance). Dainty and Anderson (1996) define competencies as the behavioral skills, areas of knowledge, cognitive processes and the emotional makeup of the executive needed for effective performance. Woodruffe (1991) defines competencies in terms of the sets of behaviors that a person must display in order to be competent. While Cole (2004), points out that competency is the ability to perform activities within an occupation or function to the standards expected in employment, and being competent is an individual's overall capability to undertake certain work to an acceptable standard. These views are in line with Siu (1998), who contends that being competent means having the ability, being capable, possessing certain skills and the knowledge to do what one is supposed to do. Perdue, Ninemeier and Woods (2002) note that what is common amongst the definitions is that certain motives, traits, skills and abilities are attributed to people who consistently behave in specific ways.

The role of the sports manager has been well-researched. For example, Boyatzis (1982), one of the most influential contributors on the topic of generic competencies, identified twelve

competencies that, in his view, distinguished superior from average managers in terms of performance. These include concern with impact, diagnostic use of concepts, efficiency orientation, proactivity, conceptualization, self-confidence, use of oral presentations, managing group processes, use of socialized power, perceptual objectivity, self-control, and stamina and adaptability.

However, the concept of a high performing manager differs from place to place and organization to organization. For example, according to England and Lee (1974), Chakrabarti and Kundu (1984) and Howell et al. (1997) as cited by Francis, (2007), effective managers are ones who are pragmatic, dynamic, warm hearted, attentive, easygoing, persevering, emotionally mature, stable and highly skilled. An ideal Japanese manager, according to Misumi (1989) and Misumi and Peterson (1985) as cited by Bovaird (1992) is defined in terms of both competencies and performance. This implies that the concept of competencies, skills and abilities has been an area of research interest in sport management for many years.

Attempts have been made to identify specific areas of knowledge and skill in managerial positions. Managerial competencies are looked at as the actual and specific duties soccer club managers perform. For example, Parks and Quain (1986) and Quain and Parks (1986) identify writing, personnel management, public speaking, time management, money management, human relations, personal fitness and knowledge of sports as the most important competencies of sports managers. Das (1987) states that an efficient manager is one who sets an example by personal qualities, job knowledge, business acumen and management ability. While Lambrecht (1987) found that design and control competencies, communication skills, sports skills, public awareness, accounting and budgeting were the most important cluster of competencies for sports

and athletic club managers. Hatfield et al. (1987) indicate that professional sport managers from the US and Canada rated the areas of labor relations and personnel evaluation as more important, while the intercollegiate athletic directors assigned higher ratings in other areas such as marketing, financial management, administration and public relations.

Fielding et al. (1991) found that sport management academics from thirty eight (38) universities in the US and Canada rated management skills, communication skills, accounting skills and thinking skills as the more significant competencies required for success in sport management jobs. Other researchers state that a good manager is one who, among other attributes, is a good leader, a motivator and one who manages time and money efficiently (Bass, 1990; Boyatzis, 1995; Clayton & Torney, 1990; Hearn & Close, 1997; Mintzberg, 1994; Mogane, 1999 as cited by Cole, 2004; Sternberg & Kolligian, 1990; and Wallace & Hunt, 1996). Perdue, Ninemeir and Woods (2002) list the following features as attributes of successful and effective managers: command of basic facts, relevant professional knowledge, continuing sensitivity to events, analytical problem-solving, decision-making and judgment-making skills, social skills and abilities, emotional resilience, proactivity, that is, the inclination to respond purposefully to events, creativity, mental agility, balanced learning habits and skills and self-knowledge.

Koustelios (2003) identifies four basic competencies in managing fitness centers and sports clubs in Greece: human resource management, marketing and communication, financial management, and knowledge of the sport. Under human resource management, the specific attributes include the ability to coordinate issues related to sports club employees, communicate with the employees of the sports club, evaluate the effectiveness of the sports club employees, and supervise sports club employees. Under marketing and communication, a manager should create

stable and powerful relations with the media, have contact with the media and persuade the media to promote the sports club, interact with the media, and design promotion material of the sports club. Under financial management, the competencies include the ability to manage financial matters of the sports club, prepare a financial budget, and develop a financial plan. Under knowledge of the sport, the manager should know the rules and regulations of the sport the club offers, provide first aid, and know the sport that the club offers. FIFA (2004) looks at the duties of a soccer club manager as including being responsible to the President and Executive Board with regard to specific football problems, having to work in liaison with the coach and those responsible for the teams, keeping a check on the application of the players in training, general organization of travel arrangements, equipment of the teams, and organization and proper running of the football school.

According to Cole (2004), competency is the ability to perform activities within an occupation or function to the standards expected in employment. He further contends that being competent is an individual's overall capability to undertake certain work to an acceptable standard. And to do this, four key elements can be discerned in terms of what managers might need to know or be able to do: managerial knowledge – what the manager needs to know about the organization, the job, in this case the soccer club, and the job of a manager respectively; managerial skills – what problem-solving, social and other skills the manager needs to be able to practice; managerial attitudes – what the manager is required to accept in terms of coping with stress, dealing with clients, in this case players and other stakeholders; managerial style – the expectations that people have concerning the way the manager exercises leadership. In other words, there are four dimensions to competence: the application of appropriate knowledge, skills and attributes to

ensure successful management of a task; management of a series of tasks; management of job contingencies in the same and different job environments.

The Employment-Led Model of job competence advanced by the United Kingdom's (UK) Employment Department (Cole, 2004) that was adopted by this study, expresses competency of managers in terms of four interrelated components: task skills, which is the performance of relevant tasks; task management, which are the skills required to manage a group of tasks within a job; contingency management skills, which are the skills required to respond to breakdowns in routines and procedures; and job/role environment; which are the skills in responding appropriately to the wider aspects of the job or role (for instance, dealing with people). This model was relevant because the study sought to establish whether the soccer club managers in Uganda possessed the necessary competencies or skills required to perform the relevant tasks to the expected standards and at the same time deal with the players, officials and the general public appropriately. The implication from the above literature is that although different scholars rank differently the various aspects of managerial competencies, they all agree on certain basic competencies which a sports club manager ought to possess.

2.3 Relationship between Profiles and Managerial Competencies

Management competency is a very important requirement and a major challenge in many sports clubs. This is because it is linked to club success. The managerial competencies of sports club managers has been well-researched (Bass, 1990; Boyatzis, 1995; Clayton & Torney, 1990; Das, 1987; Fielding, Pitts & Miller, 1991; Hatfield, Wrenn & Bretting, 1987; Hearn & Close, 1997; Koustelios, 2003; Lambrecht, 1987; Mintzberg, 1994; Mogane, 1999; Parks & Quain, 1986; and Quain & Parks, 1986; Perdue, et al., 2002; Sternberg & Kolligian, 1990; Wallace & Hunt, 1996). Even the assumed impact that managers have on the operational performance of the sports clubs

is evident in popular management publications (Blount, Joss & Mair, 1999; Crilley & Sharp, 2003; Peters & Waterman, 1984; Sarros & Butchatsky, 1996; Semler, (1993).

However, two research gaps still exist: First, despite the multitude of soccer clubs in the world, there are limited studies that have attempted to identify their professional qualities (profiles) (Australian Bureau of Statistics, 2002). One such study was by Buckler (1982) who states that an efficient sports manager is one who possesses, among other qualities, a sound educational background, experience, and motivation. This means that managers should have the prerequisite academic qualifications, relevant specialized training in soccer management, experience in sports management and the motivation to do the job. Second, those studies that have dealt with managers in sports organizations have not dealt simultaneously with the relationships between their profiles and managerial competencies (Frisby, 1991; NASPE-NASSM Joint Task Force, 1995; Smale & Frisby, 1992). Neal and Griffin (1999) argue that there is need for a substantial model of individual profiles to act as facilitation for research to investigate the underdeveloped linkages between individual profiles and managerial competencies. This study therefore, attempted to determine the relationship between the profiles and managerial competencies of soccer club managers in Uganda. However, in order to do this, it was necessary to look at the different levels of soccer organization, the professional structure of soccer clubs, functions/roles of a soccer club manager and management skills required of soccer club managers

2.3.1 Levels of Soccer Organization in Uganda

Club soccer in Uganda is organized at several levels: local, national, regional, continental and international. Locally, clubs participate in various competitions at district level. Through a system of promotion, clubs progress to play at national level in two tiers: the Big League and eventually the Super League, and this is where the clubs targeted in the study operate. Clubs that excel at the Super League level represent the country in various competitions at regional level -

Council of East and Central Africa Football Associations (CECAFA), continental level - Confederation of Africa Football (CAF), and international level - Federation of International Football (FIFA). It is therefore evident that soccer clubs have various relationships with stakeholders.

In Uganda, the clubs come together to form the administrative basis for FUFA, which is a member of CECAFA, CAF AND FIFA. FUFA also has a working relationship with the Uganda Olympic Committee (UOC), which is affiliated to the International Olympic Committee (IOC). And the IOC has a working relationship with FIFA. At all these levels, managerial competencies are required for success. This relationship is illustrated in Figure 2 below.

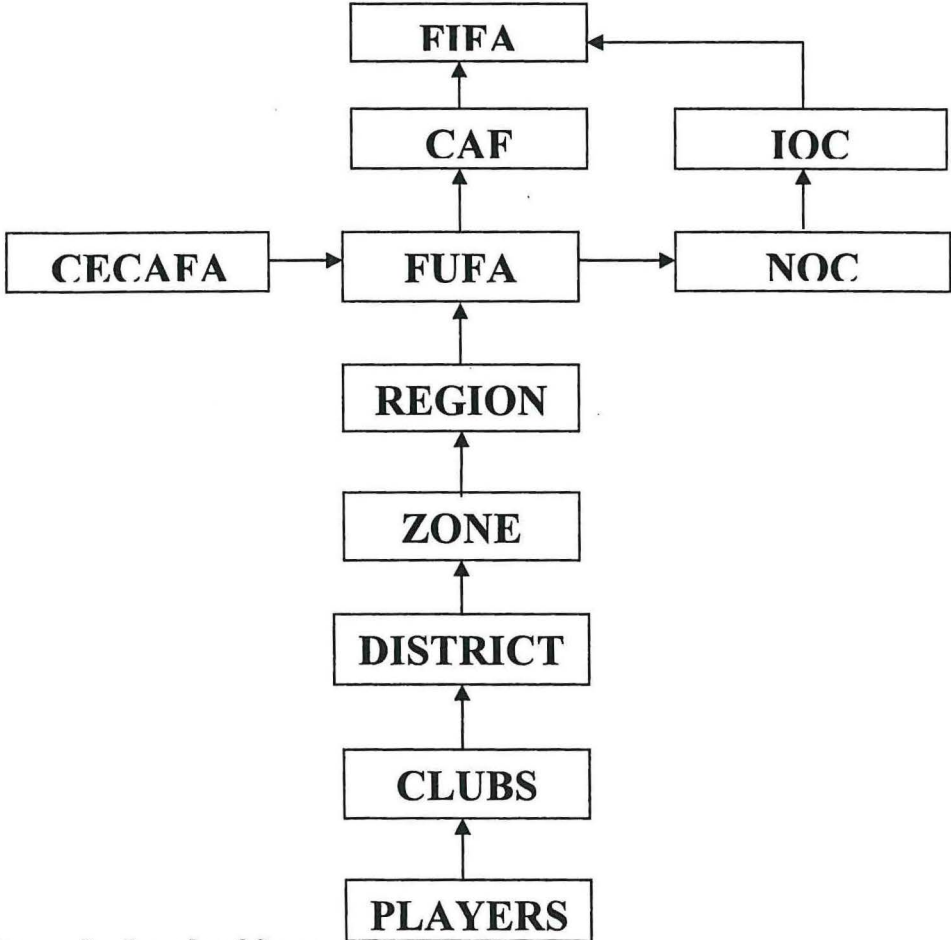


Figure 2: Levels of Soccer Organization
 (Developed from review of literature by FUFA (2011), FIFA (2008), IOC (2001))

2.3.2 The Organizational Structure of a Professional Soccer Club

Luscen (1981), and Kieser and Kubicek (1983), as cited in Koustelios (2003) noted that a universal definition and theory of sports clubs has been particularly cumbersome for sports scientists. However, soccer clubs in the Super League and Big League are steadily moving towards professionalism since a professional soccer club is the ideal which all teams strive to emulate and whose status they all strive to achieve. According to Broyles and Hay (1979) as cited in Cole (2004), the structure of a professional soccer club puts the manager as the in-charge of the day-to-day running of the club. The manager is assisted by the head coach, under whom are the trainer, physician, in-charge of facilities and equipment and attack and defense coaches, who specifically work with midfielders and attackers, and defenders and goalkeepers, respectively. Further, the manager is assisted by the coordinator of training and competition, who is in charge of the players' welfare and scouts, and the coordinator of administration, who deals with personnel, motivation, accounting purchasing, contracts, budgets, public relations, publicity, special projects such as promotions, adverts and transfers, tickets for entrance parking and security, as well as transport for home and away matches (see Figure 3). Therefore soccer club managers should be adequately trained to effectively carry out these diverse roles.

