

Concordia University St. Paul
DigitalCommons@CSP

Master of Arts in Sport Management

2016

Joint NCAA Division I and II National Championship Finals

Rachel D. Jacobson

Concordia University, Saint Paul

Follow this and additional works at: https://digitalcommons.csp.edu/sport-management_masters

Part of the [Sports Sciences Commons](#)

Recommended Citation

Jacobson, Rachel D., "Joint NCAA Division I and II National Championship Finals" (2016). *Master of Arts in Sport Management*. 9.
https://digitalcommons.csp.edu/sport-management_masters/9

This Thesis is brought to you for free and open access by DigitalCommons@CSP. It has been accepted for inclusion in Master of Arts in Sport Management by an authorized administrator of DigitalCommons@CSP. For more information, please contact digitalcommons@csp.edu.

**CONCORDIA UNIVERSITY, ST. PAUL: ST. PAUL, MINNESOTA
DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES**

Joint NCAA Division I and II National Championship Finals

**A GRADUATE PROJECT
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements
for the degree of
Master of Arts Degree in Sport Management**

**by
RACHEL JACOBSON
St. Paul, Minnesota
FEBRUARY 2016**

Abstract

The following thesis discussed a potential future event consisting of a joint National Collegiate Athletic Association (NCAA) National Volleyball Championship involving the top two Division I teams and the top two Division II teams, each playing for their own national title. Before such an event can take place, what is needed is a realistic budget, a careful marketing strategy keeping in mind the ten P's, a plan to motivate employees, a safe environment for spectators and participants, and an ethical framework for team preparation limits.

Table of Contents

Chapter One: Organization Introduction.....	1
Chapter Two: Event Introduction	4
Chapter Three: Marketing Plan	7
Chapter Four: Employee/Volunteer Management	19
Chapter Five: Risk Management Plan	23
Chapter Six: Ethical Analysis	28
Chapter Seven: Personal Statement	32
References	37
Appendix A	40
Appendix B	41
Appendix C	42
Appendix D	43

Chapter One: Organization Introduction

The National Collegiate Athletic Association (NCAA) has been helping collegiate athletes succeed in both academics and athletics since 1906. Originally called the Intercollegiate Athletic Association of the United States (IAAUS), it was created when Theodore Roosevelt raised a safety issue about collegiate football in 1905 after watching his son play football at Harvard University (Timetoast, n.d.). College athletes needed a group that would oversee decisions made to keep them safe during their time in college athletics. It was not until 1910 that the IAAUS changed its name to NCAA, and 11 years later the NCAA held its first National Championship. The University of Illinois men's track and field team was that first NCAA National Championship team (*Encyclopedia Britannica*, n.d.).

The NCAA wanted more control of the athlete's standard of conduct, so it created probation and suspension rules in 1952 (Timetoast, n.d.). With the increased number of athletes wanting to compete in the NCAA, professional leadership and rules to help keep athletes safe became a necessity. Keeping players safe meant eliminating unnecessary roughness, introducing safer ways to tackle, and adding more referees ("Football Rules Made at Last"). To allow participation at different levels, the NCAA created a second division in 1968, and in 1973 the third division was added (Timetoast, n.d.).

In 1971 development of the NCAA continued when the Association of Intercollegiate Athletics for Women (AIAW) was created. The next year, the nation was introduced to Title IX and the first Women's National Championship was held. In 1975, the AIAW merged with the NCAA allowing women to compete as members of the NCAA. In January, 1981, the NCAA passed a comprehensive plan for women's sports including multiple opportunities for women to

compete in National Championships (Horrow, 2001). The NCAA administers 45 championships for NCAA women's sports (NCAA, n.d.-e).

Although NCAA volleyball was not part of the first NCAA Women's National Championship, Division I, II, and III volleyball was introduced in 1981. The University of Southern California was the first Division I champion defeating the University of California Los Angeles in a close 3-2 set match (NCAA, n.d.-f). At that time all sets were played to 15 points, which has since changed to 25 point sets, with the deciding 5th set being played to 15.

Once standards of conduct, safety, and inclusiveness had been addressed, the NCAA focused on additional core values that are important to its operations starting with "the collegiate model of athletics in which students participate as an avocation, balancing their academic, social and athletics experiences" (NCAA, n.d., para. 2). The NCAA clarified its core values by stating that, "The NCAA values the highest levels of integrity and sportsmanship as well as the pursuit of excellence in both academics and athletics (para. 3)." The NCAA also values the connection of academics and athletics in the collegiate experience (NCAA, n.d.). In addition, "the NCAA shares a belief in an inclusive culture that fosters equitable participation for student athletes and career opportunities for coaches and administrators from diverse backgrounds" (NCAA, n.d., para. 6). Additional core values are "respect for institutional autonomy and philosophical differences and presidential leadership of intercollegiate athletics at the campus, conference and national levels" (NCAA, n.d., para. 8). These core values all center on the student-athlete, and that athlete's transition from school to adulthood. Each student-athlete is held to a high standard regarding academics and athletic ability. In addition, the NCAA cares about the character these athletes develop for their later life.

With the creation of the NCAA, opportunities for female athletes have flourished. Time management and leadership skills have been taught, and attendance numbers for collegiate volleyball have increased over the years (NCAA, n.d.-d). A combined NCAA Division I and Division II National Championship Final event aligns with the NCAA's core values of high standards of conduct, safety, opportunity, balancing academics, integrity, sportsmanship, and character building, and will be a great reward for these female student-athletes. This event will increase attendance numbers for both divisions, create lasting memories for all of the athletes involved, and show athletes that the NCAA provides a high level of support.

Chapter Two: Event Introduction

The NCAA Division I and Division II National Volleyball Championship Final will be held on December 22, 2018, in Oklahoma City, Oklahoma (see appendix A for event flyer). The Division II championship match will be played first starting at 4:00 pm, followed by the Division I championship match, which will start at 7:30 pm. The Chesapeake Energy Arena is owned by the City of Oklahoma and is home to the Oklahoma City Thunder, a National Basketball Association (NBA) team (Chesapeake Arena, 2015a). This arena has already played host to an NCAA Division I National Championship tournament in 2014 (NCAA, n.d.-a). Having previously hosted a tournament, this arena has proven that it can handle the combined Division I and Division II National Volleyball Championship event.

The Chesapeake Energy Arena, which opened in 2002 and has recently finished renovations in 2013, is a great venue for the NCAA Volleyball National Championship. Some of the improvements made in 2013 include a grand entry with a multi-story atrium, a video display outside of the facility, many new restaurants and lounges, a family fun zone, new team offices, and expanded locker rooms. Funding for these improvements came from a one-cent sales tax over a mere 15 months (Chesapeake Arena, 2015a). The arena is capable of seating up to 20,000 people. The seating capacity has enough space to host the NCAA Volleyball National Championships since the Division I National Championship Final attendance numbers have ranged anywhere from 8,000 to 18,000 spectators (NCAA, n.d.-d). The Division II National Championship Final has attracted in anywhere from 2,200 people to 5,025 people (NCAA, n.d.-d). The Chesapeake Energy Arena will be able to accommodate a very large crowd, but can also close off sections of the arena to eliminate the risk of a seemingly empty stadium if the attendance numbers fall short of expectations.

