

# **Athletic Equipment Managers Association**

## **Certified Athletic Equipment Manager Job Analysis Study**

February 2020



**Prepared for**

Athletic Equipment Managers Association  
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## Introduction

The Athletic Equipment Managers Association (AEMA) is a certifying body for individuals with education and experience in the practice of athletic equipment management. The major function of the AEMA's certification program is to ensure safe and competent practice for individuals in the equipment management profession.

In June 2019, AEMA assembled a panel of equipment manager experts to identify the key roles and responsibilities of entry-level certified athletic equipment managers (CAEMs). The process of identifying the required tasks, knowledge, and skills for successful performance is known as a job analysis study, which serves as the foundation of examination development. The results of the job analysis is used to create a test blueprint, which ensures that the content of the examination reflects the tasks performed in practice settings.

Developing a content-valid examination requires certain logically sound and legally defensible procedures. AEMA partnered with Scantron Corporation (Scantron), an assessment solutions company, who follow these standards in developing examinations for credentialing programs, which are outlined in federal regulation (*Uniform Guidelines on Employee Selection Procedures*) and manuals such as *Standards for Educational and Psychological Testing* (published by the American Educational Research Association, 1999).

The job analysis study for AEMA consisted of the following three phases, which are the focus of this report:

- I. Initial Development and Evaluation. The job analysis panel identified the tasks, knowledge, and skills essential to the performance of a certified athletic equipment manager.
- II. Validation Study. A sample of athletic equipment manager experts reviewed and validated the work of the job analysis panel.
- III. Domain and Task Weights. Based on the ratings gathered from the representative sample of professionals, the weightings for the domains and tasks in the framework were computed.

## Phase I: Initial Development and Evaluation

In June 2019, a panel of 11 subject matter experts assembled by AEMA met with a representative from Scantron, to delineate the role of the entry-level athletic equipment manager. The major function of the AEMA's certification program is to ensure safe and competent practice for individuals in the equipment managers profession. The results of this job analysis study were used to update the AEMA CAEM test specifications (i.e., test blueprint) to ensure that the knowledge and skills measured by the examination continue to reflect current practice in the field.

The initial job analysis meeting took place on June 20 and 21, 2019 in Morrisville, North Carolina. Dr. Sean Gasperson of Scantron facilitated the meeting. Kelly Jones, AEMA's Certification Steering Committee Chairperson, was also in attendance. The panel members represented a variety of practice settings and geographic regions. The names of the 11 panelists can be referenced in Appendix A.

A meeting workbook was distributed to each panelist (Appendix B), which included the meeting agenda, background on job analysis, guidelines for developing task and knowledge statements, demographic questionnaire, eligibility requirements, and the previous content outline.

### Review of Eligibility Requirements and Target Audience

After reviewing the purpose of the meeting and clarifying panelist roles and responsibilities, the panel discussed the mission of the certification program, current trends in the industry, and other relevant characteristics of the role. To aid these discussions, panelists were asked to review the eligibility requirements of the examination and the past content outline developed in the 2011 job analysis study. The purpose and eligibility requirements for the examination can be referenced in the meeting workbook (Appendix B).

### Performance Domain Development

The first step in the development of the AEMA CAEM content outline was to evaluate the major responsibilities or duties (i.e., performance domains) that characterize the practice of an athletic equipment manager. As a group, panelists were asked to assess the relevancy of the domains developed in the 2011 job analysis study, and add, edit, or remove domains as needed. The panel determined that the profession could be divided into five areas, or domains:

1. Department Administration
2. Safety and Standards
3. Operations
4. Procurement and Finances
5. Inventory Control

### Task Statement Development

Panelists received instruction about developing high-quality task statements and documentation regarding task statement development was provided in the meeting workbook. The panel reviewed and revised the task statements from the 2011 job analysis study. The tasks underwent revision to varying degrees, with some tasks being reworded, removed, or moved to more appropriate domains. Tasks identified as being too similar were combined to form a single task. The panel's work resulted in a final set of 28 tasks, which can be seen in Table 2 of this report.