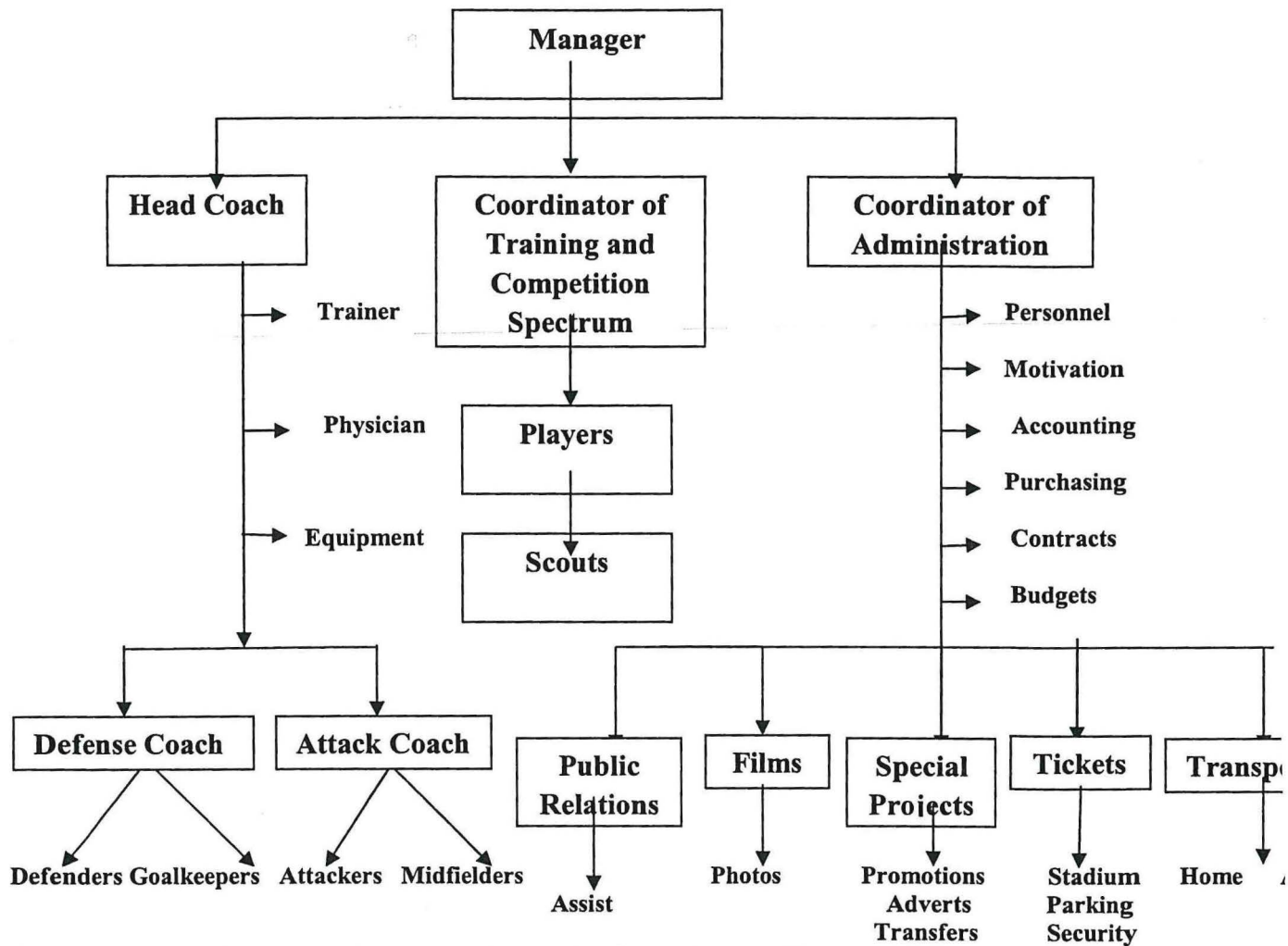


Figure 3: Organizational Structure of a Professional Soccer Club

(Adopted from Broyles & Hay (1979))

This structure is in line with FIFA (2004) which considered the duties of a soccer club manager as including: being responsible to the President and the Executive Board with regard to specific football problems, having to work in liaison with the coach and those responsible for the teams, keeping a check on the application of the players in training, general organization of travel

arrangements, equipment of the teams, and organization and proper running of the football school. This brings us to the major functions of a soccer club manager.

2.3.3 Functions of a Soccer Club Manager

The major functions of a soccer club depend on the club size but the basic ones include coaching marketing, personnel and finance. These are further categorized into line and service functions. The role of a soccer club manager entails performing primarily the line functions (coaching, marketing, personnel and finance), since these can make or break the soccer club programme. Line functions are directly concerned with producing and marketing soccer to customers which they are willing to pay for. The coaching function creates the product (game of soccer) paid for by fans while the marketing function determines the time, place and possession utilities. Service functions supplement the line functions and these include the functions of the trainer and the physician, which serve the coaching function. Proper equipment is also essential for effective coaching. Personnel and finances are also classified as service functions since they are not directly involved in providing customer utilities. However, they ensure smooth functioning of the club (Broyles and Hay, 1979). This is in line with Koustelios (2003) who identified human resource management, marketing and communication, financial management, and knowledge of the particular sport, in this case soccer, as managerial competencies required of sports club managers.

Although the soccer club programme is organized around these line and service functions, the administrative function which entails planning, organizing, directing, staffing, controlling, coordinating, reporting, budgeting, communication and evaluation are also crucial (FIFA, 2008) (see Figure 4). All these functions constitute managerial competencies required of soccer club

managers. Thus, it requires experienced and expert managers to be in charge of the day-to-day administration since they end up performing or being responsible for a myriad of functions. The main objective of a soccer club manager is to produce a winning team to satisfy fans. To accomplish this objective, the manager must use a coordinated effort or team work, and must be able to link up with all stakeholders. However, irrespective of the size and magnitude of activities carried out in a club, the management profiles and competencies required to run them are basically the same since they apply to supervisory and junior management positions as well as to middle and senior management roles; only the scale of application matters.

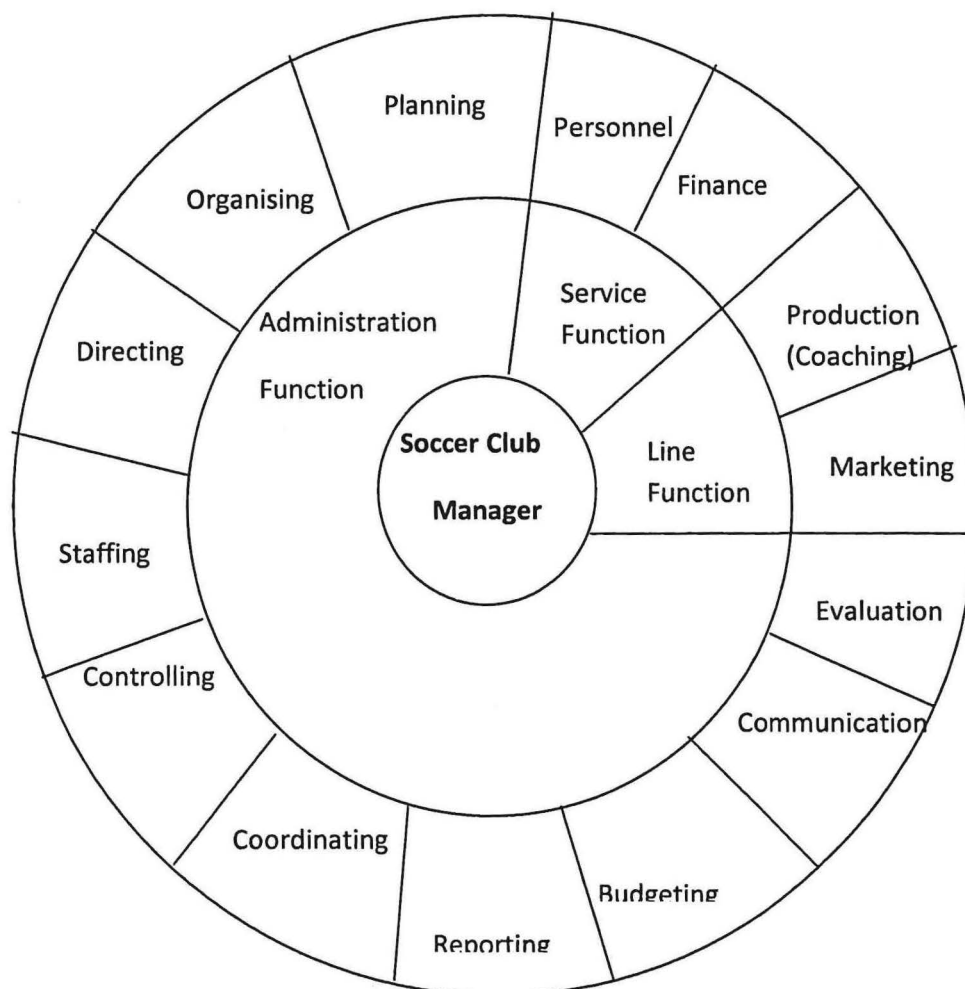


Figure 4: Model on Major Functions of a Soccer Club Manager

(Developed from review of literature by Broyles & Hay (1979); Koontz & O'Donnell (1984); FIFA (2004; 2008)

Anderson (1984) looks at the process of general management as entailing the tasks of planning, organizing, directing, staffing and controlling. Koontz and O'Donnell (1984) as cited by Mintzberg (1994) agree with Anderson by noting that managing is an operational process initially best dissected by analysing the managerial functions, and the five essential managerial functions include planning, organizing, staffing, directing and leading, and controlling. FIFA (2008) adds coordinating, reporting, budgeting and evaluating programmes and activities which collectively are of critical importance to soccer management.

Earlier, Fayol (1949), quoting Fayol (1916), in his classic definition of management, asserts that to manage is to forecast and plan, to organize, to command, to coordinate and to control. Brech (1975) states that management is a process which consists of planning, controlling, coordination and motivation. Erdogan, Bauer, and Carpenter (1969) as cited in Cole (2004) group the principles of management into four (4) critical functions of planning, organizing, leading and controlling (P-O-L-C), which provides useful guidance into what the ideal job of a manager should be. Cole (2004) on the other hand, groups the management activities in terms of planning, organizing, motivating and controlling (P-O-M-C) activities, which indicate broadly what managers do in practice. This indicates that management is not a new phenomenon and constitutes the oldest and most common people's activity (Plunkett, 1986) as cited by Nickols, (2008).