The budget for the 2018 Division I National Championship final day match, that is also set to host the Division II National Championship, is set at \$138,775.00 (see Appendix B for a complete budget sheet). For the final day of competition, some of the biggest items in the budget are the signage and advertising costs at \$100,000. To promote the NCAA and this event, the National Championship event, and both Division I and II, signage will be placed around the arena as well as the surrounding community of Oklahoma City. These signs must be large enough for people to see from a distance. One large NCAA banner that will be placed near the main court will cost at least \$100 (StickersBanners, 2015). Signs advertising sponsors, as well as each school competing in the tournament, should also be displayed throughout the arena.

Another expense is the site cost, estimated at \$17,000.00. Site costs include items such as the rental cost for the Chesapeake Energy Arena, the labor for set up and tear down of the event, the specific volleyball equipment, and the sport court flooring that will be put on top of the hardwood. These costs also include items such as ticket printing and processing. Normally, schools will put in a bid to host, and potentially make a profit after their ticket sales. For an event such as this, however, it will be important to rent a facility due to the potentially large attendance numbers.

The NCAA pays for the travel and lodging of all officials, committee members, players, and their coaches, and will add an additional cost to the National Championship. “Overall in the 2015-2016 school year, the NCAA will spend over \$52 million in travel costs for their student athletes, officials, and support staff members” (NCAA, n.d.-b, para.1). The larger part of that overall travel expense will go toward female sports because they have 45 championships being held each year and men have only 42 championships (NCAA,n.d.-e).

Other things included in the budget are the cost for officials, team and official per diem and gifts, as well as the expense to pay staff to work the event from start to finish. According to Kristin Fassbender, Director of Championships and Alliances for Division I, per diem is \$130 per travel party member, which is typically 16 players per team, three members from the coaching staff on each team, and the four to six members of the officiating team (Personal communication, K. Fassbender, January 12, 2016). In 2012, only 23 of 228 Division I athletic departments generated enough money to cover their expenses; most revenue comes from football programs (Berkowitz, 2013). Revenue for this event can be seen through sponsorships and media rights to the NCAA; however, that revenue is not usually enough to cover expenses. Ticket sales, merchandise, memorabilia, and concession sales usually make up the National Championship revenue.

With Division I and Division II playing within a few hours of one another, there will be an increased attendance at the Division I final. This will provide an opportunity for Division II to increase attendance numbers, which will help the nation become more knowledgeable about the level of competition in Division II volleyball. The Chesapeake Energy Arena will provide a great environment, and will be able to accommodate a combined tournament such as this. Unfortunately, a combined NCAA Division I and Division II National Volleyball Championship will not be profitable. Although the event expenses will outweigh the revenue generated, the event will create lasting memories, build character for its athletes, a core value of the NCAA.

Chapter Three: Marketing Plan

Historically, the National Collegiate Athletic Association (NCAA) plans and executes a National Volleyball Tournament for all three divisions at the end of each fall season. These tournaments are the most popular of the NCAA volleyball tournaments throughout the year. In addition, every four years, the NCAA puts together a special event for each division where several in-season sports compete in a National Tournament at the same location. Normally, the Division II National Tournament is independently held two weeks before the Division I National Tournament. This new NCAA event of combining the Division I and Division II National Championship Tournaments will take the place of separate championships. With a well thought out marketing plan for a combined Division I and Division II National Volleyball Championship, rather than an individual championship for each division, the NCAA will be able to increase the awareness of Division II volleyball, increase attendance numbers for both divisions, and create a memorable experience for all athletes.

Combining Division I and Division II national events has been successful in the past. In 2013 the NCAA rented an arena used by the NBA to host the Division II and Division III final rounds in the Final Four. NCAA president Mark Emmert (2013) says, “We’d never gotten a crowd that big (para. 10)”, when talking about the crowd that Division II drew during their National Championship basketball game proving that a combined championship could do the same for volleyball.

Purpose

The purpose of combining the Division I and Division II volleyball National Championships is to bring two levels of great volleyball into the same arena, merging two communities into one. With the two divisions competing in the same arena on the same dates,

there will be more promotion for Division II volleyball, and higher attendance for both divisions. It will allow many Division II athletes to be able to attend a Division I National Tournament match, and it will provide Division II athletes with an everlasting and memorable experience by bringing in their highest attendance numbers. The purpose of this event matches the mission statement of NCAA athletics as well as enhancing the sense of community.

Product

The core product is the event itself, volleyball, and the opportunity for fans to see a higher level of competition. Product extensions, support services, and tangible goods add to the execution of the event. Many of the product extensions will be seen at the matches including team mascots, music played before and after sets, and other entertainment that occurs between the second and third set, such as fan challenges. An example of the entertainment would be to allow select crowd members to come down to the court to serve a ball to the other side trying to land the ball on something specific. If they are able to hit an object with their serve, they win a prize. During the time between sets the spectators also have an opportunity to visit concession stands, listen to school bands, or watch cheerleaders and dance teams, which are also considered product extensions.

Tangible goods include things such as NCAA National Championship apparel as well as gifts that are provided to each athlete such as an NCAA backpack, an Apple iPod, or a gaming system. Support services include the officials and trainers who help athletes prepare and compete. Both tangible goods and support services are all important parts of the product for a safe and entertaining National Championship match.

Project Market

There are many internal and external factors that create a quality National Championship match. With a Strength Weakness Opportunity Threat (SWOT) analysis, one can determine how to make the event successful (see a SWOT analysis in Appendix C). Internal factors of such an event would include the players, owners, team management and staff personnel. The external factors include media presence, corporate sponsors, advertisers, and spectators.

Some major strengths of a combined final would be the increased attendance for both divisions as well as more exposure for Division II volleyball. The lack of exclusiveness in the final event can be considered a weakness along with the exclusion of Division III, but the increased media attention for Division II is a definite opportunity. Another opportunity is the potential decrease in NCAA spending by only running one National Tournament rather than two separate tournaments. A threat is something that could potentially lead to an event failing. For this event, some major threats are the unpredictability of attendance and with that comes the potential for the arena to feel empty or possibly not being large enough to accommodate the number of spectators, however, that is very unlikely.

Position

This event will be a one of a kind event in the volleyball world. Not only will this be the first event of its kind in NCAA volleyball, but with all of the promotional pieces of the tournament, athletes will have great memories of this tournament in such an extravagant venue. A National Championship Volleyball Tournament combining Division I and Division II has never been planned in NCAA volleyball. A distinctive image can be produced that will offer a bond between Division I and Division II volleyball and can be sold for a profit through merchandise and memorabilia sales. Branding this type of event can lead to higher sales in merchandise as well as tickets. The event location will allow a big scale event comparison by offering a large

venue in which to compete, and the avenues of advertising for an event like this are endless. Using the internet, radio, and television, the NCAA will be able to reach a wider audience.

Pick Players

Market segmentation for this event can begin at the Division I and Division II National Championships the years prior to the combined event. Surveys will allow the NCAA to determine the demographics, psychographics, media preferences, and purchasing behavior of each event separately. Demographic segmentation will show the age, gender, income, race or ethnicity, education, and place of residence of people in attendance. Psychographic segmentation will show consumers' attitudes, interests, and lifestyles. Market segmentation will be a great way to determine where and when to advertise as it compiles information about media preference of the consumers. Purchasing behavior as a means of market segmentation refers to the frequency of usage behavior. In the sports' world it would show how often people buy tickets and attend matches. Having information on both divisions will allow a better understanding of how to bring Division I and Division II National Championships together.

