



What's HR Got to Do with It?

A Case Study of Selected Aspects of Human Resource Management in the Successful
Planning, Management and Impact of Sport Events in Qatar.

Chris Wolsey

Leeds Beckett University

INTRODUCTION

The Case Study will look at the lessons from related HR literature and apply this to the formulation of a systems-based understanding of such practices within Qatar's Sport Event Industry. In particular, it will seek to highlight specific issues that present on-going challenges throughout the sporting world. By applying a critical HR lens to such issues, the intention is to deepen the knowledge of both theory and applied practice as a prelude to possible future actions. Students in this area, will become the future critical advocates for an industry that has the power to positively impact, not merely selected sporting events, but the psyche and reputation of a whole nation.

At the end of the case study, you will be able to:

- Critically reflect upon and analyse selected human resource issues applied to the sports (events) industry.¹
- Appreciate the way in which all HR issues are interconnected within a 'systems' approach.
- Critically apply your learning, from selected HRM literature, to provide potential strategies for dealing with key issues.

The HR Context

Human Resource Management is a relatively new concept, having been born in the departments of several prominent international Business Schools in the mid-late 1970s. It follows a slowly developing range of ideas about management, originating in the early part of the 20th Century.^{2 3} Arguably, these follow on from over 2000 years of philosophical thought.

1. Ruth Tubey, Kipkemboi Jacob Rotich and Alice Kurgat, "History, Evolution and Development of Human Resource Management: A Contemporary Perspective," *European Journal of Business and Management* 7, No: 9 (2015): 139-148.

2. "Frederick Taylor and Scientific Management," Mindtools (website), Accessed 10 November 2018, https://www.mindtools.com/pages/article/newTMM_Taylor.htm.

From the ‘Socratic Method’ to Aristotle’s ‘virtue ethics’ to ‘consequentialism’, ‘humanitarianism’ and ‘deontology’.⁴

It’s clear that all such ways of viewing the world have something to contribute to more contemporary notions of management. Similarly, there are a variety of related concepts that complement this area and provide a deeper insight into related theory and applied practice. Broadly, these would fall under the umbrella of social psychology and would include areas such as Organisational Behaviour and Organisational Psychology.⁵

All such ideas seek to provide ways of framing and influencing thoughts about the social construction of opinions and related actions. This exists on a number of levels; from individual thoughts and actions (micro level of analysis), to those of teams (meso level of analysis), to those of organisations, to those of industries, to those of societies and nation states, (macro level of analysis).

Such ideals still resonate in more contemporary views about management and related HR literature. The aim here should be to understand the antecedents of success in order to produce a stream of concomitant and consistent actions that positively deliver against enduring underlying values. These are often characterised by the expressed mission of organisations, industries, governments and, indeed, countries.

Halafihi and Faruq⁶ argue that in relation to on-going successes in the promotion of sports events, such as the 2022 Football World Cup, in the Middle East:

3. “Henri Fayol’s Principles of Management, Mindtools (website),” Accessed 20 November 2018, <https://www.mindtools.com/pages/article/henri-fayol.htm>.

4. The Basics of Philosophy (website), Accessed 17 November 2018, https://www.philosophybasics.com/general_quick_history.html.

5. Psychology, Oxford Research Encyclopedias, Accessed 16 November 2018, <http://psychology.oxfordre.com/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-23>.

6. Nicholas Halafih and Abdullah Faruq, “*Identify entrepreneurial and risk strategies in the MENA Region.*,” Case Study: (unpublished).

There is a growing cultural importance assigned to these developments which seek to evidence innovation and entrepreneurship promotion. Indeed, far from an obscure focus on entrepreneurship, these are 'in-vogue' regional and national policy trends which have a measurable influence on international policy, leisure and tourism. Ennis, (2015:117) explains that this is also a deliberate and common domestic economic policy within the MENA region-something Ennis calls economic 'diversification'. These new strategies are aligned to general business principles and move the focus forward from the traditional networking promotions of the past where private networking in the MENA region was a natural occurrence of the culture of a male driven society (FakhrEIDin, Skoko, and Cheraghi, 2013).

