



**SUPER e-RECRUIT**

# How Sports and Hobbies Improve Competence of Human Resources

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# Abstract

## Introduction

Despite extensive research on employee selection, managers still do not have clear guidance on whether specific background characteristics predict good performance. To help clarify this issue, Top Gun Co. Ltd. (Top Gun) has launched an online research study with an attempt to analyze the relationships between the individual's preferences on sports/hobby contingent to improvement on job performance. As such, an online survey in the form of job application for the recruitment agency is developed with main focus on how to help candidates with the effective design of resume application, job search and refined scope of interests. Apart from demographic inquiries and job-related data, Top Gun has attached a section that designed with the aim to draw on applicant's preferences on sports and hobby in order to understand how skills acquired from sports and hobby in personal lifestyle can help to improve job performance. This study's findings support other research which suggests that it may be better to base employee screening/selection decisions on specific job-related knowledge, skills, and abilities, instead of relying primarily on background education and experiences at work.

Even though there continued to be an ongoing research, discussion, and debate on how to predict employee success and make the best possible hiring practices, human behavior, thinking and personality are complex and remain difficult to derive at a conclusive finding. Not surprisingly, a lot of research results indicate that managers are still uncertain whether they can rely on specific background characteristics to predict employee success. Although individual research studies have linked some background characteristics to performance, other research suggests that general mental ability and personality may well be the best overall predictor of job performance (Arvey and Murphy 1998). Since mental ability tests can be impractical, however, characteristics such as grades from school, degree level, school quality, and other biographical data are often used as acceptable indication of how well a person is likely to perform at work.

Unfortunately, key elements that truly reflect the personal values and personal preferences such as the preferred sports and hobby from the candidate's perspective are often ignored in main research on personality and behavior as criteria in selection. As a result, managers are still searching for empirical guidance to help them make efficient and effective recruitment and selection decisions. Despite the emergence of validity generalization techniques, organizations still tend to rely on their own data to develop selection systems.

This study, therefore, intend to provide some specific skills pertinent to sports and hobby that correlate with job performance, but at the same time valid to make a general assumption via massive sample obtained from online survey.

## Objective of the study

The objective of this study is to explore the viable relationship of how skills acquired from sports and hobby preferences can improve job performance. This study hypothesized that skills acquired from sports and hobby preferences would predict higher performance skills related to work.

This study examined two main fields: sports and hobby based on the selection of 102 copyrighted competencies from Top Gun as factors to determine skills efficiency of sports/hobby as related to job performance. Details of the 102 copyrighted competencies from Top Gun can be further acquired from the website ([www.jobtopgun.com](http://www.jobtopgun.com)).

This paper investigated how sports and hobby can help to improve job performance. Primarily, the discussion will center on the issue of how human resource recruitment can make effective use of the result that shows how the individual preference on sports and hobby is linked directly to competencies and skills required for specific jobs.

## Literature review

Sports and hobby are important elements in social and personal life of individual well-being. The role of sports and hobby form an essential part for the construct of characteristics, personality, traits and skills in everyday life. Much research in the past had delved into the understanding of the significant relationship between sports and hobby with the influence on personality profile and vice versa.

## Personality and job performance

Ryckman (2004) has defined personality as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. Gill (1977) defined that personality is the sum total of an individual characteristics which make the person distinctive from others.

According to Eysenck (1968), personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determines the unique adjustment the individual makes to the environment. In order to make the study on personality and performance more objective, Cattell (1965) has identified 16 groups of traits, arranged in hierarchical order with the strongest overriding others as listed below.

	1	2	3	4	5	6	7	8	
reserved	-	-	-	-	-	-	-	-	outgoing
less intelligent									more intelligent
affected by feelings									emotionally stable
submissive									dominant
serious									happy-go-lucky
expedient									conscientious
timid									venturesome
tough-minded									sensitive
trusting									suspicious
practical									imaginative
forthright									shrewd
self-assured									apprehensive
conservative									experimenting
group dependent									self-sufficient
uncontrolled									controlled
relaxed									tense

There are many definitions attempting to explain the origin of what constitutes personality. However, there is no real consensus on the definition of "personality" in psychology or organizational behavior studies. Most behaviorist researchers and psychologists do not explicitly identify themselves with a certain perspective and often taken an eclectic approach on how personality is constructed. There is also a substantial emphasis on the applied field of personality testing, of which mostly derived from Carl Jung's theoretical framework on personality typology (Bentz, 1998).