Current research that has been done regarding market segmentation and Division I volleyball matches show that nearly half of the spectators that come to Division I volleyball matches are directly related to a player (Zapalac, Zhang, & Pease, 2010). In a study done by Zapalac, Zhang, Dale G. Pease at Sam Houston State University (2010), the next highest percentage of spectators attending Division I volleyball matches is friends at 36.2%. Approximately 36.98% of spectators are currently in college while only 3.4% of spectators are currently in high school (Zapalac et al., 2010). The highest percentage based on age is 34.4% of 30-33 year olds attend Division I volleyball matches and only 2.04% of spectators are 65 years and older (Zapalac et al., 2010).

Package

Most individuals in attendance will be there for the core product itself. Families attend to watch their daughter compete in their final match of the season or even their final match of their college career. In order to find those that may not care as much about the core product, the championship staff will need to provide information to the public before the point of purchase. Offering family ticket plans will bring in more family members, but offering other community entertainment opportunities can bring in attendance who know little about volleyball. Offering group discount ticket plans or working with a charitable organization that asks those in attendance to bring something to donate, might attract additional people to such an event. Finding local sponsors, based on market segmentation or not, that can also advertise to the community, will be one of the quickest ways to spread the word and increase attendance numbers. Most of the time, having a deal on a two-for-one will catch the eye of bargain hunters.

The arena itself might bring in people who enjoy large scale events. Offering full packages that include meals, drinks, meet and greets, and private tours are another way to motivate a fan who would like to feel more connected to such an event. There are many ways to reach an audience, but the sport itself, and making it a family event, will end up pulling in the majority of the attendance.

Price

For the 2016 Division I Volleyball Final, tickets are currently being sold for roughly \$270. Semifinal tickets are being sold for \$250 per ticket, and an all-session ticket is currently \$387.50 (PrimeSport, 2015). These ticket costs add an extra perk of meals, and are advertised as the “NCAA Experience.” Tickets for those who simply wish to view a match without any extra

perks will see lower prices. Since this will be the first event of its kind, raising ticket prices with the expectance of seeing two matches might not be the best idea. Some spectators could be upset about the higher cost, especially if they are not looking at attending the Division II final match earlier in the afternoon.

The cost to attend a combined Division I and Division II event will not be much higher than the cost of a separate divisional tournaments and will have to follow a typical Division I National Tournament price. If Division I and Division II tickets are sold separately, staff personnel will have to be in charge of clearing the arena after the completion of the Division II match. Ticket prices to view the Division II match will need to be paired with a Division I ticket, as there will be many people who pay for a Division II ticket that will want to stay for the Division I match. If tickets are purchased as a group, there will be higher attendance for both matches. Division I ticket purchasers could feel the need to watch the Division II match to justify the ticket price. People charged separately for Division I and Division II matches will most likely not attend the Division II match or stay for the Division I match, depending on the team they came to watch. With this being the case, the Division II match is virtually free as those buying a ticket to watch will be paying the Division I cost for a ticket to see both matches.

Although it is hard to know so far in advance, there should be very little competition of other events in Oklahoma City during the championship, therefore, Division I prices will be a good bet. A main concern will be the local Division I college football teams that play on Saturdays. Being sure to advertise a virtually “free” Division II match to watch will add an incentive to those that plan on attending. An incentive or special treatment raffle can be used to encourage spectators to attend both matches. The NCAA is not looking to make a great deal of money off its National Championships but rather is looking to create lasting memories for its

athletes. In order to create memorable experiences, the NCAA should focus on getting attendance numbers higher and filling up the arena for both matches.

Promotion

The promotion of a combined Division I and Division II National Volleyball Championship will consist of purchasing one ticket with the advantage of watching both divisions. Having both teams playing in the same arena at different times will ensure the ability to watch both matches. A large majority of spectators are expected to be family members of the current NCAA players. Parents and siblings attend this event, and as such, family packages could be used as a way to increase attendance while still making the tournament affordable for families. Promoting this event will include advertising, publicity, inducements, public relations, media relations, personal selling, and sponsorship.

The more a marketing team can target the community, the larger the attendance and revenue for the matches. This can be done by adding incentives for the community that may not know any players. Advertising to the general population of Oklahoma City's community will help with attendance numbers.

Advertising. Messages can come through outlets such as newspapers, magazines, television, radio, direct mail, scoreboards, in-arena signage, game programs, posters, outdoor advertising, and the Internet. Reaching families that already attend will be easily reached via email but reaching a new audience will require the use of many of outlets. All examples above are essential in the advertisement of this event. Social media is a growing part of marketing and should be seriously viewed as a way to increase attendance numbers. Offering deals via social

media, such as Facebook, Twitter, and Instagram, can pull in a whole other demographic that may not have attended this event.

Due to the uniqueness and awareness of the sport, this event can be distributed to consumers, nationally and globally, through television, radio, internet broadcasts, social networking endeavors, mobile technology, and a host of other forms of new media. NCAA volleyball has its own Twitter handle and Facebook page as a way to advertise events and keep fans up to date with NCAA volleyball news.

Publicity. Emphasizing the rare occurrence of a combined national tournament is definitely news worthy. With the help of television news programs, such as KWTN News 9 and KOCO-TV, the tournament can use the free communication about the tournament to reach the public. This event is sure to increase city revenue that comes from more shoppers and an increased restaurant attendance. Many restaurants can offer deals during this time in order to pull large groups of people into their restaurant.

Promotional activities. Every year, the NCAA posts links on their website for ticket giveaways to the NCAA national tournaments. There are many raffles and coupons at the tournaments and product displays upon entrance to the event. Promotions to encourage consumers to purchase the merchandise can also be found throughout the arena. Coupons would work for this and can be handed out upon the purchase of the tournament ticket. Coupons could also include an offer of a free gift with the purchase of a full priced item. Promotions can come in the form of giveaways, coupons, product samples, cash refunds, contests, raffles, and more.

Public relations. Activities and programs, especially those associated with community and media relations, help the sport organization develop positive relationships with target

audiences. Inviting local volleyball youth clubs will be a great way to pull in more attendance numbers. This is also a way to build community relationships.

Community relations. Those who participated in NCAA youth sports clinics can be offered special deals to attend the championship. Having athlete autograph-signing opportunities will attract more people, and holding a food collection before the match to help people in the surrounding community can attract those not as interested in the sport of volleyball itself. Having something for non-volleyball fans to be excited about regarding this championship will show that the NCAA is committed to pulling communities together.

Media relations. Positive media exposure for this event will be critical. NCAA volleyball is not viewed negatively by the media. Providing the media with press releases, having news conferences, hosting media-day events, and providing media guides are all ways to keep a positive relationship with media relations. Media rooms can be used in the arena to hold media conferences for pre and post-game interviews, which can then be televised or posted online.

Personal selling. Personal selling of seats and suites is unique and highly effective; however, the NCAA does not spend a lot of time on this, nor do they need to, because of the national reputation of NCAA volleyball. There are corporate deals that can be leveraged by buying suites, and there are often corporations that take advantage of these deals. Suites are available as the arena hosts professional basketball, so selling suites could be a great way to make a healthy revenue. Suites are sometimes given the bonus of free food and drink for the guests. Suite level access could also be included in a family fun ticket package and only family members of the players have access. Filling suites will also create a full environment in the Chesapeake Arena and many suites in professional sports arenas are owned by bigger companies. The NCAA should invite those suite owners to the NCAA Championships as well.