Related to this, Qatar's Supreme Committee for Delivery and Legacy, the organisation with the responsibility for providing the necessary infrastructure for the 2022 World Cup, is reported to have a stated mission 'to encourage positive social change within Qatar.'⁷ How can an understanding of related HR positively impact this. Hopefully, you will be in a better position to make this judgement at the end of this Case Study and the numerous ACTIVITIES you are asked to take part in.

7. James Montague, "A respite of Soccer for Qatar's Laborers," *New York Times*, 23 April 2016, <https://www.nytimes.com/2016/04/24/sports/soccer/world-cup-qatar-laborers-workers-cup.html>.

The first *ACTIVITY* asks you to become more familiar with this conceptual and applied journey by reading a related book chapter and answering a number of relevant questions.

ACTIVITY ONE

READING

Human Resource Development in the Sport & Leisure Industry, Pages: 1-16⁸

Questions

1. What is meant by a 'systems approach' to understanding related Human Resource Issues?
2. What did early 'classical' and 'scientific' theories have to say about how people should be managed?
3. Why is it important to consider 'context' within all related analysis of HR issues?
4. In what way(s) did Elton Mayo change the focus of early theories about management?
5. What is the significance of the internal and external environment to HR processes?
6. How do Lussier & Kimball (2009) categorise the different types and levels of management?
7. To what extent would you argue that sport is unique, when considering related aspects of people management?
8. What is meant by the term 'psychological contract' and why is this important for HR professionals?
9. In what ways does/should the concept of HRM differ from more traditional notions of 'Personnel Management'?

8. Chris Wolsey, Sue Minten, Jeffrey Abrams, *Human Resource Development in the Sport & Leisure Industry*, London (Routledge, 2012): 1-16.

ACTIVITY TWO builds upon your developing knowledge of the HR literature and asks a fundamental question of ALL employees of organisations and, by logical extension, ALL citizens of ALL countries.

ACTIVITY TWO

VIDEO - Why do we work?

https://www.ted.com/talks/barry_schwartz_the_way_we_think_about_work_is_broken?referrer=playlist-talks_on_human_resources

The video provides a bridge between the HRM literature/mind set and the thinking relating to organisational behaviour.

Barry Schwartz presents a challenging and thought-provoking short talk on the antecedents of work and (in) action. This builds upon some of the knowledge and thinking that you have already considered in *ACTIVITY ONE*.

Whilst reviewing the video, you should answer the following four questions:

1. In line with the thinking of Henri Fayol (Classical Management) and Frederick Taylor (Taylorism/Scientific Management), to what extent do you feel that such principles remain relevant to the 21st century workplace?
2. To what extent can sports jobs be regarded as good jobs?
3. What kind of human nature do you want to help design?
4. How can your future management decisions make a positive contribution to this?

Thinking about such issues can lead to greater knowledge and understanding. This, in turn, can lead to new and better thinking about how decisions can impact work colleagues and overall organisational performance. This is dependent upon the clarity of the thought

process, forged from the ability of decision makers to more fully understand the situational context and the related consequences of both action and inaction.

Don't worry if you are unable to give a complete answer to some of the questions that have been posed during these initial activities. The idea is to challenge your existing knowledge and thought processes in an attempt to move this forward incrementally. Of course, if at some point in this journey you have an epiphany that binds many of these areas together in a deeper and broader understanding of related issues, that's definitely OK, too! If you begin to recognise this in yourself, you're starting to engage in systems thinking!⁹

It would now be timely to think about how such ideas translate into the thoughts and actions of managers and leaders within the sports industry. *ACTIVITY THREE* provides a video of several leading managers from sports organisations in the United States. They discuss their views on the nature of the industry and what it's like to lead related sport organisations.