## Personality typology: introversion and extroversion

Carl Jung developed a personality typology that has become widely known in the field of psychology and human resource development. The personality typology starts with the distinction between **introversion** and **extroversion**. Introverts are people who prefer their internal world of thoughts, feelings, fantasies, dreams, mostly within the internal realm of thoughts; while extroverts prefer the external world of things and people and activities. In addition, the idea of personality typology provides the model that becomes the basic foundation on a more theoretical approach to personality, accepting extraversion and introversion as basic psychological orientations in connection with two pairs of psychological functions:

- The "rational" (judging) functions: thinking and feeling (basing decisions primarily on logic vs. considering the effect on people).
- The "irrational" (perceiving) functions: sensing and intuition (trust in concrete, sensory-oriented facts vs. trust in abstract concepts and imagined possibilities)

From Jung's original concepts, Briggs and Myers developed their own theory of psychological type, described below, on which the MBTI is based.

## Myers-Briggs Type Indicator [MBTI]

Building on the writings and observations of Carl Jung, Isabel Briggs Myers and her mother, Katharine C. Briggs, delineated personality types by constructing the Myers-Briggs Type Indicator, commonly known as MBTI. Briggs and Myers also added another personality dimension to their type indicator to measure whether a person prefers to use a judging or perceiving function when interacting with the external world. Therefore they included questions designed to indicate whether someone wishes to come to conclusions (judgment) or to keep options open (perception). Critics of this view have observed that the types can be quite strongly stereotyped by professions (such as in the personnel recruitment field), and thus may arise more from the need to categorize people subject to limiting parameters for purposes of guiding their career choice.

This among other objections led to the emergence of the five factor view, which is less concerned with behavior under work conditions and more concerned with behavior in personal and emotional circumstances. Some critics have argued for more or fewer dimensions while others have proposed entirely different theories (often assuming different definitions of "personality").

## The Five Factors model

The greatest single advance in personality research has been the emergence and broad acceptance of the Five Factor model of personality developed by Lewis Goldberg, commonly referred to as the "Big Five" (Digman, 1990; Hogan, Hogan, & Roberts, 1996). The Big Five are bipolar dimensions of personality that have been found to form the core of personality models in everyday language and behavior. The Five Factors can be summed up below:

1. Extraversion - outgoing and stimulation-oriented vs. quiet and stimulation-avoiding
2. Neuroticism - emotionally reactive, prone to negative emotions vs. calm, imperturbable, optimistic
3. Agreeableness - affable, friendly, conciliatory vs. aggressive, dominant, disagreeable
4. Conscientiousness - dutiful, planful, and orderly vs. laidback, spontaneous, and unreliable
5. Openness to experience - open to new ideas and change vs. traditional and oriented toward routine

Since its introduction and widely acclaimed acceptance of the Five Factor model in the early 1990's, research examining the link between personality and job performance has proliferated through various personality tests and assessments to determine the individual's fit for certain job scope (Kiersey, 1998). The predictive utility of personality assessment is enhanced when job type and personality constructs are matched, either based on the findings of previous research, rational analysis, or a thorough personality oriented job analysis (Raymark, Schmit, & Guion, 1997). Hogan (1996) has simply stated that different jobs demand different personality profiles. For example, studies have shown that for sales jobs, extraversion and agreeableness are highly predictive of performance. For blue-collar workers conscientiousness and agreeableness show a positive relationship to job

performance while extraversion and openness to experience are shown to be unrelated or in some cases negatively related to performance.

## Personality tests

Essentially, there are two major types of personality tests. Projective tests assume personality is primarily unconscious and assess an individual by how he or she responds to an ambiguous stimulus, like an ink blot. The idea is unconscious needs will come out in the person's response, e.g. an aggressive person may see images of destruction. Objective tests assume personality is consciously accessible and measure it by self-report questionnaires. Research on psychological assessment has generally found objective tests are more valid and reliable than projective tests. Nevertheless, most of the personality tests do not take sports and hobby into consideration as part of the essential construct of personality and skills that could tremendously improve job performance.

## Sports and hobby as part of personality construct

Rhodes, Courneyab and Jonesb (2003) examined the influences of individual's personality and social cognition on the mode of exercise behavior and sport preferences. The result indicates that the activity trait predicts exercise intention and behavior independent of social cognition even over a short interval period of two weeks. The implication from the study points to the need to broaden its measurement domain in order to mediate the effect of personality on behavior. There are countless physical education literature dealing with personality factors and their effects on performance which shows strong implication stating links between personality development and involvement in appropriately conducted programs of planned physical activity such as games, dance, and sport. But, there is only a handful of research that dealt oppositely at how sport skill is directly link to business application and can enhance job performance effectively.

An attempt has been made to investigate the relationship between personality dimension and music. Rentfrow, Gosling, and Samuel (2008) examined individual differences in music preferences. The data indicated that people consider music an important aspect of their lives and listening to music an activity they engaged in frequently. Result shows that various music dimensions were related to a wide array of personality dimensions (e.g., Openness), self-views (e.g., political orientation), and cognitive abilities (e.g., verbal IQ).