Sponsorship. An example of a partnership between the National Championship and a corporate entity could be one such as the NCAA and Coca-Cola. Business partnerships are based on the exchange theory. Coca-Cola provides money, products, or services to the National Championship and, in return, the NCAA provides rights to advertise Coca-Cola's logo and company as an exclusive corporate partner of the NCAA National Volleyball Championship. Coca-Cola, AT&T, and Capital One are all considered "official NCAA corporate champions" and businesses such as All-State, Bing, Buffalo Wild Wings, Burger King, UPS, and many more can call themselves official NCAA corporate partners (NCAA, n.d.-c). These corporations make significant investments in sport to improve their image, promote their products to increase sales, and gain access and exposure to the target audience of the event.

Place

The Chesapeake Energy Arena is a nationally known arena because the Oklahoma City Thunder basketball team plays at the venue. It is already set up to accommodate crowds larger than Division I volleyball crowds, and it already has highway access, parking, bathrooms, and concessions. Ticket sales are set up at the arena, via phone, as well as internet. The arena and ticket sale accessibility are both key components of easy selling, getting a large crowd, and accommodating a crowd during this event.

Ticket distribution can be done via internet or on-site. The objective of a ticket distribution system is to make consumer purchases easy, quick, and convenient. The NCAA uses Prime Sport as their ticket distributor for national events, and on-site arena ticket sales will need to have expanded hours of operation, toll-free telephone numbers, and will-call pickup arrangements.

Promise: Evaluation of Strategy and Tactics

The success of this event will be seen in ticket sales, merchandise sales, reduced complaints, and suggestions made throughout and after the event. Comparing the numbers to previous championships will not determine whether or not a combined event is more successful than a single event because apparel will include both Division I and Division II. Having a sales goal based on expected attendance will be the best way to measure the success of marketing and advertising as well as the event itself. Consumers, corporate sponsors, advertisers, and media personnel can all provide feedback of this event as they are all a part of it from the start to the finish. The NCAA places a link on its website asking all of those in attendance to evaluate their experience. Those who order tickets online will be asked to provide their email address, which will be yet another way that the NCAA can get feedback. A high number of returned surveys will provide a great deal of information for the NCAA. Those collecting the data must then analyze and evaluate this feedback and determine whether or not the event fulfilled its mission and matched NCAA core values.

Conclusion

The marketing plan for this event is quite extensive. There are many people who can be reached, and there are many ways to reach them. Clarifying the purpose of the event and identifying the product are the first steps in determining why people would want to attend. Projecting the market climate, positioning the product, and finding the target consumers should be done before packaging, pricing, and promoting the product and place. This sequence will ensure that time and money is not wasted. Evaluating the event might be the most important of all, especially if the NCAA plans to hold a future event. The NCAA could determine that the attendance numbers are not enough to warrant an arena rental. Like any sport, practice makes

perfect, and documenting or reviewing all decisions made is a great way to improve the event. With a strong marketing plan, this event can give Division II the highest attendance numbers they have ever had, while adding to the already high attendance numbers of Division I.

Chapter Four: Employee/Volunteer Planning

In order to be successful with the NCAA Division I and Division II National Championship, the NCAA will need effective management, which, in turn, will lead to a successful event. An effective manager should be task and relationship oriented, communicate well, create a positive working environment, motivate employees, and recognize employee achievements. Typically, the championship manager is a different committee member every one to two years. The NCAA changes the championship manager often because there are always new things happening, and the NCAA would like to see new ideas for the championships (J. Boos, personal communication, 10/22/2014).

Task-oriented skills used by managers are those that keep the organization structured and keep things running smoothly (Noe, Hollenbeck, Gerhart, & Wright, 2008). Task oriented skills include things such as organizing, delegating, and keeping focus on necessary tasks. Those who lack a high level of organization run a high chance of not being prepared when the championship event occurs. Since the dates are set before the season starts, there is plenty of time to work on tasks and get them completed. The championship manager should delegate jobs based on his/her employee's skills.

Being structured will help accomplish tasks as well as motivate and help others to accomplish their tasks. Without a structured work environment, tasks would be completed randomly which can throw off everyone else's timeline. Structured tasks can help with the feeling of accomplishment, as an employee crosses each completed item off of his or her list.

According to the text by Noe et al. (2008), task complexity has been known to effect job satisfaction. Noe (2008) states that when jobs are repetitive and not mentally challenging, the worker can feel frustrated and dissatisfied. Employees' feelings or thoughts of an organization can change when they feel that they are not contributing as much as they could. There is not a

lot that links them to the company. Being able to ensure that employees' feel valued and have a job they feel challenged by is an important managerial skill.

Relationship-oriented tasks are those that help the employee on a personal level; things like motivation and communication (Noe, et al., 2008). Relationship-oriented skills are just as important as task-oriented skills; to some they are more important. In order for managers to get the most out of their employees, it helps to have a great team that buys into what the company is doing and wants to work hard for a manager, rather than just themselves. The more respect for a manager, the harder they will work. However, in order to get respect it, must be earned. A great way to earn respect and help with job satisfaction is through communication.

There are so many ways that communication can help an organization. First, the nature of this task group requires a lot just to complete the tasks needed. If employees do not know what jobs they are supposed to do, they will not be able to accomplish them. Second, communication can put employees at ease and promote a mutual understanding when they know exactly what their managers are thinking, and how they want things done. Communication can also build relationships between the employer and employee. Third, employees have reported to feeling most valued when they are regularly consulted and listened to (Finch, 2010). The championship manager should set aside time to meet with employees so that they are able to voice their concerns and ideas. Communication is a big part of planning such a large event. There should be bi-weekly or monthly phone conferences in place to make sure that everyone is on track and gets any questions answered, regarding their role, as soon as possible.

Employee satisfaction can also be linked to mood. When people exercise, their bodies naturally release endorphins which have a direct impact on their mood (WebMD, 2016). Exercise creates a natural high and makes people feel better about themselves. The NCAA

should promote physical fitness and nutrition for all of its employees by giving gym memberships, and supporting different health challenges throughout the office.

Managers should also be motivators because motivation will make employees more productive. Motivation can be a difficult skill to learn. Some people naturally have the ability to motivate others, but some have to work harder at this skill. There many ways to motivate employees that do not require a lot of effort. By creating a pleasant physical environment, employees want to come to work. Simple things like making sure the temperature is comfortable, and that there is enough light, are two very easy concepts that can be monitored to ensure a pleasant work environment.

Studies have been done on employee motivation about the best techniques to get employees on board so managers can get the most out of them. According to a study done by Nohria, Groysberg, and Eling-Lee (2008), people are guided by four basic emotional needs: acquire, bond, comprehend, and defend. The study was conducted on 385 employees in two global businesses as well as 300 Fortune-500 companies. It was determined that a human's bond in the workplace affects the work put forth. Employees who feel a sense of loyalty to that organization will work to their potential. Understanding basic needs of each person is very important. In addition, setting up environments that build constructive traits through goal setting, reducing obstacles and assigning appropriate rewards and punishments are all keys to motivating employees in the workplace. A better understanding of motivation can lead to more fulfilled individuals and a smooth running event.

Recognizing employees is another great way to motivate them (Lipman, 2013). When an employee's work is noticed, they will feel appreciated and motivated to continue that hard work. When another employee sees recognition, it can motivate that employee to work harder. Along

with recognition, rewarding employees with gifts and using incentives both work to motivate. When people are working for something more than just a job result, they tend to work harder and faster. Incentives can be things like food, money, or prizes. Recognizing employees and providing rewards and incentives will motivate employees. Upon the completion of the event, the NCAA could throw a celebration for all employees that helped run the event.