ACTIVITY THREE

Video - What are Sport Managers saying?

This learning block of the Case Study asks you to consider the views of a range of sports managers and put this within the context of your developing knowledge of HR competencies.

The participants include:

- Joe Lacob: Owner, Golden State Warriors (Basketball)
- Paraag Marathe: Chief Strategy Officer, San Francisco 49ers (NFL)
- Dave Kaval: President San Jose Earthquakes (Football/Soccer)
- Ari Segal: President, Business Operations, San Diego Gulls (Ice Hockey)
- George Foster, Management Professor (Stanford University Business School)

9. Peter Senge, "What is systems thinking," YouTube, <https://www.youtube.com/watch?v=V38HrPnYkHI>.

The video can be accessed here:

https://www.gsb.stanford.edu/insights/inside-sports-management?utm_medium=editorial&utm_source=stanfordmag&utm_campaign=sportsmanagement&utm_content=editorial-general

The aim of the video is to get you to compare, contrast and, where appropriate, critique the views of the participants in a range of HR issues that are relevant to your learning in this area.

You should listen closely to the content and answer the following questions 2 questions:

1. What personal qualities appear to be necessary when managing/leading sports organisations?
2. To what extent are such qualities any different from those required to manage non-sporting organisations?
3. How important is CONTEXT to the actions of sports executives?

This is complemented by *ACTIVITY FOUR*, which reports the views of a range of sports professionals with respect to their advice to graduates looking to make their way in this industry.

ACTIVITY FOUR

Reading – 15 Sports Business Executives Offer Advice for Class of 2016¹⁰

You can access the article here: <http://onforb.es/1Qk8FFJ>

What are the main themes and advice for young professionals looking to make a career in the area of sport (event) management?

10. Mark J. Burns, “15 Sports Business Executives Offer Advice for Class Of 2016,” *Forbes Online*, 17 September 2015, <http://onforb.es/1Qk8FFJ>.

The next step would be to provide some insight into how such generic advice relates to the sport event industry. The following article reviews the workforce planning necessary for the London 2012 Olympics. This provides a more specific insight into how wider HR planning is necessary in order to not only provide a successful Olympic Games, but also produce a poignant legacy.

ACTIVITY FIVE

Reading – Planning for the Olympics; a people’s legacy.

Lucy Phillips, “Games of Skill,” *People Management*, pp.24-29¹¹

Questions

1. What makes the workforce planning for mega events, such as the Olympics and Paralympics, more complex than if planning for more typical commercial projects involving large numbers of people?
2. How are these workforce planning activities focussed on broader goals that extend beyond the Olympics and Paralympics?
3. What skills have been identified as being in short supply to enable the running of the Olympics and Paralympics?
4. How is this skills deficit addressed?

Tom Rath is someone with a strong track record of both research and publications that seek to offer guidance on ‘why we work’. He argues:

Through both research and personal experience, I have discovered that creating meaning is central not just to my existence but to that of every organisation in society today. Businesses, schools, governments, families, and faith-based groups are being challenged more than ever to show how they make a meaningful contribution to society. The essential thing people want in a job today is work that will allow them to create meaning for others. My research suggests

11. Lucy Phillips, “Games of Skill,” *People Management*, 31 May 2007: 24-29.

that the odds of being completely engaged in your job by more than 250 percent if you spend a lot of time doing meaningful work throughout the day.¹²

Of course, there's nothing as practical as a good theory and the above resonates with Aristotle's view of virtue, where the moral fibre of a person's character is always searching for the 'golden mean'; i.e., an appropriate balance between two extremes of thought and concomitant action. This is a skill that can be acquired through experience and habituated observation and practice, essentially, you are what you do more specifically, and you are what you do often and learn from!