### Knowledge and Skill Statement Development

The panel subsequently identified the knowledge and skills required to perform each task. In developing and assigning knowledge and skill statements, the panel made use of the knowledge and skill statements from the 2011 job analysis study, which were retained, slightly modified, or removed. In some cases, a knowledge or skill statement was assigned to multiple tasks, while others were discarded as they were no longer necessary to

perform the newly created tasks. For a complete list of the knowledge and skill statements associated with each task, see the final classification system in Appendix F.

## Preliminary Validation Data

At the conclusion of the job analysis meeting, panelists were asked to rate the task statements that were developed in the meeting. The statements were rated on the following scales:

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

- 1 = No harm
- 2 = Minimal harm
- 3 = Moderate harm
- 4 = Substantial harm
- 5 = Extreme harm

**Frequency:** How frequently would a newly-certified AEMA CAEM perform the task?

- 1 = Never
- 2 = Every few months to yearly
- 3 = Every few weeks to monthly
- 4 = Every few days to weekly
- 5 = Daily

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

- 1 = Not at all
- 2 = Within the first six months of certification
- 3 = Only after the first six months of certification

Table 1 provides the average ratings given by the panelists for each task. Due to the fact that stylistic and grammatical edits were made to the content outline after the meeting, minor variations between the below statements and the final statements in the blueprint may exist. These data indicate that the panelists felt the domains and tasks that were developed in the meeting were critical, frequently performed, and appropriate for newly-certified CAEMs.

**Table 1: Preliminary Panelist Validation Data of Tasks**

Domain/ Task	Description	C	F	P
<b>Domain 1</b>	<b>Department Administration</b>			
Task 1	Adhere to established human resources and organizational policies and procedures through knowledge of applicable guidelines.	3.9	4.6	1.2
Task 2	Educate, train, supervise, and evaluate equipment staff to ensure adherence to standards, practices, and organizational policies and procedures.	3.6	3.8	1.4
Task 3	Uphold all applicable ethical standards and guidelines by complying with appropriate practices and procedures.	4.2	5.0	1.0
Task 4	Engage in effective customer service practices to build rapport and foster collaborative, professional relationships with athletes, staff, administration, and others outside the organization.	3.5	4.9	1.0
Task 5	Seek continuing education, professional development, and knowledge within the athletic industry about credible research, current trends, alternative equipment and apparel, and new technology.	2.9	3.4	1.4