Being task and relationship oriented, facilitating communication, creating a positive work environment, motivating, and giving recognition are effective ways to manage and create a work atmosphere that makes people want to go to work every day. Employees are the center of any successful event, so making sure that they are happy and enjoying their time is a great way for organizations to flourish.

Chapter Five: Risk Management Plan

Although managing employees is important to the success of the combined Division I and Division II National Volleyball Championship, so is managing risk. Cotton and Wolohan (2008) define risk management as, “controlling the financial and personal injury losses from sudden, unforeseen, usual accidents and intentional torts (p.278)”. Financial loss and physical injury are both forms of loss. Financial loss can be vandalism, theft, poorly written contracts, and parking lot accidents. Any injury to an employee or guest on the premises is seen as a physical loss. Regardless which type of loss, risk management looks to minimize the occurrence of these incidents. “The usual defense of assumption of risk has been severely eroded over the past few years by judicial interpretation” (Lhotsky, 2006, p. 15). Throughout the years, the courts have begun to favor the plaintiffs, highlighting the importance of managing risks.

Using the D.I.M. strategy (develop a plan, implement the plan, and manage the plan), one can minimize risk. This is an anticipatory technique used to layout potential risks that a company or organization could incur, and put policies into place to help decrease the chance of any losses in the company (Cotton & Wolohan, 2008). For the National Volleyball Tournament, it would be expedient for both Chesapeake Energy Arena, as well as the NCAA to have policies in place to prevent loss. Each D.I.M. step is important, and relies on another in order for it to be successful. A risk category matrix is used to identify and define the severity of each risk and can be found in Appendix D.

Developing the risk management plan begins with identifying the risks. Some potential risks that the Chesapeake Energy Arena will face will be focused around alcohol consumption, parking hazards, revenue safety, and conceal and carry laws.

Alcohol sales will drive up revenue, but there will be risks involved. Patrons may become intoxicated and have an accident driving home. Fans may get rowdy during competition and

have to be removed from the arena, or they may engage in a fight with other attendees. The Chesapeake Arena can reduce risk from alcohol consumption by allowing a person to purchase one drink at a time and concluding alcohol sales 45 minutes prior to the end of an event (Chesapeake Energy Arena, 2015b). If alcohol is a part of the championships, staff should be trained to recognize signs of a highly intoxicated guest, have the authority to remove that guest from the event, or refuse to sell to that guest.

Parking can also be a risk with a large volume of people coming to the arena. Damage to vehicles can occur, as well as road rage and inattentive drivers. Pedestrian safety will be a concern with the amount of traffic in the area. Having parking lot security or traffic police can help keep people as well as vehicles safe.

Along with parking lot risks, there will be risks protecting revenue generated from ticket sales, as well as from merchandise sales. A good risk management plan will involve some protection of this money throughout the course of the event. Any time money needs to be transferred from one place to another, a police or security escort should be used. When the night is over, there should also be a safe place to store what has been made that day until further arrangements have been made to remove it from the arena.

Although revenue safety is important, the safety of the public is the most important. With conceal and carry laws around the nation, it is important to make sure that safety laws are put in place for events. Oklahoma does permit conceal and carry of handguns throughout the state (USA Carry, 2015). Oklahoma statute Title 21 Chapter 53, Section 1277 specifically outlines:

It is unlawful for any person in possession of a valid handgun license to carry any concealed or unconcealed handgun into any sports arena during a professional sporting event. (Chesapeake Energy Arena, 2015b)

The championships are not considered a professional event; however, weapon regulations for the National Volleyball Tournament should be controlled according to the Chesapeake Energy Arena safety regulations and the local safety officials.

In order to manage the multitude of risks, they must then be ranked by severity and potential impact. Based on the risk category matrix, high severity risks would include such things as having proper signage, being sure that emergency vehicles have quick access to the building, and being sure to check bags and purses that are coming into the arena. Moderate severity risk could be someone tripping down the arena stairs, making sure to post employee benefit signs throughout break room, and explaining the policies to all employees, so they are aware of what to do in case of an emergency. As shown in Appendix D, an example of a low severity risk with a low impact would be insurance coverage for events. By ranking the severity of risks one can identify and manage the biggest risks.

Insurance coverage is a transfer of liability for a loss to reduce risk. “The two types that are most indispensable for a recreation or sport business are property insurance and general liability insurance” (Cotton & Wolohan, 2013, p. 342). It is a big risk to not have insurance for such a large event. An indemnification clause is another way to transfer liability and could be a part of the facility rental contract. By transferring this liability, the NCAA would be responsible for paying for any damages made to the arena during the event.

Chesapeake Energy Arena already has medical equipment and processes in place to reduce risk and increase safety. According to the public website, Chesapeake Energy Arena is

equipped with a first aid facility and three automated exertional defibrillators. In the case of an emergency, evacuation signs and pre-recorded announcements will help guide people to safety. Trained staff members are able to assist the disabled in the event of an emergency. Chesapeake Energy Arena does have wheelchair assistance during all events, as well as an ADA (American's with Disabilities Act) approved entrance at each gate. The need to anticipate a serious event is important when it comes to safety.

The NCAA and Chesapeake Energy Arena will need to collaborate on a crowd management policy. Someone must provide security or staff members to maintain order in the arena should things get out of hand in the stands or on the court. Being sure to keep spectators off the competition floor and away from non-traffic areas can help protect the athletes and coaches. In order to provide this kind of protection, one must be sure that the staff of such an event is trained in the appropriate action plans and policies. Meetings before the event to cover event basics and what staff should be aware of is a great idea. Meetings after the event are just as important for the arena, so staff members can strengthen plans to maintain order for future championship events.

Crowd management includes having evacuation plans in place for emergency such as fires and bomb threats. All staff members should be confident that they can follow through all of these emergency plans in an emergency. Emergency plans require written policies and effective communication from leaders around the arena. Crowd management also includes handling intoxicated patrons so they do not hurt themselves or other spectators. Once all of these risks have identified, it is important to implement them at the event. Most of the Chesapeake Energy Arena staff have already been through the implementation process of their policies so crowd management should be under control.

When dealing with risk management, managing alcohol consumption, parking hazards, revenue safety, and conceal and carry laws are important to the safety of all participants. Having a lead person who works specifically with risk management will help make sure that all areas have been covered and that policies and procedures are up to date in each employee handbook. Although there are plans in place, some risks still exist, and accidents occur all the time. The goal of a risk manager is to reduce the number of dangerous risks.

Chapter Six: Ethical Analysis

In order to create a successful National Volleyball Tournament, a plan must be built on a strong ethical foundation. The NCAA has set rules regulating team practice and preparation time to make the game fair, yet it often comes down to having lenses to determine what is ethical behavior. Fairness of team practice time in the National Collegiate Athletic Association (NCAA) has been a topic of conversation for the last decade. Teams that have the resources for unlimited practices, lifting, and film reviews have more opportunities to improve their skills, which can lead to better play on competition dates (Winstein, 2014). Some teams are spending more time together training than their opponents, and it is bound to show when game time comes.