Schwartz and Fouts (2006) examined the personality characteristics and developmental issues of 3 groups of adolescent music listeners: those preferring light qualities of music, those preferring heavy qualities of music, and those who had eclectic preferences for music qualities. The findings indicated that each of the 3 music preference groups is inclined to demonstrate a unique profile of personality dimensions and developmental issues. Those preferring heavy or light music qualities indicated at least moderate difficulty in negotiating several distinct domains of personality and developmental issues; those with more eclectic music preferences did not indicate similar difficulty. Thus, there was considerable support for the general hypothesis that adolescents prefer listening to music that reflects specific personalities and the developmental issues with which they are dealing.

## Personality and business application

While recent argument would pose the validity of sports and hobby as one of the personality dimensions that help to construct a more thoroughly reflected personality traits and characteristics, which would help to improve job performance in the long run (as sports and hobby is seen as an innate personal preference which is unlikely to change quickly). Tait, Padgett and Balwin (1989) concur that if a sport team's performance influences judgments of personal competencies, mood, self-esteem, etc., one could argue it is possible that the outcome of a sporting event may influence one's performance at work. Judge and Watanabe (1993) theorize that positive mood experienced in one context (sports and hobby satisfaction) can "spillover" to other contexts, including one's work environment. Judge and Watanabe argue and provide empirical evidence that this reciprocal "spillover" effect can account for the strong positive correlation between life satisfaction (preference on sports and hobby) and job performance.

Judge and Bono (2001) conducted a research examining the relationship between self-esteem and job performance. The result shows a positive relationship between job performance and self-esteem derived from satisfaction in sports and hobby. Thus, the "spillover" of happiness, increased self-esteem, and self competency may account for Lever's report that the outcome of soccer matches that influenced workplace productivity in Brazil (Lever, 1969).



The growing knowledge about aptitude, abilities, and skills has just begun to explain performance differences, in terms of depending to some extent on the individual's unique and personal and behavioral dispositions. Such dispositions that an individual brings to improvement on job performance are not fully understood, neither as to the nature of the predisposition nor as to the predictive value. This is not surprising, given that the field of personality theories within psychology is a complex and imprecise science. Yet various studies purport to deal with such issues as the coexistence between the effects of cognitive and perceptual styles, the nature of motivation, and the individual's mode of interpreting learning experiences and acquired skills via sports and hobby. This study attempts to validate the skills derived from sports and hobby have direct linkage to improvement in job performance base on a list of 102 competencies© derived from Top Gun (see Appendix A).

## Method

This study was designed to identify the empirical relationships which existed between 1) skills acquired from sports and hobby; and 2) how the skills acquired from sports and hobby can improve job performance. The performance measure used in this study was based on the 102 competencies© derived from Top Gun. This study employed an online survey using questionnaire that specifically designed as part of the recruitment process online.

The initial survey delves with demographic profile of the applicant and followed by a more elaborative description of the applicant's work experience, skills relevant to job's field. The latter part of the questionnaire survey focus on individual's extracurricular activities, i.e., sports and hobby. This part is designed with simple questions that lead the applicants from filling out sports and hobby that he or she enjoys doing on a regular basis. Further, the questionnaire asks for the level of the applicant's skills in the selected fields of sports and hobby. Then, the questionnaire allows the applicant to select from the 102 competencies that match with their sports and hobby skills. Additional competency is left as open field for applicant to fill in competency not found amongst the 102 competencies. The final part of the questionnaire is an open-ended question that allows job applicant to express opinions or additional comments on how sports and hobby help to improve skills related to job performance in his or her own words.

In an online survey, textboxes are provided with the question prompt in order for applicant to conveniently type in the answer. For this study, an overall mean score is calculated for each recruit by averaging all the scores each applicant selected for each type of sport and hobby.

## Sample

The sample size for this study consisted of a diverse group of applicants from various field with diverse socio-economic background and differing demographic and geographic profile in Thailand. This demographic, academic, and source diversity made the sample profile an unusually good group for the study. The sample size compiled for the survey online during the period of August to November 2007 is 12,579 persons (N = 12,579). Descriptive statistical analysis with ranking order and means are used to examine the relationships between skills acquired in sports / hobby and job performance. A form of hierarchical analysis and a general linear test (Neter and Wasserman, 1974) were used to determine whether each of the individual acquired skills from sports and hobby contributed significantly to the improvement in job performance.

Using multiple samples, methods, and geographic regions, analyses of the sports and hobby preferences of over 12,579 individuals show 2 classes for sport dimensions and 3 classes for hobby dimensions. For sports, the classifications made up of traditional sports and outdoor adventure; with a mixture of individual, team and adventurous sports. On the other hand, hobby dimensions consist of music and other hobbies.