EXCERPT: EMBOK (Adapted from McCullough 2018)¹³

An unusual, hybrid movement in connecting academics in the subject area of event management and industry practitioners was formulated in 1999 by William O'Toole and is known as EMBOK - Event Management Body of Knowledge (Appendix 2). The International EMBOK Executive states,

"The aim of the International EMBOK Executive is...To create a framework of the knowledge and processes used in event management that may be customized to meet the needs of various cultures, governments, education programs, and organizations," (EMBOK.org, 2018) p.8.

Although EMBOK is not a professional association, their pioneering work in establishing the synergies between academic theory from business and management literature to documenting the skills required for professional event managers was and is ground breaking. Many event management professional associations have based their values and approaches on this model and it has become a benchmark for all associations to consider.

An example of this is stated below,

12. Tom Rath, (2015): 12-13.

13. "2018 EMBOK," Accessed 24 October 2018, <http://www.embok.org>.

“Tourism HR Canada (formerly Canadian Tourism Human Resource Council - CTHRC) drew on a wide range of industry expertise and content, including from EMBOK and members of the International EMBOK Executive, to develop the Event Management International Competency Standards (EMICS). These were in turn then used as the basis of Meeting Professional International's Meeting and Business Events Competency Standards (MBECS).” (EMBOK.org, 2018)

An example of two areas key of the EMBOK framework are shown below.

The 5 core “domains” to the framework include:

1. Administration
2. Design
3. Marketing
4. Operations
5. Risk

Along with the 5 “core values” of the framework include:

1. Integration
2. Creativity
3. Strategic Thinking
4. Continuous Improvement
5. Ethics

As Getz, D (2012) states,

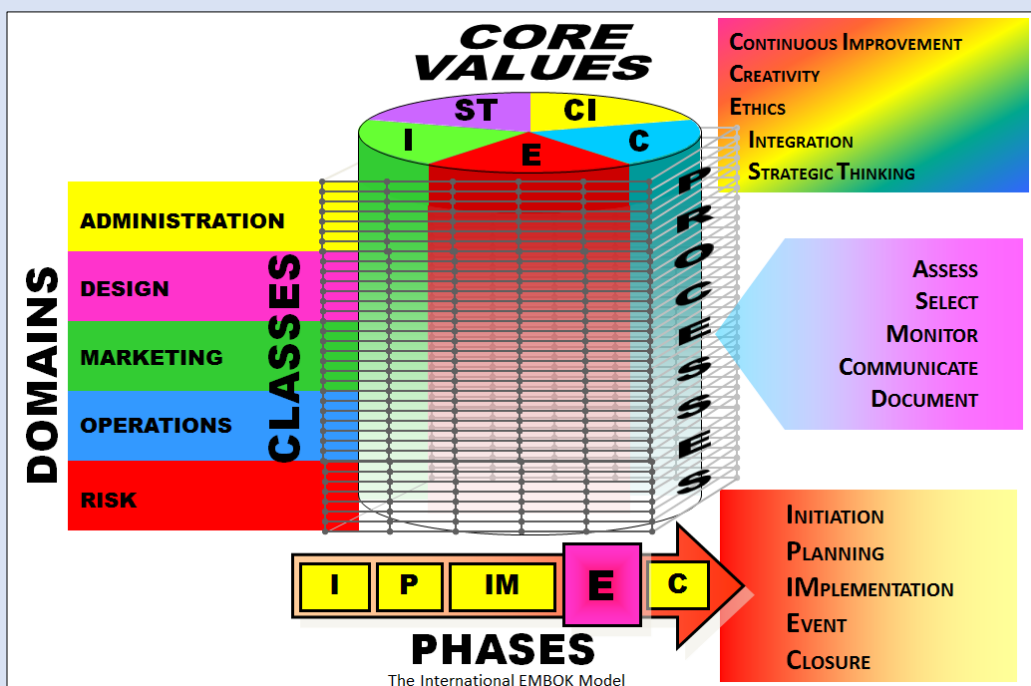
EMBOK...tells academics what a full degree programme in event management should cover, but the means of acquiring all the pertinent skills and knowledge has to include on-the-job experience. Interestingly, Robson (2008) believed that the framework was not only pioneering but bridged the gap in a timely way between the explosion of event

management literature and global industry recognition and growth.