Planning is the first and most important task in the process of soccer management. Prendergast (1994) reiterates that managers need all three management skills to plan: goal setting to know what is reasonable yet challenging, interpersonal relations to ensure that athletes follow the right

plan, and decision-making to select among alternative plans and programmes. This means that soccer programmes which will help in the realization of the originally set goals, and the procedures or means of carrying them out are carefully formulated and designed. In other words, ways are devised to achieve the set goals and objectives through efficient planning. The planning process for soccer club managers must therefore relate to personnel, programmes and facilities, all of which are encompassed within the scope of soccer management. Planning is therefore a basic and essential function to all soccer club managers since it lays the foundation for all the other management processes. Frost and Marshal (1998) as cited by Nichols (2008) emphasize that sound planning decreases the number of crisis, gives direction to the organization's efforts, provides for a more systematic delegation of duties and ensures that the outcomes will be those that are intended. It also provides a basis for control.

The task of organizing refers creating order out of disorder in the most skillful way. A soccer club manager needs to be skilled in this task in order to develop a formal structure of a soccer organization or institution. The soccer club manager should be able to perform various tasks or roles in a clearly defined and arranged manner by assigning specific roles and duties to individuals or groups of individuals. Prendergast (1994) points out that organizing requires interpersonal relations, otherwise people may not cooperate, and decision-making skills, otherwise all will be confused. The soccer club manager therefore collects and puts together both human and material resources. In this task the manager recruits competent and talented staff, places them in right positions and provides them with the necessary materials to use so as to achieve the desired objectives.

Prendergast further states that the management process of coordinating refers to the deliberate efforts made to have personnel of the same organization work as a team and have a common sense of purpose. It is aimed at building teamwork at the club among all the personnel. This means that it is a process which involves relations with staff and players, the main purpose of which is to unify the activities of the various departments of the soccer club so that the stated objectives are achieved. This calls for interrelation, harmony and unity of all the various operations within the club so that all the parts function as a whole. This task demands executive ability on the part of the individual managers. Communication is essential in this respect. Often, it consists of supplying information on a current or proposed project, but in a sports club, this communication should educate and stress the values of the club for everybody concerned. The keynote to implementation, therefore, is the right person for the right job, including the soccer club managers' qualifications, both professional and personal. All this is done to ensure that the job is not only done well but completed in time.

Staffing is the entire array of personnel duties carried out by a manager such as identifying, selecting, recommending, assigning, re-assigning, and providing stimulation to staff (Prendergast, 1994). Martin and Coe (1991) as cited by Prendergast (1994) reiterate that in management, staffing involves selecting a network of reliable, competent and understanding managers to whom to refer athletes. This involves bringing in and training of personnel, and maintaining favorable conditions of work. The quality of people employed goes a long way in influencing the success of a soccer club in achieving its goals and objectives.

Prendergast (1994) contends that directing is concerned with authority and involves consulting and issuing directives and general orders to attain organizational objectives. It involves setting

standards that should be achieved. Once standards are set, all members of the soccer club should work towards achievement of the set standards. This can therefore, be looked upon as leadership, which involves communicating objectives to the staff and players of the soccer club in such persuasive ways that they come to own them. This could involve using various methods of motivation, hence influencing them to work towards achievement of the objectives of the soccer club.

Controlling is the process of taking whatever steps are necessary to see that operations proceed according to plan and as per set standards and it consists of three steps namely establishing performance against standards, measuring performance standards and addressing shortcomings. The control function is essentially seen as a monitoring process for the purpose of handling weaknesses and potential problems. In controlling, the soccer club manager concerns himself with rectifying, correcting or checking any cases of deterioration or weakness in the standards of performance. Controlling as a process entails comparing actual performance with established standards for the purpose of taking action to correct any deviation (Prendergast, 1994). Hence, a soccer club manager attempts to prevent problems, helps to solve problems that occur as quickly and effectively as possible and ensures correct course of action and achievement of desired standards in a soccer club.

Prendergast (1994) further reiterates that reporting refers to the management process of conveying information and decisions to appropriate centers and people either higher up in the line of authority or to other groups of people to whom one is responsible through regular reports, research and continued observation. It provides feedback for the purposes of accountability; therefore it is necessary for every member of staff and players to know whom to report to and

from whom to get the orders. The ability of soccer club managers to give clear, concise and accurate reports is therefore very important particularly if they are to be effective since they are responsible for the daily operations of the club and the welfare of the players.

Budgeting is a systematic statement which forecasts the probable expenditure and anticipated revenues of an individual, an organization, or an institution during a stated period of time. Thus, a budget involves resource allocation (Prendergast, 1994). In a soccer club, the programmes require resources such as time, money, and personnel. Therefore, the budget for activities must be a comprehensive statement of expected outcomes encompassing time, money and personnel. Thus, budgeting involves meticulous planning of income and expenditure well in advance. This makes financial management one of the most important duties of soccer club managers since it entails developing financial specifications to project income and expenditures of each of the programme units. It is a sacred trust and must be handled with utmost care and devotion.

The need for evaluation is present in any viable, dynamic organization. Prendergast (1994) refers to evaluation as the management process of assessing the strengths (or successes) and weaknesses (or failures) of the operations of an organization. The soccer club manager's job is similar to that of a coach, which involves constantly evaluating the strengths and weaknesses of a team and endeavoring to augment the strengths to eliminate the weaknesses. The manager should therefore, be able to judge the progress of the club by measuring the results against the original purposes or goals. Thus, the purpose of an evaluation is to determine how close the actual results are to the standards and goals that have been established. The manager evaluates the achievements of staff members and players individually and collectively to determine how successful they have been and how their future efforts may be improved. This involves

appraising the effectiveness and efficiency of the activities and programmes since weaknesses in the different programmes must be identified and appropriate measures taken for improvement. Thus, evaluation should be an ongoing process as the programmes are continuously affected. This makes evaluation one of the major responsibilities of a soccer club manager since it involves judging the results of the programme and one's reaction in relation to these results. The information gathered through evaluation forms the basis on which the managers make decisions regarding a programme or the club as a whole. Successes determine what should be the next step. Soccer club managers should therefore, be sensitive to any evaluative information that originates from their own personal observations, periodical reports, public observations and mass media reports and reactions about their programmes and the club.

Managing is an enabling process to maximize performance, development and fulfillment (Mogane, 1999). Therefore, management is not an activity that exists in its own right. It is rather a description of activities carried out by those members of organizations whose role is that of a manager who either has formal responsibility for the work of one or more persons in the organization or who is accountable for specialist advisory duties in support of key management activities (Cole, 2004). As such, it requires diverse competencies. Soccer is a worldwide passion and this is no different in Uganda, where it is the premier sport. It is also big business. As a result, it should be managed by people who possess additional competencies beyond the immediate needs of most administrators, thus enabling them to play different roles. According to Mintzberg (1973) roles are organized sets of behaviours identified with a position and are categorized into three (3) main groupings namely interpersonal roles (figurehead, leader, liaison); informational roles (monitor, disseminator, spokesman); and decisional roles (entrepreneur, disturbance handler, resource allocator, negotiator

Mogane (1999) looks at these roles as being a leader, resource person, councilor, instructor/teacher, facilitator, decision maker, and knowledgeable person. A good manager is one who, among other attributes, is a good leader, a motivator and one who manages time and money efficiently (Bass, 1990; Boyatzis, 1995; Clayton & Torney, 1990; Hearn & Close, 1997; Mintzberg, 1994; Mogane, 1999; Sternberg & Kolligian, 1990; Wallace & Hunt, 1996).

Clayton and Torney (1990) summarize these roles as being an inspirational leader, influential leader, efficient teacher, diagnostician, experimenter/inventor, strategist, humorist, and promoter. As an inspirational leader, the manager portrays enthusiasm and great interest in his work, motivates to maximize efforts and ensures team spirit is high, team pride is great, and athletes help each other. As an influential leader, he sets high standards of conduct and requires athletes' commitment, is firm, fair, and states clearly his expectations. However, the manager is also able to yield in his opinions when it is advisable, is not obstinate, is sensitive to each individual's aspirations and problems and engenders respect of the athletes for the other managers and for athletes as well. In addition, the manager motivates members of his team to give maximum effort in an endeavor to win, emphasizes the importance of individual success to team victory, but also teaches that other values are important, since winning unfairly gives a hollow satisfaction. Thus, the manager stresses that arrogance creates hostility and emphasizes that character, sportsmanship, and individual performance improvement are important objectives.

As an efficient teacher, the manager leads athletes to think for themselves and solve problems. For effectiveness, the manager obtains the assistance of others by delegating tasks. The manager is also able to communicate effectively by ensuring his explanations are understood. In addition,

the manager is knowledgeable about techniques and tactics of soccer and is aware of and applies the findings of research. In order to adapt to new and better methods of management, the manager is flexible and uses modern technology in his dealings. As a diagnostician, the manager is able to observe and discern flaws in performance prescribe corrections and treat each individual according to his differences from others in abilities and attitudes.

As an experimenter/inventor, the manager is able to innovate, devise and revise, originate new management techniques and better administration methods, by critically analysing and improving upon the current methods of administration. As a strategist, the manager studies opponents and the situation and psyches the athletes in their various positions, making sure that their abilities will count the utmost and counsels them concerning their positions. As a humorist, the manager sees the funny side of things and does not behave too seriously. Hence, the humor relieves tensions. As a promoter, the manager is adept in public relations and publicity, is able to meet with people and to involve people, makes the programmes and its values known to the public and ensures schedules and meets results appear in the media.

Butcher and Krotee (1993) as cited by Nickols (2008) divide these roles into administrative/managerial, technical, scientific, leadership and legal. Under administrative/managerial roles, activities identified include formulation of administrative policies, office management, keeping records, filing player profiles, communication, and calling and attending meetings. Other activities include organizing sports events, planning club activities, coordinating various club activities, scheduling club activities, management of soccer contests and administration of tournaments. Delegating and staffing for club activities, such as selection and assignment of coaches, budgeting and financial management, seeking sponsorship, contracting game officials,

giving awards and managing teams on external engagements are the other administrative roles a manager is expected to fulfill. The publicity role entails a manager being a publicity agent, social worker, friend, personal counselor and guardian. The technical role entails a manager being a competent teacher, communicator, trainer, instructor, motivator, actor and disciplinarian. The scientific role entails a manager being a scientist, evaluator, student, researcher and general doctor.

Leadership roles entail having a vision and mission, mobilization skills, being a role model/exhibiting sportsmanship, ethics, and being a businessman. Legal roles entail proper planning and execution of activities in the learning processes such as, ensuring provision of proper instruction during training and providing safe means of transportation to the teams. They also include providing a safe learning and competition environment, which involves providing adequate and proper equipment and providing the necessary care and maintenance of equipment. Others include providing for health and medical supervision of the players by ensuring proper evaluation of players' injuries and/or incapacity, supervising the activities and coaching staff closely, keeping adequate records for players and staff, providing appropriate emergency assistance and following due process when dealing with athletes and staff, for example, getting International Transfer Certificates for players who may want to go to play abroad.

Patton, Corry, Gettman and Graf (1986) look at the characteristic duties of the sports manager as entailing being a manager, planner, supervisor, educator, exercise leader, motivator, counselor, promoter, assessor and evaluator. As a manager, duties include administering daily operations, designing programme activities, controlling programmes, guiding and directing staff, purchasing equipment, maintaining facilities, regulating budgeting, scheduling activities, communicating

with staff and participants and cooperating with other departments. As a planner, duties include assessing organizational needs, establishing goals for the programmes, designing programmes, organizing resources and arranging schedules. As a supervisor, duties include hiring and dismissing staff, overseeing programmes and staff, coordinating staff and programmes, motivating staff and evaluating staff. As an educator, duties include training staff, instructing participants, evaluating learning and developing curricula.

As an exercise leader, duties include guiding participants, conducting classes, using safe techniques and providing a role model. As a motivator, duties include giving impetus to programmes, persuading participants, influencing participants, inducing changes in participants and inciting action. As a counselor, duties include advising participants, suggesting changes, expressing opinions, judging effectiveness of actions and recommending action in consultation with participants. As a promoter, duties include designing marketing techniques, encouraging participation, using sales techniques and advancing programme advantages. As an assessor, duties include conducting participant tests, interpreting test results and following safe procedures. As an evaluator, duties include designing programme-evaluation procedures, performing statistical analyses, interpreting results, analyzing programme trends and conveying reports to management.