The online survey provides greater flexibility in displaying questions with real time value and constant adjustment of the result. Questions are displayed with the following parts:

1. Socio-Demographic Profile
2. Educational Background
3. Work Experience
4. Interested Job Field
5. Extracurricular Activities with specific focus on sports and hobby

## Validity

A sample of online questionnaire were distributed to 50 individuals as a pilot test to check for questionnaire validity, ease of understanding and response, prior to publication on Top Gun website. Sample questionnaire is attached in Appendix B. For this study, the response rates are very high from internet users. The data is tabulated to cross check redundancy based on demographic, validity of IP address, username and password verification. In order to assure a high quality result from the questionnaire, the length, conciseness and question sequence are carefully designed and monitored throughout the research period

## Results

### Demographic profile

A total sample size of 12,579 individuals is distributed across demographic profile as illustrated in Table 1 for gender and Table 2 for age profile.

Table 1

#	GENDER	JOBSEEKER	%
1	MISS	6,521	51.84%
2	MR	5,311	42.22%
3	MRS	460	3.66%
4	Other titles	287	2.28%
<b>TOTAL</b>		12,579	100.00%

Table 1 shows a higher percentage that skewed towards female applicants with slightly over 55%. Male applicants made up around 42.22%, while an unidentifiable field for “other titles” is 2.28%.

Table 2

#	AGE	JOB SEEKER	%
1	Below or equal 20	9	0.07
2	21 - 25	3759	29.88
3	26 - 30	5074	40.34
4	31 - 35	1846	14.68
5	36 - 40	663	5.27
6	41 - 50	334	2.66
7	51 and above	49	0.39
8	Not specified	845	6.72
<b>TOTAL</b>		12,579	100

From Table 2, almost half of the applicants fall under the age group of 26-30 years old at 40.35%, followed by 21-25 years at 29.88% and 31-35 years old at 14.68%. The result shows that the younger age groups are more likely to seek job via online search. Interestingly, adults with several years of work experience with the age over 26 years old consists a majority of job seekers and those who portray interest in sports and hobby.

Table 3

#	EDUCATION	JOB SEEKER	%
1	Bachelor's Degree	9,679	76.95%
2	Master's Degree	2,503	19.90%
3	Diploma of Vocational Education	198	1.57%
4	High School / College	82	0.65%
5	Certificate of Vocational Education	33	0.26%
6	Doctorate	30	0.24%
7	Diploma / Associate Degree	28	0.22%
8	Diploma of Technical Education	10	0.08%
9	Other	16	0.13%
<b>TOTAL</b>		12,579	100.00%

A majority of over 95% from total applicants earn at least a bachelor degree as shown in Table 3.



**Table 4**

#	JOB FIELD	JOB SEEKER	%
1	Customer Services	1,569	12.47
2	Administration	1,559	12.39
3	IT/Computer	1,465	11.65
4	Sales	1,435	11.41
5	Marketing	1,405	11.17
6	Engineering/Technician	1,341	10.66
7	Accounting	1,008	8.01
8	Finance	971	7.72
9	Human Resources	663	5.27
10	Production/Manufacturing	640	5.09

Table 4 provides information on the top 10 job field of the applicants. Interesting to note that the top 5 job fields are listed under the “soft” skills in the business/ service sector, i.e., customer service 12.47%, administration 12.39%, IT / computer 11.65%, sales 11.41% and marketing 11.17%.

**Table 5**

	Sports	Job Seekers
1	Volleyball	1,301
2	Swimming	927
3	Basketball	911
4	Football	784
5	Badminton	691
6	Bowling	631
7	Tennis	558
8	Golf	536
9	Jogging	337
10	Dancing	283
11	Yoga/Pilates	263
12	Shooting	211
13	Martial arts	152
14	Squash	49
15	Horseback Riding	32
	Total	7,666

Initial data on Table 5 points to the importance of sports in individual's lifestyle as 7,666 individuals out of the total sample size of 12,579 admitted to playing some kinds of sports. When exploring further, the result shows that team sports are quite popular among applicants with volleyball as the most preferred sports, followed by basketball, and football. Apart from popular team sports, swimming is the most popular individual sports, followed by badminton, bowling, tennis, golf and jogging.

**Table 6**

	<b>Outdoor Adventure</b>	<b>Job Seekers</b>
1	Trekking/Camping	233
2	Snorkeling	229
3	Mountain Biking	157
4	Canoeing/Kayaking	104
5	Bird Watching	92
6	Jet Ski	69
7	Star Watching	45
8	Scuba Diving	35
9	Sailing	34
10	Cable Ski	29
	Total	1,027

Table 6 shows that less than 10% of the applicants are interested in outdoor adventure (only 1,027 out of total sample size of 12,579). The top 5 popular outdoor adventures are trekking/camping, snorkeling, mountain biking, canoeing/kayaking and bird watching.

Table 7

	Hobbies	Job Seekers
1	Stamp Collecting	1,532
2	Aerobics – need to recode to sports, not hobby	1,014
3	Chess	643
4	Pet	521
5	Traveling	520
6	Reading	415
7	Cooking	322
8	Gardening	235
9	Drawing & Painting	227
10	Go	151
11	Photography	72
	Total	5,687

Data compiled from Table 7 points to general interest to pursue certain types of hobbies. Unsurprisingly, stamp collection is the favorite hobby chosen by applicants, followed by chess, raising pet, traveling and reading.