Bylaw 17 was implemented in 2007, affecting only NCAA Division I and II schools. This bylaw is still in place and states that each sport would have a set number of hours for a player to participate in a team setting (NCAA, 2009). The thought was to balance the time a student athlete spent as a student and the time they spent as an athlete. The NCAA wanted to put more emphasis on the academic side of college rather than on the time an athlete spent on athletics. According to the National Collegiate Athletic Association Division I Manual, Bylaw 17 sets a predetermined number of hours to be used in the gym or on the field, in the weight room, watching film, and in time spent working one-on-one with coaches. In season, teams are allowed only 20 hours per week, which must be split into four hours per day, and one day each week must be free of any team activity. The National Collegiate Athletic Association Division I Manual also states that in the off-season the number of team hours drops to eight hours per week with a mandatory two off and two hours per week for individual practices (NCAA, 2009). These individual practices are one-on-one with the coaches but can include up to four other players. At this time, players get specialized attention, and it is a great time for skill training for each athlete.

All workouts that take place outside of these hours must be voluntary and must be initiated and requested by the student-athletes. If a student-athlete is a multi-sport athlete, with both sports occurring in the same season, the same rules apply to that student athlete. That athlete is required to split his/her 20 hours per week between the two sports. Monitoring the adherence to this bylaw is done by the head coach, who is in charge of logging all hours of team activity. The team captain and the coach sign the log sheet and send it weekly into the NCAA.

Bylaw 17 is a way to even out the playing field for all teams. There is unfairness in that some teams do not have the facilities or time to practice for a longer period of time than other teams. The team that practices more should naturally compete better. Disproportionate practicing does not just happen in football, but throughout most NCAA sports.

Deontology is a lens that helps determine what is fair and states that rules must be followed. An example of this concept is the Dez Bryant catch that occurred versus the Green Bay Packers in 2014. Bryant had a catch ruled incomplete because he appeared to lose control of the ball as it hit the ground. The controversy was caused because Bryant took three steps and was making a “football move” by reaching for the touchdown. Based on how the rules are written, the original ruling on the field of a touchdown was reversed because Bryant did not have control of the ball. Deontology can be somewhat related to Bylaw 17 because the bylaw has a set of rules in place to protect and create fair play by controlling practice time throughout the NCAA.

Teleology is another lens that helps determine ethical behavior. Teleology states that the end justifies the means, and behavior is based on the consequences that it creates. An example of teleology can be found in the Bible, Genesis 22, when God tells Abraham to sacrifice his son, Isaac, despite the commandment “Thou shalt not kill.” Abraham, of course, obeys God’s request

because to obey God is the right and good thing to do. Another example can be seen with lying. Lying can be seen as morally good if a coach tells a player that she had a great game in order to give that player confidence.

This concept cannot be applied to Bylaw 17 because the coaches are aware of the consequences, however, this is not the reason they break the law. For example, people do not rob stores in hopes they will get to deal with the consequences. The consequences for breaking Bylaw 17 are probation and possible decreased team time the next season (J. Boos, personal communication, January 14, 2015). The consequences do not drive the coach's choice of practicing over the restricted time limits.

Although the NCAA has the ability to control the ethical behavior through the fairness of practice time, ultimately behavior must be controlled on an existential level. Existentialism states that life is shaped by the decisions that are made freely, and personal responsibility will be taken for each decision. An example could be choosing to not attend college and having to deal with the fact that the dream job or career that requires a college degree is not going to be a possibility. The person who made the decision is solely responsible for the consequence.

Existentialism relates most to Bylaw 17 because coaches know the consequences for going over the time constraints, yet many freely choose to disobey anyway. This bylaw has not been a favorite of coaches or athletes, and going over the time limits has occurred. Michigan State, South Dakota State University, and Ball State football were all investigated for violating Bylaw 17, and some were put on a two-year probation period (Brown, 2009). Existentialists take responsibility for their actions because they have nobody to blame but themselves. When coaches break Bylaw 17 they do not see the consequences as harsh, so it is worth the risk in order to get the team ahead of the others. The chances of being caught seem to be worth the risk.

The NCAA used Bylaw 17 as a way to ethically and fairly control practice time. Violations in Bylaw 17 rules occur and always will. The consequences for these actions are not harsh enough to prevent some teams from going over team practice times, and in most cases, it can be hard for the NCAA to monitor. The NCAA cannot monitor the lens that an individual chooses to use in regards to their ethical behavior.

Chapter Seven: Personal Statement

It took some time to give myself the push I needed to get started with my graduate degree. Friends around me were starting their adult lives, getting married, moving to different states, buying houses, and I was working a job with no room for growth. I was not a fan of the school from my previous interactions through NCAA competition, but with encouragement from friends and family, my background in sports, and my future goals in mind I was able to make the push.

I was very unhappy with the career path that I had chosen for myself and had begun to set new life goals thanks to my boyfriend. He had been extremely successful in his educational path and, now, with his current occupation as well. He attended a very prestigious school for his master's degree, which he completed right after his bachelor's degree. I admired him for this, and I wanted to better myself as a way to give something back to him, so I enrolled at Concordia University. Originally thinking I knew exactly the route I was ready to take, it was not until I got closer to my graduation date that thoughts about my future profession started to change. With this degree program coming to an end, I find myself wanting different things for my future than I did originally.

Before starting this master's program, I had an extreme love for sports and coaching volleyball. I had been a part of volleyball since I was fourteen years old, and I thought that I could coach forever. I coached year round, dedicated hours upon hours of time to make very little money. I loved the athletes though, and I loved the sense of team. After some time of serious thought about my life path, I decided that becoming an athletic director would allow me to support athletes and create relationships with a variety of different athletes. When I played high school volleyball, we reached the state tournament, and one of the highlights of that season

was receiving a hand-written congratulations note from my athletic director. Something so simple to show he cared meant a lot to me.

I was convinced that becoming an athletic director at a high school was the way I wanted to go. I had numerous informational interviews with various high school and college athletic directors around the metro area. I wanted to know how they got where they are, but, more importantly, what I had to do get there. After my research, I am not so sure being an athletic director is where I want to be anymore. I had a connection through some friends and volunteered to be a game day intern for the St. Paul Saints minor league baseball team during the summer of 2015. I learned a lot about game day promotions and marketing strategies during my time with the Saints. I used my connection with a full time staff member there to get to know a number of people in that organization. Even though I was not getting paid for my time, there was something so exciting about going to work at a stadium. There is no doubt that this internship looked great on my resume. After realizing how competitive the sports' world is to get into, I had to be content with paying my dues and starting at the bottom. After my internship with the Saints, I knew I wanted to continue in professional sports administration.

Kathy Ross, a senior director of strategic communications for the Minnesota Wild, was the first high position person I was put in contact with who took time to meet with me. We met for coffee at the Xcel Energy Center, and she shared her story about how she got into professional athletics. It really lit a passion inside of me, and it was then I realized that I wanted to be a part of that world. At the time, I was working as a testing coordinator at a middle school and feeling like I was going nowhere. I submitted application after application to work for sports teams. Finally, I ended up putting in six applications for six different internships with the Minnesota Twins Major League Baseball (MLB) Team.

After putting Kathy's suggestions into action, I received a call from the Twins and set up an interview, which eventually led to my acceptance of a full time internship position. The 2016 class of interns was reduced to 38 from 1,800 total applicants. This internship has been my first true achievement in the sports world. Since starting my internship with the Twins, I am confident in saying that I will be a part of a professional sports team in Minnesota for a long time. The atmosphere every day walking into Target Field, even without fans in the stands, is so invigorating, and I owe it all to Kathy. I am forever grateful that she took time out of her day to help someone new on her path.