“EMBOK provides ... Global Certifications and Recognition of Qualifications and Standards for the event industry. This work will assist the industry in becoming less fragmented and more cohesive, globally and nationally. With standardized global recognition of employment categories, jobs will become more transferable internationally.”

(Robson 2008, p.8-9)

A model of this is shown overleaf:



You may have noticed that the above EMBOK framework does not refer, explicitly, to any HR processes. It could be argued that such considerations are implicit to the model and these permeate many of the factors identified; for example, the ‘personnel’ function required administratively, and the many HR actions required for successful ‘operations’.

The omission of such important business functions as HR and finance could be viewed negatively in relation to the credibility of the above model. However, it does serve to

illustrate the way in which the HR function can be easily marginalised; something that happens all too often in many businesses throughout the world.

You will have learnt from your earlier readings that one of the key differences between the administrative function of personnel departments, and the progressive labelling of the HR function, is the strategic integration of human resources into the fundamental planning processes of all organisations. However, the reality of this is often different!

If in doubt, compare the salaries of HR directors with those looking after other business functions for a selection of businesses. Moreover, consider how many HR directors have a permanent place on the board (or equivalent) of such organisations. This does not paint a positive picture for the strategic integration of HR into a systems model of business strategy, operations and performance! HR professionals often recognise that they should be doing a better job at convincing organisations of their pivotal role in the delivery of strategic objectives. This is particular important with service sector organisations, such as those tasks with providing sporting events.

At this point it would be instructive to review the last three activities in order to create a list of the development areas that appear necessary to be successful in the sports (event) industry.

You will notice that many of the areas you have listed are ‘people’ related i.e. they are either directly to do with your own knowledge and skills and/or the relationships you cultivate with other people within your field of work.

ACTIVITY SIX

Developing people skills is essential to ongoing practice. Given this, it would be useful to create an initial SWOT analysis of how your developing understanding of such HR areas relates to your own skill-set and on-going personal development needs. You can do this by

reviewing the main themes that have been highlighted during the last three activities you have completed. How do you measure up against such important themes/aptitudes? What are the main priorities for you and how can you seek to identify opportunities to move such areas forward in the next 6-12 months?

Of course, most of what you've just considered alludes to the importance of LEADERSHIP within business in general, and the sports (event) industry in particular. As existing and potential sports business executives of the future, you have the power to do a better job here. This provides an appropriate bridge to take a critical and applied look at the related literature in this area.

Most would argue that leadership is critical for individuals, groups and organisations to perform to their maximum potential. However, in many ways, this remains an elusive concept that continues to exercise the thoughts of prominent scholars, business leaders and politicians.

During this next learning block of the Case Study, we will take a look at the ideas and contradictions involved in this area as applied to the Sports Industry. In this way, it is hoped that you will continue your personal learning journey to HR enlightenment and in so doing engage in activities likely to enhance your personal, academic and career development.

We begin this section with a literature review of the area which considers over 40 years of research, as applied to sport management.¹⁴

ACTIVITY SEVEN

Reading – “Forty Years of Leadership Research in Sport Management: A Review,

14. Jon Welty Peachey, Zack Damon, Laura J Burton, Yilun Zhou, “Forty Years of Leadership Research in Sport Management: A Review, Synthesis and Conceptual Framework,” *Journal of Sport Management* 29 (2015): 570-587.

Synthesis and Conceptual Framework,” *Journal of Sport Management*, 570-587.

Please review the article and answer the following questions:

1. What is argued to be unique about studying leadership in the sporting context?
2. What are the arguments made for the concept of 'transformational' leadership within the paper?
3. In what way(s) are 'the darker traits of leadership' characteristics of the sport-related examples reviewed by the paper?
4. To what extent does the authors' 'multilevel conceptual model of leadership in sport management' reflect your experience(s) of sport?
5. Where are the current perceived knowledge gaps in this area?