Table 8

	Music	Job Seekers
1	Guitar	446
2	Drum	222
3	Piano	191
4	Keyboard	164
5	Woodwind	37
6	Violin/Cello	24
7	Brass	22
	Total	1,130

Table 8 shows applicant's interest in music, with guitar as the most popular instrument played, followed by drum, piano, keyboard, woodwind, double bass, violin/cello and brass.

## Sports and Hobby

The data findings on preferences over sports (traditional sports and outdoor adventure, hobby, and music) indicate a strong relationship of the acquired skills with the improvement in job performance based on the 102 competencies©. In the study, applicants were asked to select their personal preferences on sports and hobby fields. Then, applicants were asked to rate their level of competencies in the selected sports and hobby fields. Then, respondents were asked to rate their level of competencies in the selected sports and hobby fields. There are 6 levels that applicants can choose for their competency: 1) never play, 2) learning, 3) beginner, 4) intermediate, 5) advance and 6) expert. Level 1 and 2, “never play” and “learning” are not tabulated in the score set. The level of competency is calculated from level 3 onwards.

The result below shows the top 10 competencies for each type of sports, outdoor adventure, hobby and music as rated by applicants. The competency percentage scores derived from how applicants viewed these competencies are applicable to enhance capabilities in job performance. Detail description of each competency can be obtained from Top Gun ([www.topgun.com](http://www.topgun.com)).

## Sports

The compilation of sports below illustrated how applicants view the competencies in each sports and the role it plays in relation to job performance. The result shows 15 popular sports among applicants, i.e., volleyball, swimming, basketball, football, badminton, bowling, tennis, golf, jogging, dancing, yoga/pilates, shooting, martial arts, squash and horse riding. Interesting to note that among these sports there is a good combination of team, individual and competitive sports, all of which provide various competencies to improve job performance.

The overall picture indicates both similarities and differences between individual and team sports. There is a higher tendency for individual who likes to play team sports such as volleyball, football, basketball and soccer to display more discipline in terms of group effort. The competencies in the area of decisiveness, role consciousness, organization in team, and discipline tend to have very high scores. On the other hand, individual sports such as golf, swimming, bowling, and yoga tend to portray the individual with higher competencies in the area of patience, calm, careful, self-motivation, ambition and pleasant personality.



Competitive sports such as tennis, badminton and squash all display a degree of planning and achievement-oriented. Further detailed investigation on the subjects can be inquired from Top Gun.

## Outdoor Adventure

The result shows that quite a few numbers of applicants enjoy outdoor adventure. Top 10 outdoor adventures derived from the findings are: trekking/camping, snorkeling, mountain biking, canoeing/kayaking, bird watching, jet ski, star watching, scuba diving, sailing, and cable ski. Unsurprisingly, competencies for outdoor sports tend to be rated highly on the overall area of enhancing the individual with the capabilities to explore new things, being patient and flexible to various unanticipated situations, trouble shooter, resourceful, having leadership skills and enjoy taking challenges. In addition, competencies such as innovative/ creative thinking and good interpersonal skills are vital parts that help to improve one's skill both in personal life and at work place. These qualities are traits that are in line with what is required for most of job perspectives.

## Hobbies

Having hobby entails the inner side of one's personality as hobby derived directly from personal liking with some sorts of activities. A person's hobby, therefore, can imply generally the personal perspective about oneself and provision of activities that unconsciously reflected in job performance. From the findings, popular hobbies that applicants like to do during their free time are: stamp collecting, aerobics, chess, pet, traveling, reading, cooking, gardening, drawing & painting, go, and photography. Overall, applicants seem to favor competency in the area of creativity and taking initiative, having enthusiasm, pleasant personality, patience, calm, skillful at planning, analytical and good interpersonal skill.

## Music

Music is another area that implicitly provides applicants with competencies that intertwine with performance at work. From the finding, favorite musical instruments chosen to play as a hobby are guitar, drum, piano, keyboard, woodwind, violin/cello and brass. The result shows that music helps applicants to master competencies in the area of being artistic, patient, creative, taking initiative, and having good personality. It is undeniable that music plays an important role in socialization both personally and in business. The exposure to music appears to help individual gains a better sense of modification and maintenance of social values, especially in performance function at work due to a high level of adaptability and interpersonal skills stem from preference from music.

## Conclusion and Implication

The results from this study have important practical significance not only for the recruitment agency and human resource field, but for other public and private sector organizations trying to determine whom to hire and how to make the best selections. Previous research and selection process for hiring tend to put emphasis on educational background, work experience, and the subjective impression made from resume and interviewing process. Largely, the extracurricular activities of sports and hobby play a minor role in the decision-making process. However, much research has found significant link on how skills and competencies gained from sport and hobby activities is directly associated with personality and trait. Yet, most research falls short on how to delve further to establish

the relationship between skills and competencies acquired from sport and hobby activities can have either direct or indirect influence how one performs at work.