Thus, the soccer club manager has to play these diverse roles if he is to succeed in his responsibilities since they are a means to his goal. However, in order to carry out the above mentioned diverse tasks and sub-tasks effectively, the soccer club manager requires certain competencies. Therefore, efficient and effective working of a soccer club depends upon the well knit organization of its different activities and expert management.

2.3.4 Managerial Skills Required of a Soccer Club Manager

These refer to the general grouping of attributes required of soccer club managers. FIFA (2008) contends that managers need diverse skills to run a football club effectively, and these include technical skills, interpersonal skills, conceptual skills and leadership skills. Technical skills are defined as an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures or techniques. Technical skill involves specialized knowledge, analytical ability within that specialty and facility in the use of the tools and techniques of the specific discipline (FIFA, 2008). Buckler (1982) notes that they involve the ability to employ specialized knowledge and expertise in performing given tasks. This implies that a manager must understand what it is to manage and the correct procedures in doing the required work. This implies that the technical skills of a soccer club manager include a wide variety of activities such as budget making, purchase and care of equipment, planning and maintenance of facilities, scheduling sports contests, certifying the eligibility of athletes, establishing policies, supervision of coaching, office management, public relations and evaluation.

FIFA (2008) defines interpersonal (human) skills as the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads. Buckler (1982) points out that they involve the ability to relate and work through other people's communication, attitude-shaping, team work, and motivation. This implies that one must influence others to integrate effort and work. According to Prendergast (1994) this is a skill that involves the ability to understand individuals, the athletes, and to communicate with them. There is also the matter of ethics; athletes must be valued as people and not as a means to achieve glory. The implication is

that the interpersonal skill involves the ability to develop good working relationships among staff and players, to get along with people, to provide a working climate where individuals aspire to do the best for the club, and being able to work with them effectively. This can only be done by the manager setting a good example, inspiring confidence, selecting proper incentives, possessing poise, having a personal attitude, cooperating with and helping others when necessary, developing and practicing ethical standards, being persuasive, and planning ahead of time. This implies that the soccer club manager must be able to coordinate the abilities of many individuals so that they produce results.

Furthermore, a soccer club manager needs to understand other people, mainly players, and be able to work with them effectively. According to Buckler (1982) interpersonal skills signify competence in human relations. Implicit in this skill is a realistic understanding of self, integrity, decision-making, professionalism (portraying a positive image), capacity (intelligence, verbal faculty and judgment), status (socio-economic position, personality and popularity), responsibility (dependability, self-confidence and ambition), participation (sociability, adaptability/flexibility and activity), sound health and fitness for the job, initiative and courage. Since the player-manager relationship is often voluntary, it is probably even more important, for soccer club managers to have this skill. If a manager does not understand his players as individuals, he will not know why they react in certain ways to various situations, so their actions may not have the desired effect. If soccer club managers care about their athletes, staff and clubs as a whole, and want them to achieve, then they will endeavor to understand them. If they do not care, then they should not be managers.

Conceptual skills according to FIFA (2008) entail the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others. Buckler (1982) asserts that they entail the ability to think logically and analyze, understand and effect relationships as one assembles/formulates the organization's strategies or plans. This implies that a soccer club manager should have the ability to originate ideas, to sense problems and to work out solutions to these problems that will benefit the club and establish the right priorities and club's direction.

In this respect, the manager is a leader since he influences the activities of other people in an effort to have them willingly strive to achieve for the organization. According to Tucker (1988) as cited by Cawood (1992) the word leadership arises from the word leader, which refers to an individual who has either power, authority or charisma enough to command or influence others. Thus, leadership is a social process where a soccer club manager works with people as he directs and guides them.

Anderson (1984) contends that management skills also include decision-making and goal-setting apart from interpersonal relations. Prendergast (1994) looks at decision-making as a process that involves choosing one of a number of courses of action. It requires the ability to define problems and to be creative or innovative in decision-making. A soccer club manager needs these abilities. There are many possible alternatives between objectives and their attainment but only a few are successful. There are many uncertainties in soccer but they all have to be assessed and decisions taken. This makes decision making absolutely necessary. If a soccer club manager is not definite in his decisions, he will raise doubt in his players. He therefore needs to be decisive. However, in most sports organizations, the decision making role is held by the upper level directors, who in

the case of soccer clubs in Uganda are the chairmen and secretaries, even over issues which should ideally fall under the duties of a manager (Turler, 1983; Yenel, 1998).

In terms of goal setting, Anderson (1984) reiterates that goals must be credible, useful, motivating and should be staged to form mile-stones along the programme. The achievement of these stages will be satisfying and boost confidence. They should be multi-faceted so that progress on many fronts can be encouraged. This will ultimately measure the success of the activities undertaken by the club. It is important to formulate goals so as to have everyone's efforts followed in the same direction. The ultimate goal of a soccer club manager should be to reach the pinnacle of success, and everybody in the club should approach that pinnacle on a broad-based front. However, the goals have to be specific, measurable, achievable, realistic and timed.

Conclusively, management can be understood as comprising a set of activities, directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals. It has an executive function for carrying out agreed policy. Therefore, it is imperative for soccer club managers to possess the necessary expertise to manage all the resources (human, financial, physical, time). Management is both an art and a science. It is the art of making people more effective than they would have been without you. The science of management is in how you do that (Maicibi, 2005) as cited by FIFA (2008). Therefore, soccer management is a process of getting things done with or through other people to attain soccer-specific goals. Despite having different ownership forms, structures and management methods, and objectives, all clubs should follow the same basic principles of management. Thus, managerial talent is a very

important requirement and a major challenge in many sports clubs. This is because it is linked to club success.

2.3.5 Conclusion

Although the managerial competencies of sports club managers have been well-researched as evidenced by the several authors cited earlier in the chapter, there are limited studies that have attempted to identify their professional qualities (profiles) (Australian Bureau of Statistics, 2002). One such study was by Buckler (1982), who states that an efficient sports manager is one who possessed, among other qualities, a sound educational background, experience, and motivation. Moreover, those studies that have dealt with managers in sports organizations have not dealt simultaneously with the relationships between their profiles and managerial competencies (Frisby, 1991; NASPE-NASSM Joint Task Force, 1993; Smale and Frisby, 1992). Neal and Griffin (1999) argue that there is need for a substantial model of individual profiles to act as facilitation for research to investigate the underdeveloped linkages between individual profiles and managerial competencies. This study therefore, focused on determining the relationship between the profiles and managerial competencies of soccer club managers in Uganda. And in order to do so, literature review was conducted along three (3) major areas:

- i. Profiles of soccer club managers.
- ii. Managerial competencies of soccer club managers.
- iii. Relationship between profiles and managerial competencies of soccer club managers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research investigated the relationship between the profiles and managerial competencies of selected soccer club managers in Uganda. This chapter outlines the research design, research instruments, validity and reliability of research instruments, target population, sampling techniques, data collection procedure, ethical considerations, data analysis procedure and data presentation.

3.1 Research Design

The study was conducted using correlation and descriptive survey research design. These were well suited to determine the profiles and managerial competencies of soccer club managers in Uganda and to determine the relationship between their profiles and managerial competencies. A quantitative approach to data collection was used since the study was an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true (Creswell, 1994) as cited by Koustelios (2003). It involved systematic collection, analysis, interpretation and reporting of pertinent facts concerning the profiles and managerial competencies of the subjects. The basic purpose was to determine present practices by describing and interpreting what exists, so as to furnish guidance in the justification or improvement of present status. This implies that the independent variables were not manipulated but assigned on the basis of trait measures the subjects already possessed. In addition, correlation

analysis of variance techniques were used to identify areas of association between profiles and managerial competencies.

3.2 Research Instruments

- i. The main instrument for data collection was questionnaires which contained both open and close-ended items on the following aspects:
 - a) Profiles of the managers in respect to academic qualifications, specialized training, experience, and remuneration.
 - b) Managerial competencies in respect to human resource management, marketing and communication, financial management, and knowledge of the laws of soccer.
- ii. Document analysis regarding the profiles (academic qualifications and specialized training) and managerial competencies (knowledge of soccer, specifically the laws of the game) of the managers.
- iii. Analysis of the FUFA Constitution and the rules and regulations governing the upper league in Uganda.

3.3 Validity and Reliability of Instruments

- i. The questionnaire was developed with the assistance of the supervisors to ensure the questions addressed the research objectives.
- ii. The model of managerial competencies developed by Koustelios (2003) is one of the tools used in the FIFA Sports Administration Courses since it addresses the major competencies required for soccer managers. Thus, it provided a valid and reliable tool for this study.
- iii. The variables considered under profiles are regarded by several administrators as prerequisites for effective management practices, thereby providing a reliable tool.

3.4 Target Population

Sidhu (1984) as cited by Butcher (1987) considers a population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. The target population for this study was the team managers and assistant team managers of the fourteen (14) Super League clubs and seventeen (17) Big League clubs in the 2010-2011 FUFA season totaling sixty-two (62) respondents in number. This category was selected because they are in charge of the daily running of the soccer clubs and welfare of the players thus, have a great impact on the overall performance of the clubs.

3.5 Sample Size and Sampling Techniques

Purposive sampling technique was used to determine the sample size of both the clubs and the managers. All the fourteen (14) soccer clubs in the Super League and the seventeen (17) soccer clubs in the Big League were involved in the study. All the team managers and assistant team managers of these clubs were also involved in the study bringing the sample size to sixty-two (62) respondents. The justification for these samples was that since these clubs are in the topmost tier of Ugandan soccer, it is expected that they are managed by the best soccer administrators in the country. Thus, it is assumed that they possess the profiles and managerial competencies for effective soccer club management.

3.6 Data collection procedure

The researcher obtained an introductory letter from the Department of Sport Science, Kyambogo University and then proceeded to distribute the self-completed questionnaires of both closed-

structured questions and opinion questions to the respondents which were later collected. The researcher employed assistants to help with the distribution and retrieval of the questionnaires.

3.6 Ethical considerations

A conducive atmosphere was cultivated through self introduction and thorough explanations to the respondents concerning the motives of the research and how it could help Ugandan soccer to improve as a way of ensuring that reliable and relevant data was collected. The respondents were also reliably informed that their responses were voluntary and confidential. In addition, the researcher extended gratitude to the respondents for their contribution towards the research.

3.8 Data analysis procedure

Data was collected, sorted, coded and analyzed using standard descriptive statistics including frequency, percentage, range, mean, standard deviation. In addition to the descriptive statistics, inferential statistics (ANOVA and Pearson Correlation Coefficient) were used to test the hypotheses. A comparison of the scores of the different profiles of managers and their managerial competencies was made using Analyses of Variance (ANOVA) to test the hypotheses at $p=0.01$ level of significance. Pearson Correlation Coefficient was used to establish the relationship between the profiles and managerial competencies of the respondents at $p=0.01$ significance level.

3.9 Data Presentation

Data was presented in tables, bar graphs and pie charts. This was supplemented by discussion of the results according to the research objectives in order to draw conclusions and recommendations.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents and interprets the data based on the research findings. The study sought to establish the relationship between the profiles and managerial competencies of selected soccer club managers in Uganda. The study was based on three specific objectives:

- i. To determine the profiles of soccer club managers in Uganda.
- ii. To determine the managerial competencies of the managers.
- iii. To determine the relationship between the profiles and managerial competencies of the managers.
- iv. To recommend measures to improve the profiles and managerial competencies of soccer club managers.

In order to solicit for the required information, a total of 62 respondents comprising of team managers and assistant team managers drawn from the 14 Super League soccer clubs and 17 Big League soccer clubs in Uganda were surveyed. The data was obtained using mainly questionnaires. The data was analyzed using descriptive statistics and inferential statistics. The data was then presented in form of tables, bar graphs, pie-charts and discussions. Although all the 62 questionnaires were returned representing 100%, some respondents did not answer all the questions (see Tables 4.1 – 4.5).