The classes I took as a graduate student at Concordia St Paul were virtually all discussion based, loaded with tons of opinions. There were times that I felt there was too much discussion and that I was not really learning facts about the topic, but more so about personal experiences. I had one of the best cohorts. They offered many points of view, previous experiences, and were always quick to share their opinion in a respectful manner. They opened my eyes to many different views on every topic discussed, which has not only helped me for my future career, but it has helped me grow as a person. I respect every single one of them and am so glad that I had them along on this journey.

My leadership and management course really helped me identify my flaws as far as leadership goes. Being a volleyball coach for over ten years, I am constantly working to lead a team of young girls. After these leadership classes I was able to focus my attention on what I could improve on to become a more successful leader. I hope to be able to encompass leadership qualities such as relationship building, challenging others to be their best, easily welcoming other's opinions, adapting to the needs of others, and providing structure at any level for those who want it in the workplace. I will regularly look back to this class in the next five years as a

way to discover ways to improve my leadership abilities, and I will never stop working to improve my ability to lead. I may not coach volleyball ever again, but leading a sports team and leading a work team have so much in common.

Managerial finance was a great course for me because it gave me a right and wrong answer. I was slightly overwhelmed by all of the techniques and formulas needed to track a large sum of money. Financial management will come into play if I am ever in charge of a budget for an athletic department or sports organization. Keeping the finances straight will be a huge part of that job and knowing the reason behind each formula will definitely help me. It was also that class that differed the most from all the others as there were homework assignments every week covering all the material that we were learning. I really enjoyed working through these assignments and felt as though I was gaining practical knowledge.

The class I had the hardest time with was ethics. The class was structured around situational events and was hard for me because I am very set in my ways as the type of person I want to be ethically and morally. Becoming the best version of myself, and making decisions based on my morals, has been something that I have been seriously trying to do all of my life. We still had a lot of very interesting discussions.

The sports management program at Concordia University in St. Paul has taught me different areas of sports that I never knew existed as a career option. I have made numerous networking connections while being a student, and this is probably the most valuable thing about this program. The professors at Concordia encouraged me to meet with and talk to as many people as possible because they know that the more people I know, the more likely I am able to succeed in this business. Along with this, my Concordia education has helped me to develop my 5-year leadership development plan. I thought that being a college athlete was enough to make

me a good leader, but there are so many different kinds of leaders. My leadership in college athletics was focused toward one group of highly competitive people, which could potentially lead me to fail when working with the larger percentage of people who did not participate in college athletics. In order to begin my 5-year leadership development plan, I first need to describe my personal leadership vision. Over the next five years I will look to improve on my transformational with a situational approach leadership strengths. Additionally, I will look to use the path-goal theory more as a template to help myself become more of an adaptive leader. I want to become a leader who can make a personal connection with subordinates, getting the best work I can from them.

My time at Concordia did not feel like school or work. I felt lucky to come online once a week for an hour and discuss topics that truly interested me with a group of people who felt the same way. Often our classes would get behind due to the stories and experiences we would all share. I was happy to have assignments that forced me out into the world to meet different people, and I was happy to have the opportunity to become more comfortable with public speaking during class periods. Finishing this program before I turn 30 has been a great accomplishment. I was certain that I would never go back to school after my undergraduate degree, but looking at the potential career that I have in front of me, I am so glad that I did.

References

- Berkowitz, S. (2013). Most NCAA division I athletic departments take subsidies. Retrieved from <http://www.usatoday.com/story/sports/college/2013/05/07/ncaa-finances-subsidies/2142443/>
- Brown, C. (2009). If Michigan violated limits on practice time, what might the NCAA do? Retrieved from <http://smartfootball.com/grab-bag/michigan-exceeded-practice-limits-what-might-the-ncaa-have-in-store#sthash.s2mDtiSD.dpbs>
- Chesapeake Energy Arena. (2015a). About the arena. Retrieved from <http://www.chesapeakearena.com/about-the-arena/overview>
- Chesapeake Energy Arena. (2015b). Chesapeake Energy Arena security policies. Retrieved from <http://www.chesapeakearena.com/guest-services/chesapeake-energy-arena-security-policies>
- Cotton, D. & Wolohan, J. (2013). *Law for recreation and sport managers* (6th ed.). Dubuque, IA: Kendall Hunt.
- Finch, K., & Hansen, C. (2010). Internal communications it's not rocket science! Retrieved from <http://www.novascotia.ca/cns/pubs/ItsNotRocketScience.pdf>
- Football rules made at last. (1906, April 2). *The Salt Lake Herald*. Retrieved from <http://chroniclingamerica.loc.gov/lccn/sn85058130/1906-04-02/ed-1/seq-7/#words=RULESMADE>
- Horrow, E. (2001). The evolution of women's college sports. Retrieved from <http://usatoday30.usatoday.com/sports/college/2001-09-27-women-timeline.htm>
- Lhotsky, G. J. (2006). *An analysis of risk management at NCAA division I-A football stadiums*. (Order No. 305332835). Retrieved from <http://ezproxy.csp.edu/login?url=http://search.proquest.com/ezproxy.csp.edu/docview/305332835?accountid=26720>

- Lipman, V. (2013). 5 easy ways to motivate – and demotivate – employees. *Forbes*.
Retrieved from <http://www.forbes.com/sites/victorlipman/2013/03/18/5-easy-ways-to-motivate-and-demotivate-employees/>
- National Collegiate Athletic Association [NCAA]. (2009). *2009-2010 Division I manual*.
Retrieved from <http://www.ncaapublications.com/productdownloads/D110.pdf>
- National Collegiate Athletic Association [NCAA]. (n.d.-b). *2015-16 Division I championships transportation and per diem policies*. Retrieved from http://www.ncaa.org/sites/default/files/2015-16_D1_champs_trav_policies_20141214.pdf
- National Collegiate Athletic Association [NCAA]. (n.d.-d). *Attendance records*. Retrieved from http://fs.ncaa.org/Docs/stats/w_volleyball_RB/2013/Att.pdf
- National Collegiate Athletic Association [NCAA]. (n.d.-e). *Championships*. Retrieved from <http://www.ncaa.org/about/what-we-do/championships>
- National Collegiate Athletic Association [NCAA]. (n.d.-c). *Corporate champions and partners*. Retrieved from <http://www.ncaa.com/news/ncaa/article/2011-02-25/corporate-champions-and-partners>
- National Collegiate Athletic Association [NCAA]. (n.d.). *Division II philosophy statement*. Retrieved from <http://www.ncaa.org/governance/division-ii-philosophy-statement>
- National Collegiate Athletic Association [NCAA]. (n.d.-f). *History*. Retrieved from <http://www.ncaa.com/history/volleyball-women/d1>
- National Collegiate Athletic Association [NCAA]. (n.d.-a). *Women’s volleyball championship history*. Retrieved from <http://www.ncaa.com/history/volleyball-women/d1>
- Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2008). *Human resource management: Gaining a competitive advantage* (6th ed.). Madison, WI: McGraw-Hill.