Task 6	Maintain awareness of equipment/apparel performance and usage trends in order to inform recommendations to athletes, coaches, staff, administration, and others outside the organization.	3.2	3.3	1.3
<b>Domain 2 Safety and Standards</b>				
Task 1	Obtain pertinent information about the athlete, coaches, and staff through communication, measurement, and documentation in order to ensure the proper selection and fit of all equipment/apparel.	4.0	3.5	1.1
Task 2	Select the appropriate equipment/apparel based on the determined needs of the athletes, coaches, and staff in order to initiate the fitting process.	4.4	3.8	1.1
Task 3	Fit the selected equipment/apparel by following manufacturers' guidelines in order to ensure the safety of the athlete, coaches, and staff.	4.5	3.9	1.1
Task 4	Educate the athlete through communication concerning the inherent risks involved with the use of the equipment/apparel in order to reduce the risk of injury and mitigate liability.	4.4	4.1	1.1
Task 5	Perform evaluations of equipment/apparel through routine checks in order to maintain proper functionality and fit and adhere to safety standards.	4.6	4.5	1.1
Task 6	Repair equipment/apparel to maintain functionality and safety standards.	4.7	4.4	1.0
Task 7	Adhere to manufacturers' guidelines/recommendations to prolong usability and preserve product safety.	4.2	4.5	1.1
<b>Domain 3 Operations</b>				
Task 1	Coordinate provided services in accordance with teams' schedules to support athletes, coaches, and staff.	3.5	4.8	1.0
Task 2	Laundry equipment/apparel using accepted methods in order to ensure cleanliness, stain removal, and longevity.	4.2	5.0	1.0
Task 3	Sanitize equipment, apparel, and facilities using accepted methods to protect against pathogens in order to ensure the safety of athletes, coaches, and staff.	4.2	4.3	1.1
Task 4	Manage the embellishment process of shipments to be in compliance with established branding guidelines.	3.2	3.5	1.3
Task 5	Ensure that stored pieces of equipment/apparel are properly secured, maintained, transported, and available.	3.4	3.8	1.1
<b>Domain 4 Procurement and Finances</b>				
Task 1	Determine projected needs and make purchasing decisions and/or recommendations based on budget, product knowledge, inventory needs, and other relevant information in order to purchase identified equipment/apparel.	3.6	3.1	1.4
Task 2	Administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.	3.4	3.6	1.5
Task 3	Maintain awareness of applicable financial laws and institutional regulations (e.g., taxation, purchasing, contract bidding) to ensure compliance.	3.7	2.7	1.2
Task 4	Ensure institutional compliance to equipment and apparel contracts.	3.7	4.0	1.4
Task 5	Verify contents of received products in order to ensure that the order and products are in agreement.	3.0	4.1	1.0
Task 6	Authorize payments by complying with appropriate organizational policies in order to complete the purchasing process.	6.9	3.6	1.2
<b>Domain 5 Inventory Control</b>				
Task 1	Establish and implement an organized system of storage to facilitate effective inventory management.	2.9	3.5	1.0
Task 2	Establish and implement a system of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that the equipment/apparel is used by the appropriate end-user.	2.9	4.3	1.0
Task 3	Establish and implement a system to maintain accurate inventory documentation in accordance with established organizational policies and procedures.	3.0	4.0	1.0
Task 4	Inventory all items in order to determine available equipment/apparel and prepare for fiscal decisions and potential audits.	3.1	2.9	1.3

Note: C = Criticality Average; F = Frequency Average; P = Point in Career Average

## Phase II: Validation Study

### Survey Design and Distribution

To validate the work of the job analysis panel, an online survey consisting of three sections was designed. The first section asked respondents to rate each of the tasks on three rating scales: point in career, criticality, and frequency. The second section asked the respondents to identify the percentage of the examination that should be devoted to each of the five performance domains. The third and final section asked respondents to provide demographic information used to evaluate the representativeness of the respondents. The validation survey can be found in Appendix C.

On December 2, 2019, Scantron sent 927 CAEMs (provided by AEMA) an email invitation to participate in the survey. The email included a link to the survey along with a unique participant code needed to access the survey. All invitees were promised confidentiality with regard to their participation and responses.

Survey responses were collected until January 6, 2020. Following three reminders to non-responders, a total of 272 individuals responded to the survey (29% response rate), with 216 completing all three sections (23% completion rate). Not all individuals responded to every question; therefore, the total number of responses per question varies.

### Characteristics of the Sample

Demographic data were collected and examined to ensure that the respondents were sufficiently representative of the AEMA CAEM population. After reviewing the demographic statistics, AEMA felt confident that the survey respondents were appropriately representative and would, therefore, have the knowledge and experience necessary to accurately evaluate the validity of the performance domains and tasks. All demographic statistics for survey respondents can be found in Appendix D.

### Analysis of Task Ratings

#### Reliability Analysis

The reliability of the scales was assessed to determine how consistently the survey questions covered the content area of interest. Reliability was measured by internal consistency (Cronbach's alpha) using the respondents' ratings of frequency and criticality for each task. Reliability coefficients range from 0 to 1 and should be above 0.70 to be judged as adequate. Reliability values below 0.70 might indicate an unacceptable amount of measurement error.

The reliability of the frequency and criticality ratings were 0.93 and 0.97, respectively. These values exceeded the critical value of 0.70, indicating that the measurement error is sufficiently small to use these ratings in the computation of the domain and task weights.