The results are presented in two main sections: descriptive statistics regarding the demographic characteristics of the respondents including their age, sex, level of club, educational background, experience and remuneration, which form the backbone of the profiles of the respondents and

their managerial competencies, and inferential statistics whereby the hypotheses are tested in order to establish the relationship between the profiles and managerial competencies of the respondents.

4.1 Demographic Characteristics

This variable included the bio-data of the respondents (including their club level, age and sex), educational background, experience and remuneration.

4.1.1 Bio – Data

This variable considered the level of the different clubs (Super League or Big League), the age and sex of the respondents. The findings are presented in Table 4.1 and Figures 4.1, 4.2, and 4.3 respectively. In all cases, 40 (64.5%) respondents indicated their bio-data, while 22 (35.5%) respondents did not indicate.

Table 4.1: Distribution of Respondents by Bio-Data (Club Level, Age and Sex)

TYPE OF DATA	FREQUENCY	PERCENTAGE
Club level		
Super League	14	22.6
Big League	26	41.9
Total	40	64.5
No response	22	35.5
Total	62	100.0
Age (years)		
30 and below	20	32.3
31 – 40	06	9.7
41 – 50	12	19.4
51 – 60	02	3.2
Total	40	64.5
No response	22	35.5
Total	62	100.0
Sex		
Female	09	14.5
Male	31	50.0
Total	40	64.5
No response	22	35.5
Total	62	100.0

Level of Club

From the results, of the 40 respondents who indicated the level of their club, 14 were from the Super League and 26 were from the Big League, accounting for 22.6% and 41.9% respectively (see Table 4.1). However, considering only the 40 respondents who indicated the level of their

club, 65% were from the Big League as compared to only 35% from the Super League (see Figure 4.1).

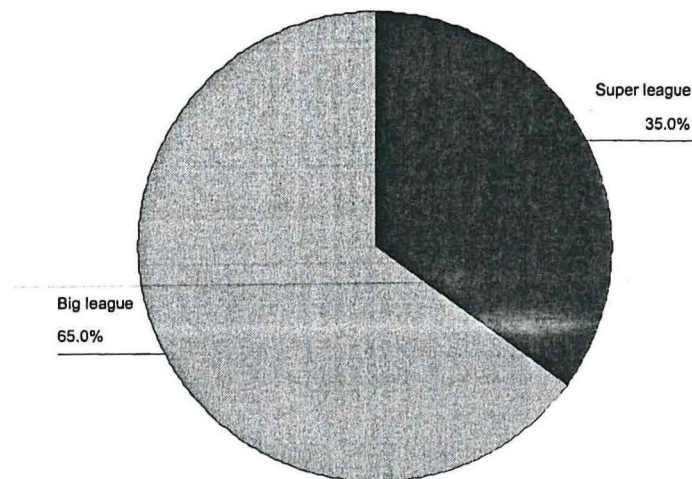


Figure 4.1: Distribution of Respondents by Level of Club

Age of Managers

In terms of age, the results show that the ages of the managers ranged from below 30 to 60 years of age. The majority, 20 (32.3%) respondents were below 30, 12 (19.4%) respondents were between 41-50, 6 (9.7%) respondents were between 31-40 and only 2 (3.2%) respondents were between 51-60 years of age (see Table 4.1). However, considering only the 40 respondents who indicated their age, 50% were below 30 years of age, 30% were between 41-50, 15% were between 31-40, and only 5% were between 51-60 years of age (see Figure 4.2).

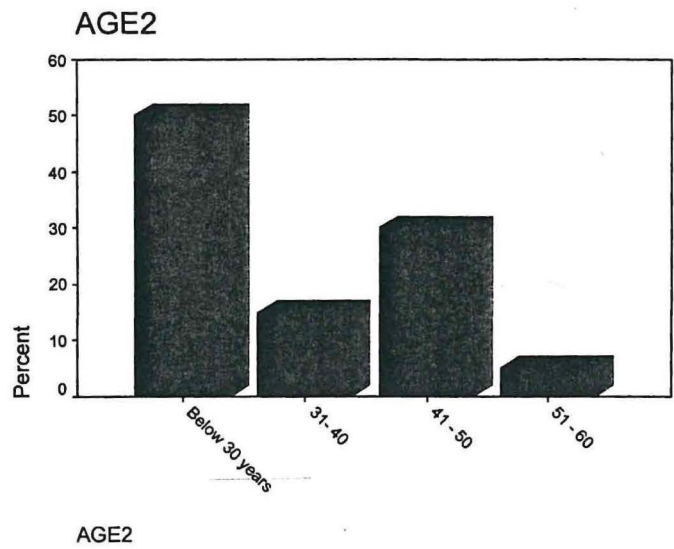


Figure 4.2: Distribution of Respondents by Age

Sex of Managers

In terms of the sex of the managers, 31 were male and 9 were female, accounting for 50% and 14.5%, respectively (see Table 4.1). However, considering only the 40 respondents who indicated their sex, 77.5% were male as compared to 22.5% female (see Figure 4.3).

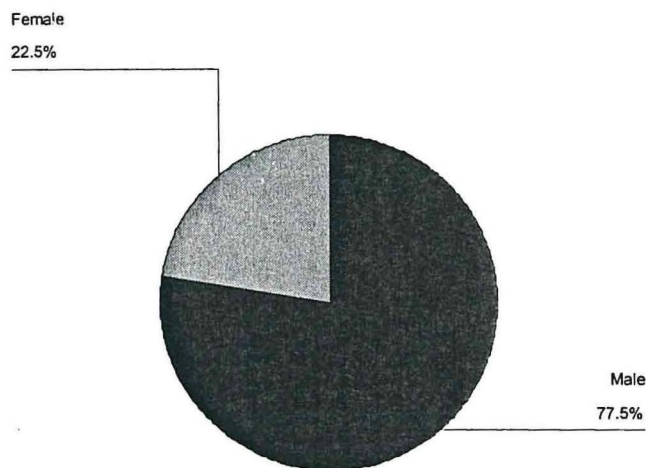


Figure 4.3: Distribution of Respondents by Sex

4.1.2: Educational Background of Managers

Educational background considered formal education, the academic qualifications attained and specialized training in both sports management and soccer management of the respondents (see Table 4.2 and Figures 4.4, 4.5, and 4.6 respectively). In all cases, 59 (95.2%) respondents indicated their educational background, while only 3 (4.8%) respondents did not indicate.

Formal Education

In terms of formal education, the researcher aimed at finding out whether the respondents had gone through any formal education system. From the results, 59 (95.2%) respondents indicated they had formal education, while 3 (4.8%) respondents did not indicate. This implies that all the respondents who responded to this question had received formal education representing 100%. Table 4.2 shows the results.

Table 4.2: Distribution of Respondents by Formal Education and Specialized Training

TYPE OF DATA	RESPONSE	FREQUENCY	PERCENTAGE
Formal education	Yes	59	95.2
	No	Nil	
	Total	59	95.2
	No response	03	4.8
	Total	62	100.0
Sports management	Yes	45	72.6
	No	14	22.6
	Total	59	95.2
	No response	03	4.8
	Total	62	100.0
Soccer management	Yes	42	67.7
	No	17	27.4
	Total	59	95.2
	No response	03	4.8
	Total	62	100.0

Training in Sports Management

In terms of training in sports management, the results show that 45 (72.6%) respondents indicated they had received some kind of training on the job in sports management while 14 (22.6%) respondents indicated they had not (see Table 4.2). However, considering only the 59 who indicated whether they had received training in sports management or not, 76.3% had received training in sports management as opposed to 23.7% who did not. Figure 4.4 illustrates the results.

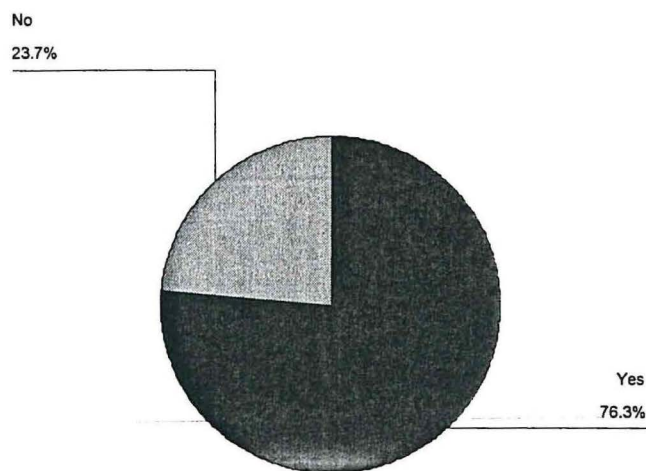


Figure 4.4: Distribution of Respondents by Training in Sports Management

Specific Training in Soccer Management

In terms of specific training in soccer management, the results show that 42 (67.7%) respondents indicated they had received specific training representing as opposed to 17 (27.4%) respondents who indicated they had not (see Table 4.2). However, considering only 59 respondents who indicated whether they had received specific training in soccer management or not, 71.2% had received specific training as opposed to 28.8% who had not. Figure 4.5 illustrates the results.

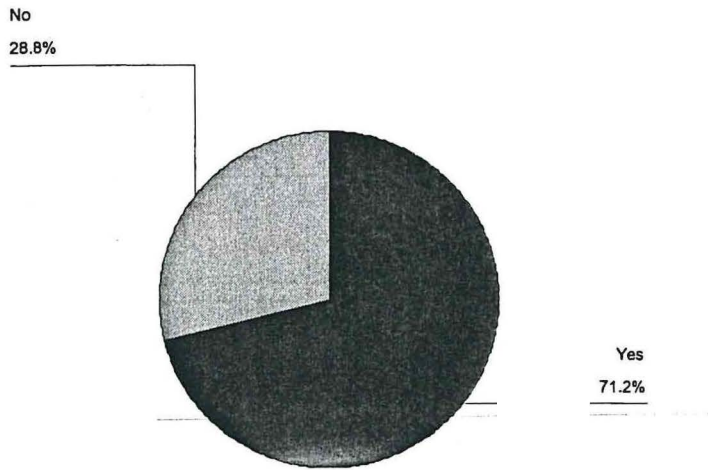


Figure4.5: Distribution of Respondents by Specific Training in Soccer Management

Academic Qualifications

This aspect considered the highest level of attainment by the respondents in terms of academic qualifications. Table 4.3 and Figure 4.6 show the results.

Table 4.3: Distribution of Respondents by Academic Qualifications

ACADEMIC QUALIFICATIONS	FREQUENCY	PERCENTAGE
Primary Level	01	1.6
Ordinary Level	09	14.5
Advanced Level	08	12.9
Certificate Level	03	4.8
Diploma Level	18	29.0
University Level – Diploma	19	30.6
University Level – Degree	01	1.6
Total	59	95.2
No response	03	4.8
Total	62	100.0

From the results, the level of academic qualifications of the managers ranged from Primary Level Certificate holders to University Degree holders. Majority of the respondents totaling 37 (59.6%) respondents had attained Diploma Level, 9 (14.5%) respondents had attained Ordinary Level, 8 (12.9%) respondents had attained Advanced Level, 3 (4.8%) respondents had attained Certificate Level, while only 1(1.6%) respondent in each case had attained University Degree Level and Primary Level, respectively (see Table 4.3). However, considering only the 59 respondents who indicated their academic qualifications, 62.7% had attained Diploma Level, 15.3% had attained Ordinary Level, 13.6% had attained Advanced Level, 5.1% had attained Certificate Level, and only 1.7% had attained University Degree Level and Primary Level, respectively.