It would now be useful to engage in a further two readings that build upon *ACTIVITY SEVEN* and provide both a contextual and critical perspective in relation to the study and practice of sport management.

ACTIVITY EIGHT

Contemporary, Contextual & Critical Perspectives of Sport Management in Theory and Practice¹⁵¹⁶

Questions

1. What are the main themes, presented by the two papers?
2. In what way(s) do such themes help to frame the potential contribution of sport management to the ideals set out in the previously reviewed 'Qatar National Vision 2030'?

15. Wendy Frisby, "The Good, the Bad, and the Ugly: Critical Sport Management Research," *Journal of Sport Management* 19 (2005):1-12.

16. Annelies Knoppers, "Assessing the sociology of sport: On critical sport sociology and sport management," *Internal Review for the Sociology of Sport* 50 (2015): 496-501.

Whilst much of the literature seeks to find a dialectic between a range of competing visions of effective leadership, it is clear that UNDERSTANDING YOURSELF & OTHERS is an important antecedent to success. Being able to get the best out of yourself and, also, out of others, is a pivotal characteristic of any leader/manager, particularly in the sports event service sector. This is where the important issue of EMOTIONAL INTELLIGENCE has gained significant traction during the last 15 years. With this in mind, please complete *ACTIVITY NINE* below:

ACTIVITY NINE

Reading: Emotional Intelligence

You are required to review the following two articles and answer the following questions below:

https://www.mindtools.com/pages/article/newCDV_59.htm

<https://www.skillsyouneed.com/general/emotional-intelligence.html>

Questions

1. What are the five identified areas of Emotional Intelligence?
2. Take the MindTools test of emotional intelligence. This will give you a basic baseline reading of how you currently measure up in this context?
3. What example(s)/evidence of your positive attributes and behaviours could you provide under each of the five headings that may help to explain your score?
4. What would you say are the main strength and/or weakness in relation to your own personal attributes?
5. What would be the positive consequences, for you and others, of improving in such areas?

6. How can you begin to practically take your development in this area forward in the next 6-12 months?

NOTE: For a more comprehensive assessment of your emotional intelligence, you should access the following site:

<https://www.psychologytoday.com/gb/test/3203>

Emotional Intelligence, therefore, is about understanding yourself as a prelude to understanding others. Autocratic managers may get results, but they rarely inspire loyalty and the type of intrinsic motivation that leads to lasting competitive advantage. Of course, seeking to manage and encourage employees using the carrot rather than the stick is intuitively appealing. However, in reality, it is much easier said than done and both strategies may need to be deployed, differentially, dependent upon the situation. This is particularly true of the sport event context, in which there are a number of significant stakeholders, often with competing agendas, that have to be effectively managed in order to produce sustainable performance through time.

ACTIVITY TEN asks you to consider this issue further by developing a better understanding of some of the realities and barriers to achieving this utopian ideal in practice.

ACTIVITY TEN

Reading¹⁷

You can access the article here:

https://www-sciencedirect-com.ezproxy.leedsbeckett.ac.uk/science/article/pii/S1048984317300814?_rdoc=1&_fmt=hig&_origin=gateway&docanchor=&md5=b8429449ccfc9c30159a5f9aeaa92ffb&ccp=y

17. P.D. Harms, Dustin Wood, Karen Landay, Paul B. Lester, Gretchen Vogelgesang Lester, "Autocratic Leaders and Authoritarian Followers Revisited: A review and Agenda for the Future," *The Leadership Quarterly* 29, No: 1 (2018): 105-122.

Despite the majority of evidence suggesting that autocratic leadership is not preferable, this management/leadership style continues to reflect the lived reality for many individuals, teams and organisations; particularly in a sporting context that can often be dominated by traditional orthodoxies of management and control. Of course, that is not to say that adopting more CLASSICAL forms of management, where the manager is very much seen to be in control, cannot yield positive results. There is no doubt that in certain instances, such an autocratic style may actually be preferable!