#### Task Ratings

Survey respondents were asked to provide ratings for each task by using three rating scales: point in career, criticality, and frequency. The point in career scale was used to assess the first point in a newly-certified CAEM's career that he or she would be required to complete the task. A rating of "0" indicates that newly-certified CAEMs will not perform the task, and thus the task should not be included on the exam. All tasks were largely determined by respondents to be performed by CAEMs; therefore, no tasks were discarded from the content outline. See Appendix E for a complete summary of the survey results.

The criticality scale was used to identify tasks that, if performed incompetently, would result in harm (e.g., personal, financial, or physical) to the employee, the employer, or the client. Average criticality ratings ranged from 2.97 to 4.40. A rating of "2" indicates that incompetent performance of the task would result in minimal harm and a rating of "5" indicates that incompetent performance of the task would result in extreme harm. These results suggest that even the lowest-rated tasks would cause some harm if not performed competently.



The frequency scale was used to identify how frequently a newly-certified CAEM would perform each task. Respondents were asked to estimate the amount of time spent performing duties associated with each area by selecting the response that best exemplifies the rating for each task. Average frequency ratings ranged from 3.35 to 4.95. A rating of “3” indicates that the task is performed every few weeks to monthly, and a rating of “5” indicates that the task is performed on a daily basis. Thus, even the lowest-rated tasks appeared to be performed regularly, on average.

### Relative Importance Ratings

To quantify each task’s relative importance to the role, each task’s frequency rating was multiplied by its criticality rating (Equation 1). Tasks with lower frequency and criticality ratings had lower relative importance scores than tasks with higher frequency and criticality ratings, which is consistent with the belief that tasks that are both consequential and performed frequently are more important to the job and should be weighted more heavily on the exam. In addition to serving as an evaluative measure, the relative importance scores were used in the development of the test specifications. Table 2 contains the average criticality, frequency, and relative importance ratings for each of the 28 tasks.

$$\text{Relative Importance Score} = \text{Mean Frequency Rating} * \text{Mean Criticality Rating} \quad (1)$$

**Table 2: Average Criticality (C), Frequency (F), and Relative Importance (RI) Ratings**

Code	Statement	C	F	RI
<b>0100 Department Administration</b>				
0101	Adhere to established human resources and organizational policies and procedures through knowledge of applicable guidelines.	3.6	4.2	15.1
0102	Educate, train, supervise, and evaluate equipment staff to ensure adherence to standards, practices, and organizational policies and procedures.	3.8	4.2	16.1
0103	Uphold all applicable ethical standards and guidelines by complying with appropriate practices and procedures.	3.9	4.6	17.9
0104	Engage in effective customer service practices to build rapport and foster collaborative, professional relationships with athletes, staff, administration, and others outside the organization.	3.6	4.8	17.5
0105	Seek continuing education, professional development, and knowledge within the athletic industry about credible research, current trends, alternative equipment and apparel, and new technology.	3.2	3.4	10.7
0106	Maintain awareness of equipment/apparel performance and usage trends in order to inform recommendations to athletes, coaches, staff, administration, and others outside the organization.	3.5	3.9	13.6
<b>0200 Safety and Standards</b>				
0201	Obtain pertinent information about the athletes, coaches, and staff through communication, measurement, and documentation in order to ensure the proper selection and fit of all equipment/apparel.	3.9	4.0	15.3
0202	Select the appropriate equipment/apparel based on the determined needs of the athletes, coaches, and staff in order to initiate the fitting process.	3.9	3.9	15.4
0203	Fit the selected equipment/apparel by following manufacturers' guidelines in order to ensure the safety of the athletes, coaches, and staff.	4.4	4.0	17.6
0204	Educate the athletes through communication concerning the inherent risks involved with the use of the equipment/apparel in order to reduce the risk of injury and mitigate liability.	4.1	3.9	16.0
0205	Perform evaluations of equipment/apparel through routine checks in order to maintain proper functionality and fit and adhere to safety standards.	4.1	4.1	17.0
0206	Repair equipment/apparel to maintain functionality and safety standards.	4.3	4.3	18.7
0207	Adhere to manufacturers' guidelines/recommendations to prolong usability and preserve product safety.	4.1	4.2	17.0
<b>0300 Operations</b>				
0301	Coordinate provided services in accordance with teams' schedules to support athletes, coaches, and staff.	3.2	4.5	14.5