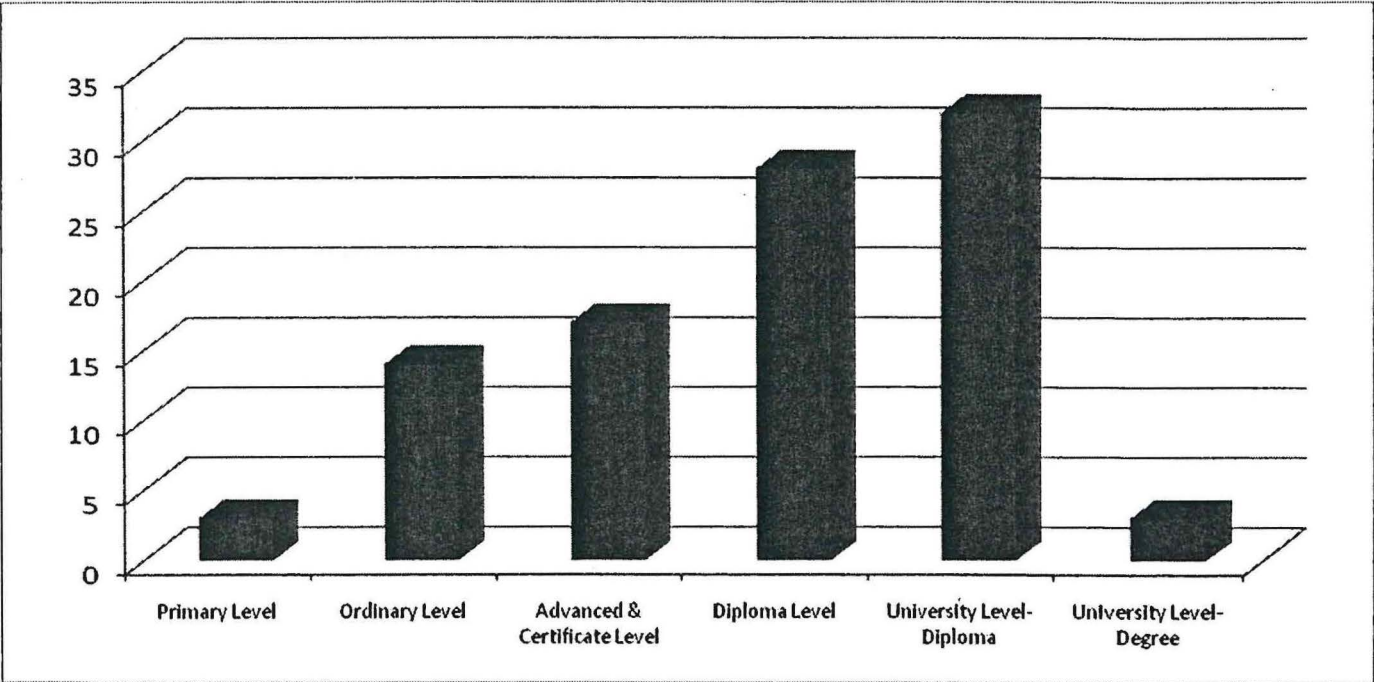


Figure 4.6: Distribution of Respondents by Academic Qualifications

4.1.3: Experience

This aspect considered the duration of time spent in management positions in a club, and the various positions ever held in a club. In both cases, 57 (91.9%) respondents indicated their level of experience, while 5 (8.1%) respondents (did not indicate).

Table 4.4: Distribution of Respondents by Experience

TYPE OF DATA	FREQUENCY	PERCENTAGE
Experience in management		
6 months – 1 year	11	17.7
2 – 3 years	13	21.0
4 – 5 years	08	12.9
More than 5 years	25	40.3
Total	57	91.9
No response	05	8.1
Total	62	100.0
Position(s) held		
Kits manager	02	3.2
Trainer/Coach	40	64.5
Administrative officer	02	3.2
Chairman	01	1.6
General Secretary	02	3.2
Vice – Chairman(Technical)	01	1.6
Spokesperson/Coordinator	02	3.2
Competitions staff	02	3.2
Treasurer/Accountant	05	8.1
Total	57	91.9
No response	05	8.1
Total	62	100.0

Experience in Club Management

From the results, the respondents had spent time ranging from 6 months to more than 5 years in club management positions. A larger number of the respondents, 25 (40.3%) respondents had spent more than 5 years, 13 (21.0%) respondents had spent between 2-3 years, 11(17.7%) respondents had spent between 6 months and 1 year and 8 (12.9%) respondents had spent between 4-5 years in club management (see Table 4.4). However, considering only the 57 respondents who indicated the amount of time spent in soccer club management 43.9% had spent more than 5 years, 22.8% between 2-3 years, 19.3% between 6 months and 1 year, and 14.0% between 4-5 years in club management (see Figure 4.7).

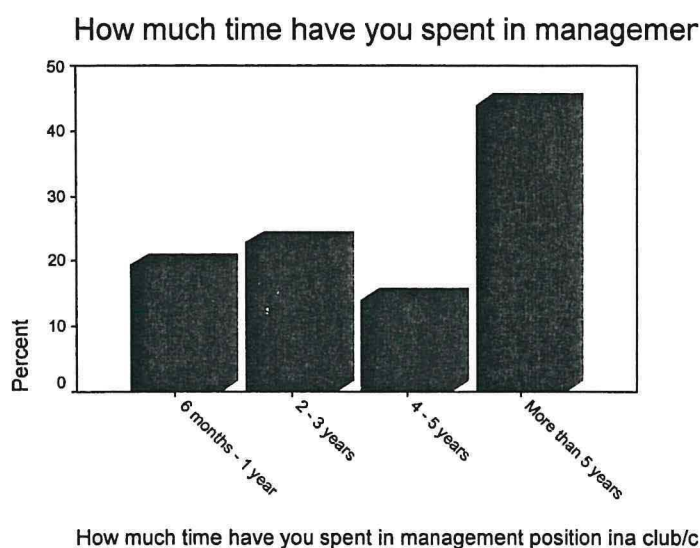


Figure 4.7: Distribution of Respondents by Experience in Club Management

Position(s) Held

The results show that the respondents had held various positions of responsibility in their clubs ranging from chairman, vice-chairman technical, general secretary, spokesperson, administrative officer to kits manager. In addition, majority, 40 (64.5%) respondents had been trainers/coaches

(see Table 4.4). However, considering only the 57 respondents who indicated the various positions they had held, 70.2% had been trainers/coaches.

4.1.4: Remuneration

This aspect considered whether the respondents earned a salary, received any fringe benefits or were remunerated in other forms, and whether they (see Table 4.5).

Table 4.5: Distribution of Respondents by Remuneration

TYPE OF DATA		FREQUENCY	PERCENTAGE
Terms of payment			
Earn salary	Yes	13	21.0
	No	41	66.1
Total		54	87.1
No response		08	12.9
Total		62	100.0
Earn facilitation/ bonus		14	22.6
Contract/Seasonal		02	3.2
No payment		04	6.5
Total		20	32.3
No response		42	67.7
Total		62	100.0
Fringe benefits	Yes	20	32.3
	No	19	30.6
Total		39	62.9
No response		23	37.1
Total		62	100.0

Salary Earned by Managers

From the results 54 (87.1%) respondents indicated whether they earned a salary or not, while 8 (12.9%) respondents did not indicate. 13 (21.0%) respondents indicated they earned a salary, while 41(66%) respondents indicated they did not (see Table 4.5). However, considering only the 54 who indicated whether they earned a salary or not, 24.1% earned a salary while 75.9% did not.

Other Forms of Remuneration for Managers

From the results, of those who did not earn a salary, 14 (22.6%) respondents received facilitation and/or bonus as volunteers, and 2 (1.6%) respondents were paid on contract/seasonally. 4 (6.5%) respondents did not receive any monetary payment. This implies that only 20 (32.3%) respondents indicated that they received other forms of motivation, while 42 (67.7%) respondents did not indicate (see Table 4.5). However, considering only the 20 respondents who indicated that they received other forms of motivation, 70% got facilitation and/or bonus, 20% did not get any monetary payment, and 5% were paid on contract/seasonally.

Fringe Benefits

From the results, 39 (62.9%) respondents indicated whether they received fringe benefits or not, while 23 (37.1%) respondents did not. Of these, 20 (32.3%) respondents received fringe benefits, while 19 (30.6%) respondents did not (see Table 4.5). The fringe benefits received included holiday packages, material benefits, monthly bonus, trips, with accommodation, medical, and transport allowances being the most common. However, considering only the 39 who indicated whether they received fringe benefits or not, 51.3% received fringe benefits while 48.7% did not.

4.2 Managerial Competencies

This aspect included the duties/roles/functions the respondents were expected to perform vis-à-vis the ones they actually performed and the ones they thought they needed to perform to be better managers. 57 (91.9%) respondents indicated whether they actually possessed these competencies/carried out these duties while 5 (8.1%) respondents did not indicate. Table 4.6 shows the results.

Table 4.6: Research Model on Distribution of Respondents by Managerial Competencies.
(An instrument developed by Koustelios, 2003)

S/ N	CATEGORY	MANAGERIAL COMPETENCIES	FREQUEN CY	PERCEN TAGE
1	Human Resource Management	Coordinate issues related to club employees	38	61.3
		Communicate with employees of the club	38	61.3
		Evaluate the effectiveness of club employees	4	6.5
		Supervise the club employees	14	22.6
2	Financial Management	Manage financial matters of the club	3	4.8
		Prepare a financial budget	5	8.1
		Develop financial plan	5	8.1
3	Marketing and Communication	Create stable/powerful relations with media	2	3.2
		Have contact with the media	8	12.9
		Persuade the media to promote the club	2	3.2
		Interact with the media	8	12.9
		Design promotional material of the club	1	1.6
4	Knowledge of soccer	Know the rules and regulations of soccer	3	4.8

From the results, majority of the respondents exhibited managerial competencies related to human resource management. Minority exhibited managerial competencies in marketing and communication, financial management and knowledge of soccer rules (see Table 4.6).

4.3 Discussion of Results

4.3.1 Bio - Data of Soccer Club Managers

This aspect considered the level of soccer club to which the managers were affiliated, their age and sex. Of the 40 (64.5%) respondents who responded to this section, the results show that 26 (65%) respondents indicated that they were from the Big League as opposed to only 14 (35 %) respondents from the Super League (see Figure 4.1). In terms of age, the results show that a larger number of the respondents 20 (50%) respondents were 30 years of age and below, 12 (30%) respondents were between 41-50years, 6 (15%) respondents were between 31-40 years, and only 2 (5%) respondents were between 51-60 years of age (see Figure 4.2). The results indicate that the soccer clubs in Uganda rely more on young managers with a relatively early entry into elite soccer management at an age below 30 years. Another implication is that the older generation of managers is fading from soccer club management which could be detrimental to soccer in Uganda since experience is a vital factor in successful management. As Buckler (1982) points out, the more experienced the manager is, the more managerial competencies they possessed. In terms of sex, 31 (77.5%) respondents were male as compared to only 9 (22.5%) respondents who were female (see Figure 4.3). The results clearly indicate that more male than female respondents participated in the study. This could be attributed to the fact that the proportion of female participants in soccer generally is small compared to their male counterparts. And when it comes to soccer management, the proportion of female managers even becomes smaller. This coupled with the fact that all the clubs involved in the study were for male

Table 4.7: One-Way ANOVA of Competence of Managers According to Academic Qualifications

Managerial Competencies					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.124	4	3.031	5.820	.001
Within Groups	27.600	53	.521		
Total	39.724	57			

The ANOVA test in Table 4.7 shows that there was a statistically significant difference between the managerial competencies of the managers at the different academic qualification levels (.001). Pearson Correlation Coefficient was further used to establish the relationship between academic qualifications and managerial competencies and the results are shown in Table 4.8.

Table 4.8: Pearson Correlation Coefficient of Managers According to Academic Qualifications

Managerial Competencies			
		Education Level	Managerial Competencies
Education level	Pearson Correlation	1.000	.522**
	Sig. (2-tailed)	.	.000
	N	60	58
Managerial Competencies	Pearson Correlation	.522**	1.000
	Sig. (2-tailed)	.000	.
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient results in Table 4.8 show that the relationship between managerial competencies and academic qualifications (.522) was statistically significant at $p= 0.01$ significance level.