What insights does the paper offer in this regard?

This knowledge will be used to further interrogate some pertinent sporting examples during future activities within this learning block of the HR case study.

Often, it's considered instructive to consider the concept of emotional intelligence in the context of the STRENGTHS literature. The idea here is that people will be happier and perform better if they understand and play to their strengths as much as possible. This runs against some conventional wisdom, when considering individual development, as it makes a strong argument to accentuate the positive rather than a more natural and educative tendency to focus on weakness(es). Of course, identifying important weaknesses, that impact ability and performance, remains important to continued success.

Such weaknesses cannot and should not be ignored.

However, you are encouraged to define yourself and your on-going development priorities from a strengths perspective i.e. what you can do vs what you can't!

Tom Rath, at Gallup, has led this agenda over the last 15 years. If you think this area of personal development sounds somewhat esoteric, then consider the fact that Rath's seminal book *StrengthsFinder 2.0* had the best worldwide sales, for any book listed on Amazon, in 2014. At the rear of the book you are presented with a unique code, which allows

you to take the Strengthsfinder 2.0 test and compare yourself to the millions of previous converts.¹⁸

Central to such ideas is the fundamental concept that for people to feel engaged in what they do, there must be meaning in their work. This mirrors much of the work by early philosophers such as Aristotle and, latterly, by social scientists and psychologists studying work motivation. Despite all of the available knowledge, according to Gallup, only around 30% of employees feel engaged in their work!

WE MUST DO BETTER!

When Gallup followed up their research, it revealed the following twelve factors as being important in good management and a feeling of **WORKER ENGAGEMENT & MOTIVATION**.

18. George Anders, "Need A Career Tuneup? Gallup's Tom Rath Has A Quiz For You," *Forbes Online*, 4 September 2013, <https://www.forbes.com/sites/georgeanders/2013/09/04/how-gallup-hit-a-goldmine-with-strengthsfinder/#50d7eca73fb0>.

The 12 Elements of Great Managing

To identify the elements of worker engagement, Gallup conducted many thousands of interviews in all kinds of organizations, at all levels, in most industries, and in many countries. These 12 statements – the Gallup Q¹² – emerged from Gallup's pioneering research as those that best predict employee and workgroup performance.

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

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(Source: <https://thepeoplegroup.com/2011/06/the-12-elements-of-great-managing/>)

You can download the latest Gallup report by completing your contact details here:

<https://news.gallup.com/reports/191489/q12-meta-analysis-report-2016.aspx>

You will, no doubt, have noticed that number one on the list is that workers 'know what is expected' of them. This is where it's very important that managers are clear in the way they construct the working objectives of those they have responsibility for ... something that aligns to notions of CLASSICAL and SCIENTIFIC management. As Frederick Herzberg, the noted thinker on work motivation, has once said, 'if you want a good job done, give them a good job to do!'¹⁹

19. Mark Gregory (@markgregory), "Well-being: If you want a good job done, give them a good job to do, not fruit bowls," LinkedIn article, 20 April 2017, <https://www.linkedin.com/pulse/well-being-you-want-good-job-done-give-them-do-fruit-bowls-gregory/>.

Feeling engaged in work is not simply about being happy, as this can represent a more transient state of mind based on small pleasurable interactions/experiences. Longer term notions of WELLNESS, ENGAGEMENT & MOTIVATION are based on more enduring factors, often associated with what Maslow would call Higher Order needs, Herzberg²⁰ would call 'motivators' and McGregor would label his 'Y' categorisation of people.²¹ Indeed, the ultimate extrapolation of Maslow's Hierarchy of Needs is the concept of transcendence which he describes as

Transcendence refers to the very highest and most inclusive or holistic levels of human consciousness, behaving and relating, as ends rather than means, to oneself, to significant others, to human beings in general, to other species, to nature, and to the cosmos. (Maslow, 1971, p. 269).^{22 23}

Working in sports offers the opportunity to engage in such meaningful work and a feeling that you are making a contribution to a bigger and more positive picture. Volunteering at sporting mega events is both an important aspect of the HR function, in terms of recruitment, selection, training and development, but also an opportunity to leverage such experiences for loftier strategic goals/legacies.