Code	Statement	C	F	RI
0302	Laundry equipment/apparel using accepted methods in order to ensure cleanliness, stain removal, and longevity.	3.7	4.9	18.1
0303	Sanitize equipment, apparel, and facilities using accepted methods to protect against pathogens in order to ensure the safety of athletes, coaches, and staff.	4.1	4.6	18.9
0304	Manage the embellishment process of shipments to be in compliance with established branding guidelines.	3.0	3.7	11.0
0305	Ensure that stored pieces of equipment/apparel are properly secured, maintained, transported, and available.	3.4	4.1	13.9
<b>0400 Procurement and Finances</b>				
0401	Determine projected needs and make purchasing decisions and/or recommendations based on budget, product knowledge, inventory, and other relevant information in order to purchase identified equipment/apparel.	3.5	3.5	12.1
0402	Administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.	3.4	3.4	11.7
0403	Maintain awareness of applicable financial laws and institutional regulations (e.g., taxation, purchasing, contract bidding) to ensure compliance.	3.6	3.4	12.2
0404	Ensure institutional compliance to equipment and apparel contracts.	3.6	4.0	14.4
0405	Verify contents of received products in order to ensure that the order and products are in agreement.	3.2	4.3	13.8
0406	Authorize payments by complying with appropriate organizational policies in order to complete the purchasing process.	3.4	3.9	13.5
<b>0500 Inventory Control</b>				
0501	Establish and implement an organized system of storage to facilitate effective inventory management.	3.2	4.0	12.7
0502	Establish and implement a system of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that the equipment/apparel is used by the appropriate end-user.	3.2	4.1	13.4
0503	Establish and implement a system to maintain accurate inventory documentation in accordance with established organizational policies and procedures.	3.3	4.0	13.4
0504	Inventory all items in order to determine available equipment/apparel and prepare for fiscal decisions and potential audits.	3.5	3.3	11.6

After reviewing the consequence and frequency ratings, AEMA decided that no task statement warranted removal from the content outline. Instead, AEMA determined that tasks with low relative importance scores (i.e., low frequency and/or criticality ratings) should simply be weighted less than other tasks on the examination. The process for determining the test specifications (i.e., test weights) is described in the next section of this report.

## Domain Weights

Survey respondents indicated the percentage of the examination that they believed should be devoted to assessing each domain. As shown in Table 3, Domain 2: Safety and Standards had the highest mean weighting, on average, followed by Domain 3: Operations. The results of this analysis were used as an option in determining the potential test specifications for the exam (Phase III).

**Table 3: Descriptive Statistics for the Domain Weights**

Code	Statement	Mean	Std	Min.	Max.
0100	Department Administration	14.31	5.96	5	50
0200	Safety and Standards	28.82	10.00	10	70
0300	Operations	22.09	8.02	5	50
0400	Procurement and Finances	16.09	5.80	5	50
0500	Inventory Control	18.69	6.76	5	60

Note: Std = Standard Deviation.

## Phase III: Test Specifications

The final phase of a job analysis study is the development of test specifications that identify the proportion of questions from each task that will appear on the examination. To ensure a strong link between the job analysis study and the examination, information collected through the validation survey was used to calculate new test specifications.

Both top-down and bottom-up approaches were used to develop potential weights for the newly established content outline. In the top-down approach, the average of survey respondents' opinions regarding what percentage of the exam should be allocated to testing each domain serve as the domain-level percentages. Within each domain, the percentages for each task are based upon the relative importance ratings, which are used to distribute the total percentage for each domain across the tasks within that domain. Alternatively, the bottom-up approach is based entirely on the relative importance ratings. In this approach, the percentage of items allocated to each task is calculated by taking the average relative importance rating for every task and dividing it by the sum of the relative importance ratings from all tasks. Then, the domain percentages are determined by adding up the percentages associated with each task within that domain.