Discussion

With respect to formal education, results show that all the 59 (100%) respondents had received formal education ranging from primary level to university degree level, indicating that all the managers were literate (see Table 4.2). The implication is that since majority of the managers had received formal education, club soccer in Uganda is under educated individuals. In terms of academic qualifications attained, majority 37 (62.7%) respondents had attained Diploma Level, 9 (15.3%) respondents had attained Ordinary Level, 8 (13.6%) respondents had attained Advanced Level, 3 (5.1%) respondents had attained Certificate Level, and only 1 (1.7%) respondent had attained University Degree Level and Primary Level respectively (see Figure 4.6). The results signify that most managers were reasonably educated since majorities were diploma holders. The implication is that with such a solid educational background, the managers should be able to grasp and implement the managerial competencies associated with the complex nature of soccer management. 76.3% indicated that they had received training in sports management (see Figure 4.4), while 71.2% indicated that they had received specific training in soccer management (see Figure 4.5). However, the respondents mistook specialized training in sports management and soccer management to be the informal training on the job they had received and coaching courses attended respectively. Thus, this variable could not be used in this study since the respondents had not received formal specialized training in the sports management and/or soccer management. Hence, they had no relevant certified qualifications.

However, since the purpose of this study was to establish the relationship between the profiles and managerial competencies of selected soccer club managers in Uganda, the different aspects of the profiles of the soccer club managers were considered in relation to their managerial competencies. The ANOVA test in Table 4.7 shows that the differences in managerial competencies were significantly different at different academic qualification levels (.001). This implies that there is a statistically significant difference between the managerial competencies at the different academic qualification levels. The Pearson Correlation Coefficient results in Table 4.8 show that the relationship between managerial competencies and academic qualifications was statistically significant at $p= 0.01$ significance level (.522). This implies that there is a significant relationship between the managerial competencies and academic qualifications. Thus, in reference to the null hypothesis considering the academic qualifications variable, the results indicate a significant relationship between academic qualifications and managerial competencies. Hence, the null hypothesis was rejected. This implies that the higher the academic qualifications, the more the managerial competencies.

The findings of this study are in agreement with Buckler (1982) who states that since a manager's managerial competencies are greatly dependent upon several factors including a sound educational background, it is expected that that the more educated the manager is, the more managerial competencies they possessed. This view is in agreement with Cawood & Gibbon (1985) who contend that the human resource has to be assessed and trained regularly. The need for trained managers has been well articulated by several authors as the key to success and growth of sports organizations (Lambrecht, 1987; Parkhouse and Ulrich, 1979). Sports organizations today are willing to spend huge financial investments on manager development courses and seminars since the importance of people who have the ability to lead masses has

increased more in order to survive the impact of current challenges and future changes. The present situation in sports organizations is very different from what it was earlier where, not only the physical resources need to be updated and modified but very importantly, the human resource has to be assessed and trained at regular intervals (Cawood & Gibbon, 1985). Kanter (1997) as cited in Cole (2004) agrees with this view and asserts that for any organization to survive, they should pay attention to human factors.

Guclu et al., (1996) go a step further, pointing out that the selection, evaluation and education of sports managers working in rural and urban sports clubs in India were inadequate thus rendering the managers incompetent. Sunay (1998) reached the same conclusion, pointing out that there should be a relationship between sports federations, clubs and university Physical Education and Sports Departments so that the universities may, in addition to educating potential sports managers, develop curricula geared towards the specific needs of the sports federations and clubs since adequate training and development of sports club managers is of great importance to improving their job performance.

The implication is that in addition to academic qualifications, additional training for managers in sports management and specifically in soccer management is essential if soccer club managers are to carry out their duties effectively. According to Buckler (1982), any administrator employed to manage any Physical Education or sport-related areas should have thorough knowledge and understanding of theory and practice of sport. This involves sport-specific training, physical training and getting equipped in skills (techniques) and tactics.

4.4.2 Experience and Managerial Competencies of Soccer Club Managers

Ho₂: There would be no significant relationship between experience and managerial competencies.

Experience of the managers was considered in terms of duration the managers had spent in club management and the different positions the managers had held. The duration spent in club management ranged from less than 1 year to more than 5 years. The positions of responsibility in the clubs ranged from chairman, vice-chairman technical, general secretary, spokesperson, administrative officer, kits manager to trainers/coaches. 57 (91.9%) respondents indicated the positions they had held, while 5 (8.1%) respondents did not indicate (see Table 4.4). The statistical analysis of the responses obtained is presented in Tables 4.9 and 4.10.

Table 4.9: One-Way ANOVA of Managers According to Experience
Managerial Competencies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.498	4	4.375	4.500	.003
Within Groups	53.472	55	.972		
Total	70.970	59			

The ANOVA test in Table 4.9 shows that there was a statistically significant difference between the managerial competencies of the managers at the different experience levels (.003). Pearson Correlation Coefficient was further used to establish the relationship between experience and managerial competencies and the results are shown in Table 4.10.

Table 4.10: Pearson Correlation Coefficient of Managers According to Experience

Managerial Competencies

		Managerial Competencies	Experience
Managerial Competencies	Pearson Correlation	1	.414**
	Sig. (2-tailed)	.	.001
	N	58	58
Experience	Pearson Correlation	.414**	1
	Sig. (2-tailed)	.001	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient results in Table 4.10 show that the relationship between managerial competencies and experience level (.414) was statistically significant at $p=0.01$ significant level.

Discussion

In terms of time spent in club management, 25 (43.9%) respondents had spent more than 5 years, 13 (22.8%) respondents had spent between 2-3 years, 11 (19.3%) respondents had spent between 6 months and 1 year, and 8 (14.0%) respondents had spent between 4-5 years in club management (see Figure 4.7). With majority of the managers having spent more than 5 years in soccer club management, the implication is that such managers should be capable of handling the compounding problems inherent in soccer management coupled with the attendant stress. The results also indicate that the respondents had held varying positions of responsibility in their clubs ranging from chairman, vice-chairman technical, general secretary, spokesperson, administrative officer, to kits manager, with majority 40 (64.5%) respondents having been trainers/coaches. With majority of the managers having been coaches or trainers in addition to exercising other club duties, the implication is that the managers have adequate experience in

various aspects of soccer management which should make them possess various managerial competencies.

The ANOVA test in Table 4.9 shows that the differences in managerial competencies are significantly different at different experience levels (.003). This implies that there is a statistically significant difference between the managerial competencies at the different experience levels. The Pearson Correlation Coefficient results in Table 4.10 show that the relationship between managerial competencies and experience level is statistically significant at $p= 0.01$ significance level (.414). This implies that there is a significant relationship between the managerial competencies and experience level. Thus, in reference to the null hypothesis considering the experience level variable, the results indicate a significant relationship between the managerial competencies and experience level. Hence, the null hypothesis was rejected. This implies that the more the experience, the more the managerial competencies.

Since a manager's managerial competencies is greatly dependent upon several factors including experience, it is expected that that the more experienced the manager was, the more managerial competencies they possessed (Buckler, 1982). This is in agreement with Pickett (1998) who defines competencies as the sum of experience, and knowledge, skills, values and attitudes we have acquired during our lifetime. This view is in agreement with the findings since most of the managers had actually served for a considerable length of time in several other portfolios ranging from being coach, trainer, chairman, vice-chairman technical, general secretary, spokesperson, administrative officer, kits manager to manager. The implication of these results is that the managers have adequate experience in various aspects of soccer management which should serve as a basis for effective management. In addition, a background of teaching and coaching

experience is considered to be an added advantage to a sports administrator (Thompson, 1991). However, the managers need to acquire the relevant experience in soccer management through specific training in soccer management. Appropriate experience is particularly important for the development and growth of a sports administrator (Buckler, 1982).

4.4.3 Remuneration and Managerial Competencies of Soccer Club Managers

Ho₃: There would be no significant relationship between remuneration and managerial competencies

Remuneration was considered in terms of salary earned, fringe benefits such as holiday packages, material benefits, monthly bonus, trips with accommodation, medical and transport allowances, and other forms of remuneration including facilitation, bonus, contract and seasonal payment. Statistical analysis of the responses obtained is presented in Tables 4.11 - 4.14.

Table 4.11: One-Way ANOVA of Managers According to Salary

Managerial Competencies					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.137	1	.137	3.858	.047
Within Groups	1.811	51	3.551E-02		
Total	1.948	52			

The ANOVA test in Table 4.11 shows that there was a statistically significant difference between the managerial competencies of the managers depending on whether they earned a salary or not (.047). Pearson Correlation Coefficient was further used to establish the relationship between salary and managerial competencies and the results are shown in Table 4.12.

Table 4.12: Pearson Correlation Coefficient of Competence of Managers According to Salary

Managerial Competencies		Managerial Competencies	Salary
Managerial Competencies	Pearson Correlation	1	.466**
	Sig. (2-tailed)	.	.001
	N	58	48
Salary	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.001	.
	N	48	50

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient in Table 4.12 shows that the relationship between managerial competencies and salary earned (.466) was statistically significant at $p=0.01$ significant level.

Table 4.13: One-Way ANOVA of Managers According to Other Forms of Remuneration

Managerial Competencies					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.580E-02	3	2.527E-02	.773	.044
Within Groups	.490	15	3.269E-02		
Total	.566	18			

The ANOVA test in Table 4.13 shows that there was a statistically significant difference between the managerial competencies of the managers depending on whether they received any form of remuneration or not (.044). Pearson Correlation Coefficient was further used to establish the relationship between other forms of remuneration and managerial competencies and the results are shown in Table 4.14.

Table 4.14: Pearson Correlation Coefficient of Managers According to Other Forms of Remuneration

Managerial Competencies		Managerial Competencies	Fringe Benefits
Managerial Competencies	Pearson Correlation	1	.269*
	Sig. (2-tailed)	.	.045
	N	58	56
Other forms of Motivation	Pearson Correlation	.269*	1
	Sig. (2-tailed)	.045	.
	N	56	58

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Correlation Coefficient results in Table 4.14 show that the relationship between managerial competencies and other forms of remuneration (.269) was statistically significant at $p=0.01$ significant levels.

Discussion

In terms of salary earned, 54 (87.1%) respondents indicated whether they earned a salary or not, while 8 (12.9%) did not indicate. 13 (21.0%) respondents earn a salary, while 41 (66%) respondents did not earn a salary. 14 (22.6%) respondents received facilitation and/or bonus, 2 (3.2%) respondents received contract/seasonal remuneration, while 4 (6.5%) respondents did not receive any monetary payment. 20 (32.3%) respondents received fringe benefits, while 19 (30.6%) respondents did not (see Table 4.5). The results indicate that majority of the managers were remunerated in one way or another and/or getting some fringe benefits. This implies that there is motivation to carry out their duties. However, whether this motivation is sufficient or not is an area of a different study.

The ANOVA tests in Table 4.11 for salary and Table 4.13 for other forms of remuneration show that there were statistically significant differences between the managerial competencies of the managers at different remuneration forms (salary .047, other forms of remuneration .044). This means that there is a statistically significant difference between the managerial competencies based on the different remuneration forms. The Pearson Correlation Coefficient in Table 4.12 for salary and Table 4.14 for other forms of motivation show that the relationships between managerial competencies and remuneration forms are statistically significant at $p=0.01$ and $p=0.05$ significant levels for salary (.466) and for other forms of remuneration (.269) respectively. Hence the null hypothesis was rejected in both instances. This implies that there is a significant relationship between the managerial competencies and remuneration. Thus, in reference to the null hypothesis considering the remuneration variable, the results indicate a significant relationship between the managerial competencies and remuneration. Hence, the null hypotheses were rejected in both cases. However, the relationship between managerial competencies and salary is more significant than the relationship between managerial competencies and other forms of remuneration. This implies that the more agreeable the form of remuneration, the more the managerial competencies.