Overall, the results show that most of the applicants are well aware of their level of competencies in sports and hobby. Applicants are able to provide a concrete rating on the skills and competencies they found pertinent to improvement on job performance. General qualification based on educational background and work experience may not be the most significant predictors of early career performance even though 1) these characteristics were important considerations in the agency's recruitment/selection process, and 2) the organization's managers believed that most of these characteristics were performance predictors. While the general absence of significant results may have resulted partially from placing only a minor concern on extracurricular activities of the applicants (e.g., sports and hobby), this type of recruitment restriction (that focus specifically only on education and experience) exists in most organizations. Despite this limitation, this study provides fresh perspectives on recruitment and selection guidance for managers in light of how sports and hobby really do help to improve job performance.

This study suggests that 1) intensive team sports such as volleyball, basketball and football show a direct link to improvement on job performance in the area of building on higher team spirit, awareness of role, skillful at planning, disciplinary and decisiveness. 2) individual sports such as golf and swimming portrays the soft side of competencies such as allowing one to be more patient, calm, careful, self motivated, and ambitious, which are all the characteristics that can increase productivity in job performance; 3) preference on hobbies as a whole entails individual's personal side as being resourceful, patient, flexible, enjoy challenges and possess high degree of exploration; while 4) playing music instrument reflects the individual's characteristics as being creative, enthusiastic, calm and having pleasant personality.

The overall findings provide an indication on how human resource field and organizations can extrapolate on how applicants for job can really fit in the organizations by way of exploring the wider perspectives that go beyond standard educational background and work experiences. This study does not suggest that the recruit agency or organization should focus only on hobby and sports that the job applicants preferred as the main selection criteria. Nevertheless, the findings in this study is the initial proof that sports and hobby are an essential part that help that can help managers point out core competencies of the individuals to the perfect job match. The findings in this study is not meant to be a

decisive or conclusive factor how the selection process. However, the utilization of the findings to make sense of the candidate will help the human resource field with the effective selection. The implication from this research should help debunk the belief that job performance will be taken care automatically once the individual is chosen for the job based on the basis that the recruits are hired with certain characteristics. As stated earlier, the more details findings and discussion can be obtained from Top Gun in order to assess further capabilities and competencies of the individual.

Finally, organizations which have decided to hire recruits based on educational background, work experience, and assessment results should further examine the perspectives that the applicants have on sports and hobby in order to provide sufficient opportunities and challenges for their new employees to fully reflect their competency in relation to the position acquired. Otherwise, these organizations might be wasting their time and money recruiting the wrong candidates for the job. In this study, the absence of significant results from competencies in sports and hobby for most of the characteristics studied may indicate that job responsibilities and tasks did not always allow new employees to demonstrate their full abilities using the skills and competencies acquired from sports and hobby.



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## Appendix A :102 Strengths

Hotline Tel: 085-220-1123-9



**Reflect your talents and win your dream job**

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The Topgun's Strengths

**Please select only 5 the TopGun's Strengths® that best identify you.**  
 Tell the employers why you are the right person for this position.  
 There is no right of wrong answer. Each job requires different types of people.  
 Start off by thinking about yourself.  
 It might be easier if you describe yourself first, then go through our check list.