AEMA considered the strengths and limitations of both methods. It was determined that the bottom-up approach was generally more appropriate for the examination (see Table 4). It should be noted that because the task item allocations were not whole numbers, rounding was employed to produce test specifications with whole item number allocations.

AEMA approved the final test specifications in January 2020. The final 2020 AEMA CAEM Classification System can be found in Appendix F.

**Table 4: Survey Domain Weights and Final Test Specifications**

Domain Code	Statement	Survey Domain Weights		Final Weight	Number of Items
		Top-Down	Bottom-Up		
0100	Department Administration	14%	22%	22%	22
0200	Safety and Standards	29%	28%	28%	28
0300	Operations	22%	19%	19%	19
0400	Procurement and Finances	16%	19%	19%	19
0500	Inventory Control	19%	12%	12%	12
Total		100%	100%	100%	100

## Conclusion

The results of the survey validate the results of the job analysis meeting. This conclusion means that the domains, tasks, and knowledge areas developed by the panel constitute an accurate definition of competent practice as an entry-level CAEM.

Upon finalization of the new test specifications, a new pool of items must be established for assembling new examination forms. First, current items in the item bank will be reclassified to align with the new test specifications, or they will be retired if it is determined that they do not align with the new test specifications. In addition, new items will be written to align with a specific domain, task, and knowledge statement from the new test specifications. Thus, when new forms are assembled, items can be selected in a way that allows for the content coverage of the examination to match the test specifications.

## Appendix A: Job Analysis Panelists

Panel members attending job analysis meeting:

1. Stewart Carter
2. Molly Bachand
3. Chris Ouren
4. Chris Dountas
5. LaTroy Johnson
6. Matt Muniz
7. Nicole Clark
8. Kevin McDonald
9. Greg Pugh
10. Tony Medlin
11. Woody Ribbeck

Additional information about the panel can be obtained by contacting:

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Bement, IL 61813

## Appendix B: Job Analysis Meeting Workbook



### AEMA Certified Athletic Equipment Manager Job Analysis Meeting

June 20-21  
Morrisville, NC

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## **AEMA CAEM Job Analysis Agenda June 20-21, 2019**

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### **MEETING OBJECTIVE**

To finalize the domain, task and the knowledge statements for the CAEM job analysis surveys and to identify key information to include in the demographic survey questions. The panel participants will also complete and discuss the survey response scales and survey ratings that will be used for the job analysis survey.

### **MEETING SCHEDULE**

#### **Thursday, June 20**

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8:30 a.m.	Introductions
8:45 a.m.	Logistics
9:00 a.m.	Clarify roles, responsibilities, and goals for the meeting <ul style="list-style-type: none"><li>• Purpose of a JA study, the examination development process, key concepts</li><li>• Panelists' responsibilities as subject matter experts</li></ul>
9:30 a.m.	Review 2011 CAEM exam blueprint (large group)
10:00 a.m.	Large group discussion <ul style="list-style-type: none"><li>• Changes to role and scope of practice</li><li>• Target Audience/Scope of Practice statement review/revision</li><li>• Review of eligibility requirements</li></ul>
11:00 a.m.	Domain review (large group)
Noon	Lunch
1:00 p.m.	Domain review (large group)
2:00 p.m.	Task statement review (large group)
4:30 p.m.	Review day's events and next steps
5:00 p.m.	Adjourn for the day

#### **Friday, June 21**

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8:30 a.m.	Welcome back
8:45 a.m.	Final review and approval of task statements (large group)
9:00 a.m.	Begin knowledge and skill statement development (small groups)
Noon	Lunch
1:00 p.m.	Final approval of new CAEM content outline
2:00 p.m.	Preliminary task and domain ratings
3:30 p.m.	Review demographic survey questions
4:30 p.m.	Workshop feedback and meeting review
5:00 p.m.	Adjourn