Since a manager's managerial competencies is greatly dependent upon several factors including motivation (remuneration), it is expected that that the more motivated the manager was, the more managerial competencies they possessed (Buckler, 1982). This view is in agreement with Avolio (1985) and Bass et al. (1987) as cited by Bass (1990) who argue that managers are stimulated to be innovative and creative by questioning assumptions, refraining organizational problems, and approaching old situations in new ways, through motivation. Cole (2004) further agrees when he defines motivation as gaining the commitment of employees. This may explain the difference in

the level of significance of relationships between the managers who earned a salary and those who did not. This indicates that the managers who earned a salary were more committed and carried out more duties than their counterparts because of the permanency of their appointments and hence job security unlike their counterparts who were either on contract or casual employees. This implies that motivating employees through remuneration is essential if they are to move towards high performance and ensure the goals are achieved.

4.4.4 Profiles and Managerial Competencies of Soccer Club Managers

Ho₄: There would be no significant relationship between the profiles and managerial competencies of soccer club managers in Uganda.

The different variables under profiles were collectively analysed and the level of the relationship between the profiles and managerial competencies of the selected soccer club managers established. This involved determining the profiles of the selected soccer managers and the duties/roles/functions the managers actually performed vis-à-vis the ones they were expected to perform and the ones they thought they needed to perform to be better managers. Under profiles, academic qualifications, experience in management and remuneration in terms of salary and other forms were considered. Under managerial competencies, a list of desirable managerial competencies identified by Koustelios as being essential for sports club management were used as a tool against which the managerial competencies of the respondents were measured. These included Human Resource Management, Financial Management, Marketing and Communication and knowledge of soccer, specifically, the laws of the game (see Table 4.6). 57 (91.9%) respondents indicated whether they actually possessed these competencies and/or carried out these duties, while 5 (8.1%) respondents did not indicate. The statistical analysis of the responses obtained is presented in Table 4.15 using Pearson Correlation Coefficient.

Table 4.15: Pearson Correlation Coefficient of Managers According to Profiles and Managerial Competencies

		Profiles	Managerial Competencies
Profiles	Pearson Correlation	1.000	.522**
	Sig. (2-tailed)	.	.000
	N	60	58
Managerial Competencies	Pearson Correlation	.522**	1.000
	Sig. (2-tailed)	.000	.
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient results in Table 4.15 show that the relationship between the profiles and managerial competencies of the managers (.522) was statistically significant at $p=0.01$ level.

Discussion

The Pearson Correlation Coefficient results in Table 4.15 show that the relationship between profiles and managerial competencies is statistically significant at $p=0.01$ significance level (.414). This implies that there is a significant relationship between the profiles and managerial. Thus, in reference to the null hypothesis considering the profiles variable, the results indicate a significant relationship between the profiles and managerial competencies. Hence, the null hypothesis was rejected. This implies that the better the profile of a manager, the more the managerial competencies.

From the results, a larger number of the respondents indicated that they possessed managerial competencies related to human resource management. Minority exhibited managerial

competencies in marketing and communication, financial management and knowledge of the laws of soccer (see Table 4.6). However, the respondents cited other duties they performed especially care and purchase of equipment. The respondents also suggested additional competencies which would make them better managers such as knowledge of administrative policies, decision- making, development of strategic plans for the club, playing advisory roles, and seeking for sponsorship for the club. This implies that majority of the managers possessed managerial competencies in the less technical areas and cited their lack of expertise in the more technical areas as a hindrance in the performance of their duties.

Since a manager's managerial competencies is greatly dependent upon their profile, it is expected that that the managers who possessed the desirable qualities also possessed more managerial competencies (Buckler, 1982). This view is in agreement with Nickols (2008) who contends that the position of a manager in the present day sports organizations involves a lot of responsibility and stress. This stress and high demands at the workplace creates a requirement for managers who are capable enough to deal with the needs of the sports club, employees and various other pressures of work (Francis, 2007). Siu (1998) further points out that the organizational effectiveness is directly affected by individual's managerial competencies.

With respect to the relationships between the variables, the strongest relationship was between managerial competencies and academic qualifications, followed by managerial competencies and remuneration in form of salary, managerial competencies and experience in management, with the weakest relationship being between managerial competencies and remuneration in form of facilitation and bonuses. Therefore, the key relationship supported by the analyses is that there is a significant relationship between profiles and managerial competencies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

The study aimed at determining the relationship between the profiles and managerial competencies of soccer club managers in Uganda. This chapter gives the summary, draws conclusions from the findings, and then makes recommendations based on the findings.

5.1 Summary

The study aimed at determining the profiles and managerial competencies of selected soccer club managers in Uganda, the relationship between the two variables and recommending measures to address the shortcomings. Profiles variable considered academic qualifications, experience in soccer club management and remuneration in form of salary, fringe benefits, and other forms. Managerial competencies variable considered human resource management, financial management, marketing and communication and knowledge of soccer laws. There was a significant relationship between the profiles and managerial competencies of the managers. However, the findings of the study show that challenges associated with identification of sound models for both the profiles and managerial competencies for managers of sports organizations have received relatively little attention. As a result, providing empirical evidence of the relationship between managers, their profiles, and managerial competencies remains a major challenge. This may be due to the major limitation of lack of established theory relating profiles to managerial competencies. However, despite the challenges the study reached the following conclusion and recommendations.

5.2 Conclusion

The findings as discussed in Chapter 4 revealed that all the variables considered under the profiles of the managers had a direct and positive relationship on their managerial competencies based on ANOVA and Pearson Correlation Coefficient. The relationships supported by the analyses were:

There was a significant relationship between academic qualifications and managerial competencies with a correlation of .522. The more highly educated the manager was, the higher the managerial competencies.

There was a significant relationship between experience and managerial competencies with a correlation of .466. The more experience the manager had, the higher the managerial competencies.

There was a significant relationship between remuneration in form of salary and managerial competencies with a correlation of .466. Managers who earned a monthly salary exhibited higher managerial competencies than those who received other forms of remuneration with a correlation of .269.

In the final analysis, there was a significant relationship between profiles and managerial competencies with a correlation of .522. This implies that the better the profile of the manager, the higher the managerial competencies.

However, the results indicate that the above mentioned variables are not sufficient for one to be effective. The implication is that there are other mitigating factors affecting managerial competencies.

5.3 Recommendations

The recommendations have been made in accordance with the objectives of the study and the findings. Therefore in order for soccer management in Uganda to improve, the following measures could be considered:

It may be inappropriate to accept generic models of managers as a guide for the training and development of soccer club managers in the Uganda. Thus, based on the findings of the study,

FUFA should, in conjunction university Physical Education and Sports Department, design appropriate management training programmes for soccer clubs managers. Management competencies regarded as important should be given more emphasis in curricula content.

In addition, training in related fields such as coaching and psychology should be undertaken for soccer club managers by FUFA in conjunction with relevant stakeholders.

FUFA should ensure soccer club managers are exposed to recent developments in soccer management through sensitization workshops and seminars so as to equip them with modern management trend.

Minimum qualifications should be set for one to become a soccer club manager as it is currently for soccer coaches.

5.4 Areas for Further Research

A comprehensive study needs to be conducted on professional preparation programs for soccer club managers in order to increase their effectiveness in today's complex field of soccer.

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APPENDIX

QUESTIONNAIRE FOR SOCCER CLUB MANAGERS

Dear Sir/Madam,

A study is being conducted about managers of soccer clubs in the Uganda Super League and Big League. The purpose is to identify the roles and duties performed by soccer club managers and how these could be improved. This is to request you humbly to be part of this study by completing the questionnaire attached. Your responses are confidential and the study is for academic purposes only. Your identity and responses will be treated with strict confidentiality. Your cooperation in this matter will be most appreciated.

Yours faithfully,

Adipo Constance Catherine Wejuli

Reg. No. 2007/HD01/MSS

Research student

Have you ever had any formal training in management? Yes No

If yes, please specify the qualifications obtained.

Certificate Diploma Degree Masters Others (Please specify)

Have you ever had any specific training in soccer management? Yes No

If yes, please specify the qualification(s) obtained. -----

Certificate Diploma Degree Masters Others (Please specify)

8. Mention any soccer management programs/activities you have ever attended.

9. Mention any soccer management assignments you have ever been involved with and the results obtained.

10. Any other soccer-related experiences and qualifications, for example, as a player, coach, etc.

11. What motivated you to become a soccer manager?

And what motivates you now to remain a soccer manager?

12. Who employs you as manager?

The Club

The Chairman

The Organization

Others (Please specify)

13. How were you recruited?

Appointment

Answered advert

Elected

Contract

14. Terms of employment:

Permanent

Contract

Part-time

Casual

15. What is the duration of your current employment with the club?

Less than
1 year

1 year

2 years

3 years

4 years

5 years

Others (Please
specify)

16. Do you earn a salary as a soccer manager? Yes

No

If not, what are the terms of payment/remuneration?

.....

If yes, how much do you earn as a soccer club manager in Uganda shillings?

Less than 100 000 – 400 000 500 000 – 900 000 1 million Over 1 million
100 000

17. Do you receive any fringe benefits/ bonus as a manager? Yes No

If yes, please specify and state the frequency.

18. Do you have other people you work with as a manager? Yes No

If yes, please specify who they are, whether they are above you, below you, or at the same level as you are, and mention the duties/roles each of them performs.

19. What do you consider as your strong/weak points in as far as soccer management is concerned?

Strong Points -----

Weak Points -----

20. Do you think there should be some requirements for one to be appointed a team manager of a soccer club in Uganda? Yes No

If yes, which of the following would you consider to be an important requirement? (Tick against your choice)

- a) Knowledge of soccer
- b) Experience (as a player/coach)
- c) Academic Qualifications
- d) Professional Training
- e) Personal Qualities (e.g. social, humble, flexible, ethical, cooperative, humorous, etc.)

SECTION B: MANAGERIAL COMPETENCIES

This section of the questionnaire enables you to critically reflect on the tasks of your work as a soccer club manager. Please tick in the appropriate box or fill in the appropriate information.

1. What do you manage?

Players

Officials

Equipment

Facilities

Others (Please

specify)

2. List the duties/functions you are supposed to perform as a soccer manager (Job

description). -----

List the duties/functions you actually perform/do not perform.

Those you perform -----

Those you do not perform -----

3. Mention any other duties/functions you think you should be performing.

4. Which of the following tasks do you/can you perform?

- | | | |
|--|------------------------------|-----------------------------|
| a) Coordinate issues related to the club employees | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) Communicate with the employees of the club | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Evaluate the effectiveness of the club employees | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d) Supervise the club employees | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e) Have contact with the media | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| f) Create stable and powerful relations with the media | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| g) Persuade the media to promote the club | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| h) Interact with the media | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| i) Design promotional materials for the club | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| j) Seek sponsorship for the club | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- k) Prepare a financial budget Yes No
- l) Develop a financial plan Yes No
- m) In charge of the welfare of the players Yes No
- n) Act as a link between the players, officials and fans Yes No
- o) Know the rules and regulations of the game (soccer) Yes No
- p) Manage the facilities Yes No
- q) In charge of the equipment Yes No
- r) Be the PRO of the club Yes No
- s) Participate in coaching the players Yes No
- t) Involved in recruiting employees Yes No
- u) Plan for the club Yes No
- v) Involved in recruiting and selling players Yes No
- w) Know the rules governing the various competitions the club engages in
Yes No

5. In your opinion, do you think you perform these duties competently? Yes No

Please explain why this is so.

6. What other competencies do you need to be a better manager?

Do you think the following competencies should be a requirement for one to be a manager?

- a) Human Resource Management
- b) Marketing

- c) Communication
- d) Financial Management
- e) Knowledge of the sport.

7. Do you think there is a relationship between:

a) Your level of school education/academic qualifications and the duties you perform as manager?

Yes No

b) Your level of professional training and the duties you perform as manager? Yes No

c) Your experience in soccer and the duties you perform as manager? Yes No

d) Your length of service as a soccer manager and the duties you perform? Yes No

8. Suggest ways in which you would improve the performance of your duties.

9. Are you given freedom to perform your duties to your satisfaction? Yes No

Please explain briefly.