<input type="checkbox"/> Able to deliegate responsibilities to others	<input type="checkbox"/> Able to set priorities	<input type="checkbox"/> Action-oriented
<input type="checkbox"/> Adventurous / Risk taker	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Ambitious / Achievement-oriented
<input type="checkbox"/> Analytical	<input type="checkbox"/> Articulate	<input type="checkbox"/> Artistic
<input type="checkbox"/> Calm	<input type="checkbox"/> Careful	<input type="checkbox"/> Common sense user
<input type="checkbox"/> Competitive	<input type="checkbox"/> Compromising / Tolerant	<input type="checkbox"/> Conservative
<input type="checkbox"/> Considerate / Sympathetic	<input type="checkbox"/> Consistent	<input type="checkbox"/> Contemporary
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Decisive	<input type="checkbox"/> Deferential / Respect other people
<input type="checkbox"/> Detail-oriented	<input type="checkbox"/> Determined / Devoted	<input type="checkbox"/> Diplomatic
<input type="checkbox"/> Disciplined	<input type="checkbox"/> Enjoy taking challenges	<input type="checkbox"/> Enjoy working under pressure
<input type="checkbox"/> Enthusiastic / Self-motivated	<input type="checkbox"/> Ethical	<input type="checkbox"/> Expert in my job field
<input type="checkbox"/> Fair	<input type="checkbox"/> Fast learner	<input type="checkbox"/> Flexible / Adaptable
<input type="checkbox"/> Frank / Open	<input type="checkbox"/> Friendly	<input type="checkbox"/> Get things done
<input type="checkbox"/> Good Looking	<input type="checkbox"/> Good at coordinate and following up assignment	<input type="checkbox"/> Good at directing projects
<input type="checkbox"/> Good at heart	<input type="checkbox"/> Good at identifying the issues	<input type="checkbox"/> Good at time management
<input type="checkbox"/> Good consultant	<input type="checkbox"/> Good interpersonal skills	<input type="checkbox"/> Good judgement
<input type="checkbox"/> Good leadership skills	<input type="checkbox"/> Good listener	<input type="checkbox"/> Good negotiator
<input type="checkbox"/> Good presentation skills	<input type="checkbox"/> Good sense of color	<input type="checkbox"/> Good sense of humor
<input type="checkbox"/> Hard-working / Diligent	<input type="checkbox"/> Having connection / Networking	<input type="checkbox"/> Helpful
<input type="checkbox"/> High self-improvement	<input type="checkbox"/> Honest / Having Integrity	<input type="checkbox"/> Humble
<input type="checkbox"/> Independent	<input type="checkbox"/> Influential / Good motivator	<input type="checkbox"/> Initiative / Creative
<input type="checkbox"/> Innovative	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Investigative
<input type="checkbox"/> Knowledgeable	<input type="checkbox"/> Love to explore	<input type="checkbox"/> Loyal
<input type="checkbox"/> Make everything possible	<input type="checkbox"/> Motivated	<input type="checkbox"/> Never give up
<input type="checkbox"/> Open to suggestion	<input type="checkbox"/> Organized / Systematic	<input type="checkbox"/> Patient
<input type="checkbox"/> Perfectionism	<input type="checkbox"/> Pleasant personality	<input type="checkbox"/> Positive (thinker) / Optimistic
<input type="checkbox"/> Principled (thinker)	<input type="checkbox"/> Professional and well mannered	<input type="checkbox"/> Punctual
<input type="checkbox"/> Rational and unemotional	<input type="checkbox"/> Responsible	<input type="checkbox"/> Result-oriented
<input type="checkbox"/> Role conscious	<input type="checkbox"/> Routine oriented	<input type="checkbox"/> Searching for excellence
<input type="checkbox"/> Sense of survival	<input type="checkbox"/> Service-minded	<input type="checkbox"/> Skillful at applying knowledge
<input type="checkbox"/> Skillful at evaluating	<input type="checkbox"/> Skillful at implementing plans	<input type="checkbox"/> Skillful at managing people
<input type="checkbox"/> Skillful at mathematics	<input type="checkbox"/> Skillful at planning	<input type="checkbox"/> Skillful at supervising and controlling
<input type="checkbox"/> Sociable / Extroverted	<input type="checkbox"/> Strategic thinker	<input type="checkbox"/> Team builder
<input type="checkbox"/> Trouble shooter / Resourceful	<input type="checkbox"/> Trustworthy / Reliable	<input type="checkbox"/> Visionary
<input type="checkbox"/> Willing to take on new challenges	<input type="checkbox"/> Winning Attitude	
<input type="checkbox"/> Specify your own strength		

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## Appendix B: Example of Survey Questionnaire

**Survey on**

**"How Sports and Hobbies Improve Competence of Human Resources"**

**As you are one of those who love to play golf, we would like to ask you some questions relating to the sport.**

**1.What is your golf skill level?**

- ☐ I don't play golf, but I'd love to learn some day.
- ☐ I've just started learning and I still don't have my own handicap.
- ☐ My handicap is above 36.
- ☐ My handicap is between 24-36.
- ☐ My handicap is lower than 24.
- ☐ My handicap is lower than 10.

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### Survey on

#### "How Sports and Hobbies Improve Competence of Human Resources"

**2. All kinds of sport help us improve ourselves. How do you think golf help you improve/develop your skill, personality, or strengths apart from your health and your social network. Please choose your answer from our 103 provided competencies.**