- Nohria, N., Groysberg, B., & Lee, L. (2008). Employee motivation: A powerful new model. *Harvard Business Review*. Retrieved from <https://hbr.org/2008/07/employee-motivation-a-powerful-new-model>
- StickersBanners, Inc. (2015). Cheap vinyl banners. Retrieved from <http://www.stickersbanners.com/cheap-banners.html>
- Timetoast. (n.d.). NCAA history. Retrieved from <http://www.timetoast.com/timelines/ncaa-history>
- United Press International. (1981). Southern Cal won the first NCAA sanctioned women's volleyball. Retrieved from <http://www.upi.com/Archives/1981/12/20/Southern-Cal-won-the-first-NCAA-sanctioned-womens-volleyball/8716377672400/>
- USA Carry. (2015). Oklahoma concealed carry permit information. Retrieved from http://www.usacarry.com/oklahoma_concealed_carry_permit_information.html
- Wetzel, D. (2013). Brilliant decision by NCAA to host Division II/III title games in Final Four city. Retrieved from <http://sports.yahoo.com/news/ncaab--brilliant-decision-by-ncaa-to-host-division-ii-iii-title-games-in-final-four-city-221424582.html>
- WebMD. (2016). Exercise and depression. Retrieved from <http://www.webmd.com/depression/guide/exercise-depression>
- Winstein, C. (2014). Does practice make perfect? Retrieved from <http://www.brainfacts.org/about-neuroscience/ask-an-expert/articles/2014/does-practice-make-perfect>
- Zapalac, R., Zhang, James J., & Pease, Dale G. (2010). Understanding women's collegiate volleyball spectators from the perspective of sociodemographics, market demand, and consumption level. *International journal of sports marketing and sponsorship*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/10/>

Appendix A

Flyer for joint Division I and Division II National Championship Finals



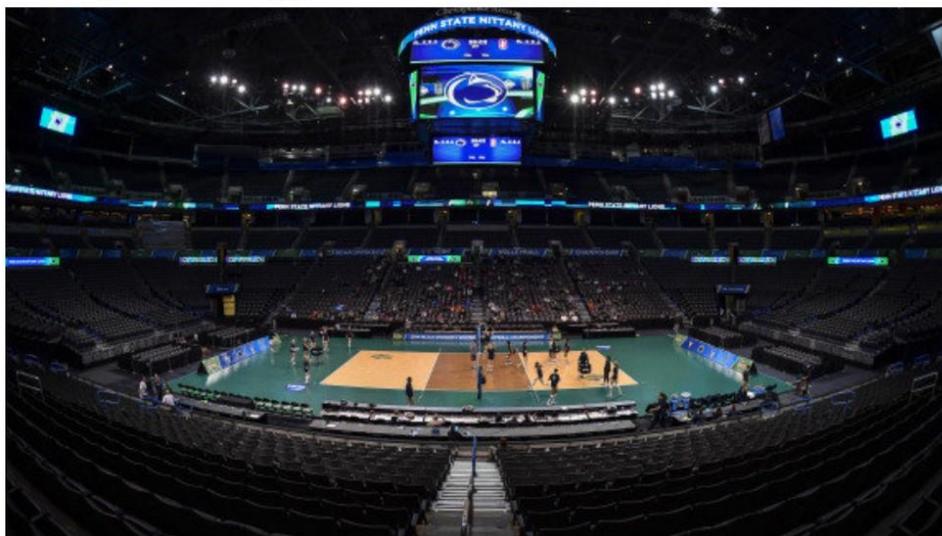
**Division I & II women's
National Volleyball Championships**

Oklahoma City, OK December 22, 2018

**Division II
4:00pm**

**Division I
7:30pm**

Chesapeake Energy Arena ready for NCAA Women's Finals



Five years after their renovations have been completed, the Chesapeake Energy Arena is excited to host the NCAA women's championship volleyball finals. We would also like to welcome the Division II volleyball teams that will be competing for their National Championship here this year as well. Tickets are available to view both division final rounds on the NCAA Championship website. Packages are available for families. Shoe4Africa will be collecting your old tennis shoes at the door to send to volleyball fans in Africa less fortunate.



Appendix B

Budget for joint Division I and Division II National Championship Final

Expenses	Budget		Revenue	Estimated
Team Expenses			Ticket Sales	\$ 10,000.00
Team Per Diem	\$ 4,000.00			
Team Travel	\$ 12,000.00		Merchandise	\$ 10,000.00
Team Lodging	\$ 2,500.00		Clothing	
TOTAL	\$ 18,500.00		Memorobelia	
Site Costs			TOTAL	\$ 20,000.00
Site Rental	\$ 1,000.00			
Set-up/Tear Down	\$ 12,000.00			
Equipment	\$ 2,000.00			
Ticket Preparation	\$ 2,000.00			
TOTAL	\$ 17,000.00			
Promotion				
Signage	\$ 50,000.00			
Advertising	\$ 50,000.00			
TOTAL	\$ 100,000.00			
Event				
Statisticians	\$ 1,575.00			
Medical	\$ 1,000.00			
Video/Scoreboard Operator	\$ 6,400.00			
TOTAL	\$ 12,975.00			
Officiating Expenses				
Officiating Fees	\$ 6,000.00			
Travel	\$ 1,200.00			
Lodging	\$ 1,000.00			
Diem/Gifts	\$ 680.00			
TOTAL	\$ 8,880.00			
Personnel				
Announcers	\$ 1,000.00			
Ushers	\$ 4,800.00			
Ticketing	\$ 1,500.00			
Site Rep	\$ 800.00			
Site Rep/Committee Lodging	\$ 5,600.00			
TOTAL	\$ 13,700.00			
Total Revenue	\$ 20,000.00			
Budgeted Disbursements	\$ 138,775.00			

Appendix C

SWOT Analysis for Joint NCAA National Championship Final

Strengths

- Increase attendance for both Division I and Division II volleyball.
- Increase sense of community by inviting fans from both divisions and welcoming the surrounding communities.
- More exposure of Division II volleyball will create more Division II fans.

Weaknesses

- Loss of “exclusiveness” because it’s a shared tournament.
- No Division III in this event so they may feel left out.
- Potential for the athletes to focus on the overall event rather than their level of play for the match.

Opportunities

- Decreased NCAA spending by only running 1 tournament rather than 2.
- Increased media exposure for Division II volleyball since they are normally only online.
- Showing youth that a high Division II team’s talent can be just as good as or better than a lower Division I program.

Threats

- Space being too large for spectators that it creates an empty feeling or it’s possibly not large enough to accommodate the number of spectators.
- Hotel availability in the area for all teams.
- More officials will be needed which means more money spent by the NCAA on that.
- Unpredictability of attendance.

Appendix D

Risk Category Matrix for Joint Division I and Division II National Championship Final

SEVERITY	High	MANAGE AND MONITOR RISKS Proper signage to help guests find what they need quickly and easily	MANAGEMENT EFFORT REQUIRED Emergency Medical Services easy access door to arena	EXTENSIVE MANAGEMENT ESSENTIAL Metal detectors and bag checks upon arrival
	Moderate	ACCEPT AND MONITOR RISKS Tripping down the stairs	MANAGEMENT EFFORT WORTH WHILE Posting employee benefit signs	MUST MANAGE AND MONITOR RISKS Explaining policies and procedures to employees upon hiring
	Low	ACCEPTABLE RISKS All events require liability rider insurance from the party	RISKS MAY BE WORTH ACCEPTING WITH MONITORING Ensure proper cleaning in concessions stands	CONSIDERABLE MANAGEMENT REQUIRED Police escort for money drops
		Low	Moderate	Significant
		IMPACT		