20. "Herzberg's Motivators & Hygiene Factors," Mindtools, Accessed 17 November 2018, <https://www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm>.

21. "Theory X and Theory Y," Mindtools (website), 17 November 2018, https://www.mindtools.com/pages/article/newLDR_74.htm.

22. "What is Self-Transcendence? Definition and Six Example, Positive Psychology Programme," Positive Psychology, Accessed 17 November 2018, <https://positivepsychologyprogram.com/self-transcendence/>.

23. Saul McLeod, "Maslow's Hierarchy of Needs," Simply Psychology (website), <https://www.simplypsychology.org/maslow.html>.

Commenting on the London 2012 Olympics Koutrou et al. (2016) argue that:

A mega-sport event can create different types of legacies, be they sporting, environmental, or economic. With 70,000 volunteers acting as ‘Games Makers’, as they were known throughout the sixteen-day event in 2012, it was of vital importance to ensure that their enthusiasm could be harnessed to provide a social legacy of sports volunteering in the local communities. Indeed, the Conservative-majority coalition government in the UK was actively engaged prior to the event in the rhetoric that the Games would inspire an increase in sport participation and an enhanced volunteering culture after the event. However, evidence suggests that there was a lack of precise objectives on how the legacy aspiration to ‘inspire a generation’ to take part in sport and volunteering could be realised following the Games.²⁴

Similarly, Rath (2015, p.6) contends that:

The study of well-being is also upending the conventional wisdom that wealthier countries have happier citizens. In the past, when scientists looked at life satisfaction, the wealthiest countries were consistently at the top of national well-being rankings. But when Gallup asked people in 138 countries about daily experience, the results told a very different story. The country with the highest ‘positive experience’ score was Paraguay, a nation that ranks 105th in terms of wealth (measured by GDP per capita). Among the top five countries on this daily well-being index, four were in the bottom half of the wealthiest countries list.

Clearly, if the lessons from previous mega-sporting events can be harnessed by those in the future, there is a real possibility that such ambitions can be better realised. Given this, McCullough (2018, p.5) makes the point that:

As the educational vehicle for the Supreme Committee for Delivery and Legacy, the Josoor Institute is delivering diploma courses in Major Event Management and providing further postgraduate opportunities for their students. The investment and vision in upskilling the workforce in Qatar (and potentially across the region) is a world’s first and demonstrates a true legacy for the FIFA World Cup™ in 2022. This also has a clear alignment and outcome for one of the four pillars in the Qatar National Vision for 2030. Through this innovative project, a new type of Event Manager will be educated and trained in Qatar and it is the question of what support will they have post the FIFA World Cup™ in 2022 in remaining relevant, professional, networked and current to their profession.

24. Niki Koutrou, Athanasios Pappous and Anna Johnson, “Post-Event Volunteering Legacy: Did the London 2012 Games Induce a Sustainable Volunteer Engagement?,” *Sustainability* 8, No: 1221 (2016), https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKewi4u8Kd_-feAhVqB8AKHbSIDvQQFjABegQIBxAC&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F8%2F12%2F1221%2Fpdf&usg=AOvVaw3_MIBgJow84iyx37YXeq5m.

This HR Case Study has reviewed a number of related aspects of HR and placed these in the context of the exciting sporting futures for those involved in developing this growth area throughout the Middle East over the short, medium and longer term. There will always be a number of challenges ahead and, hopefully, this Case Study will make a contribution to providing a knowledge base with which to make better and more appropriate decisions in the future.

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