Before you start, think about how sport can improve you, then choose those competencies from the 103 choices. You can choose as many as you like.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Ambitious / Achievement oriented | <input type="checkbox"/> Analytical                    | <input type="checkbox"/> Good presentation skill    |
| <input type="checkbox"/> Detail and Accuracy oriented     | <input type="checkbox"/> Fast learner                  | <input type="checkbox"/> Flexible / Adaptable       |
| <input type="checkbox"/> Friendly                         | <input type="checkbox"/> Good at heart                 | <input type="checkbox"/> Good leadership skill      |
| <input type="checkbox"/> Good looking                     | <input type="checkbox"/> Visionary                     | <input type="checkbox"/> Honest / Integrity         |
| <input type="checkbox"/> Initiative / Creative            | <input type="checkbox"/> Patient                       | <input type="checkbox"/> Pleasant personality       |
| <input type="checkbox"/> Positive thinker / Optimistic    | <input type="checkbox"/> Result-oriented               | <input type="checkbox"/> Service - minded           |
| <input type="checkbox"/> Having connection / Networking   | <input type="checkbox"/> Troubleshooter / Resourceful  | <input type="checkbox"/> Hard working / Diligent    |
| <input type="checkbox"/> Articulate / Communicative       | <input type="checkbox"/> Enthusiastic / Self-motivated | <input type="checkbox"/> Organized / Systematic     |
| <input type="checkbox"/> Considerate / Sympathetic        | <input type="checkbox"/> Love to explore(Knowledge)    | <input type="checkbox"/> Able to commit/Responsible |
| <input type="checkbox"/> Able to set priority             | <input type="checkbox"/> Action oriented               | <input type="checkbox"/> Adventurous / Risk taker   |
| <input type="checkbox"/> Calm / Unpanicky / Placid        | <input type="checkbox"/> Careful / Reserved            | <input type="checkbox"/> Compromising / Tolerant    |
| <input type="checkbox"/> Consistent                       | <input type="checkbox"/> Contemporary                  | <input type="checkbox"/> Cooperative                |
| <input type="checkbox"/> Courageous(to try)               | <input type="checkbox"/> Decisive                      | <input type="checkbox"/> Determined / Devoted       |
| <input type="checkbox"/> Frank / Open                     | <input type="checkbox"/> Good interpersonal skill      | <input type="checkbox"/> Helpful / Concerned        |
| <input type="checkbox"/> Independent                      | <input type="checkbox"/> Innovator / Pioneer           | <input type="checkbox"/> Knowledgeable              |
| <input type="checkbox"/> Loyal                            | <input type="checkbox"/> Negotiator                    | <input type="checkbox"/> Open to suggestions        |



- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Role conscious   | <input type="checkbox"/> Searching for excellence         | <input type="checkbox"/> Skillful at applying knowledge                 |
| <input type="checkbox"/> Skillful at implementing plans                           | <input type="checkbox"/> Skillful at mathematics          | <input type="checkbox"/> Sociable / Extroverted                         |
| <input type="checkbox"/> Time conscious / Punctual                                | <input type="checkbox"/> Trustworthy / Reliable           | <input type="checkbox"/> Strategic thinker                              |
| <input type="checkbox"/> Sophisticated / Intelligent                              | <input type="checkbox"/> Artistic                         | <input type="checkbox"/> Competitive                                    |
| <input type="checkbox"/> Good sense of humor                                      | <input type="checkbox"/> Good listener                    | <input type="checkbox"/> Investigative                                  |
| <input type="checkbox"/> Influential / Motivator                                  | <input type="checkbox"/> Conservative                     | <input type="checkbox"/> Good judgement                                 |
| <input type="checkbox"/> Good sense of color                                      | <input type="checkbox"/> Diplomatic                       | <input type="checkbox"/> Aggressive/Forceful                            |
| <input type="checkbox"/> Common sense user  | <input type="checkbox"/> Deferential/Respect other people | <input type="checkbox"/> Disciplined                                    |
| <input type="checkbox"/> Energetic/Untiring                                       | <input type="checkbox"/> Enjoy taking challenge           | <input type="checkbox"/> Enjoy working under pressure                   |
| <input type="checkbox"/> Ethics   | <input type="checkbox"/> Expert in my job field           | <input type="checkbox"/> Fairness                                       |
| <input type="checkbox"/> Get things done  | <input type="checkbox"/> Good at directing projects       | <input type="checkbox"/> Good at coordinate and following up assignment |
| <input type="checkbox"/> Good at identifying the issues                           | <input type="checkbox"/> Good at time management          | <input type="checkbox"/> Good consultant                                |
| <input type="checkbox"/> Highly self-improvement                                  | <input type="checkbox"/> Humble                           | <input type="checkbox"/> Never give up                                  |
| <input type="checkbox"/> Perfectionist  | <input type="checkbox"/> Professional and well mannered   | <input type="checkbox"/> Principled thinker                             |
| <input type="checkbox"/> Rational and unemotional                                 | <input type="checkbox"/> Routine performer                | <input type="checkbox"/> Sense of survival                              |
| <input type="checkbox"/> Skillful at evaluation                                   | <input type="checkbox"/> Skillful at planning             | <input type="checkbox"/> Skillful at supervising and controlling        |
| <input type="checkbox"/> Team builder   | <input type="checkbox"/> Winner Attitude                  | <input type="checkbox"/> Make everything possible                       |
| <input type="checkbox"/> Able to delegate responsibilities to others              | <input type="checkbox"/> Skillful at managing people      |   |
| <input type="checkbox"/> other - please specify : <input type="text"/>            |   |   |
| <input type="checkbox"/> I don't believe that sports and hobbies develop my skill |   |   |

Next





**Survey on**  
"How Sports and Hobbies Improve Competence of Human Resources"


**3. Please rank the first 3 competencies that you think are most related to playing golf. Then describe how golf contributes to those competencies.**

1st :  

description :

2nd :  

description :

3rd :  

description :



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