## **OVERVIEW OF THE MEETING**

The Athletic Equipment Managers Association Certified Athletic Equipment Manager (CAEM) examination is designed to determine whether a candidate has obtained the knowledge and skills necessary for competent practice. Thus, the major purpose of this job analysis study is to provide the basis for demonstrating that the certification exam is related to current practice. Stated differently, this job analysis provides documentation that the knowledge tested on the certification exam is the knowledge that is essential for the provision of safe and competent care by AEMA-certified equipment managers.

### **Purpose of the Job Analysis**

To delineate the role of equipment managers involved in athletics. The results of this study will form the basis for the CAEM certification examination to help ensure that CAEM certificants have obtained the necessary knowledge and skills for safe and competent practice in the field.

### **Objectives for This Meeting**

To discuss and define the overall role of an AEMA-certified CAEM, to identify the critical tasks performed by the CAEM, to organize the tasks into performance domains, and to identify the knowledge and skills needed to competently perform those tasks.

### **Meeting Participants**

Stewart Carter  
Molly Bachand  
Chris Ouren  
Chris Dountas  
LaTroy Johnson  
Matt Muniz  
Nicole Clark  
Kevin McDonald  
Greg Pugh  
Tony Medlin  
Woody Ribbeck  
Kelly Jones (AEMA)  
Sean Gasperson (Scantron)

## 2011 AEMA CAEM TEST SPECIFICATIONS (Current)

	Classification	Number of Questions
<b>Domain I: Management, Administration, and Professional Development</b>	<b>010000</b>	<b>21</b>
Task 1: Adhere to established human resources and departmental policies and procedures through knowledge of the organization's guidelines in order to properly hire, evaluate, discipline, reward, and educate all relevant personnel of human resource and departmental policy.	010100	2
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010101	
b. Technology	010102	
c. Accepted or best practices	010103	
<b>Skill in:</b>		
d. Comprehensive reading	010104	
e. Communication	010105	
f. Organization	010106	
g. Critical thinking/problem solving	010107	
h. Leadership	010108	
Task 2: Establish and implement a system to maintain accurate documentation in accordance with established organizational policies and procedures.	010200	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010201	
b. Accepted or best practices	010202	
c. Documentation system	010203	
<b>Skill in:</b>		
d. Comprehensive reading	010204	
e. Communication	010205	
f. Organization	010206	
g. Critical thinking/problem solving	010207	
h. Leadership	010208	
Task 3: Maintain the responsibility to continually educate one's self as well as other members of the athletic community.	010300	2
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010301	
b. Products and equipment	010302	
c. Technology	010303	
d. Terminology	010304	
e. Accepted or best practices	010305	
<b>Skill in:</b>		
f. Communication	010306	
g. Critical thinking/problem solving	010307	
h. Leadership	010308	
i. Initiative	010309	
Task 4: Uphold the ethical standards of AEMA and other relevant organizations by complying with appropriate practices and procedures in order to ensure professional standards.	010400	3



	<i>Classification</i>	<i>Number of Questions</i>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010401	
b. Accepted or best practices	010402	
<b>Skill in:</b>		
c. Comprehensive reading	010403	
d. Critical thinking/problem solving	010404	
Task 5: Manage the embellishment (lettering, logos, graphics, etc.) process of products to be in compliance with established guidelines.	010500	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010501	
b. Products and equipment	010502	
c. Technology	010503	
d. Accepted or best practices	010504	
<b>Skill in:</b>		
e. Communication	010505	
f. Organization	010506	
g. Critical thinking/problem solving	010507	
Task 6: Coordinate services with teams' schedules to provide support to teams, coaches, and staff.	010600	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010601	
b. Schedules	010602	
c. Technology	010603	
d. Sports	010604	
<b>Skill in:</b>		
e. Communication	010605	
f. Time management	010606	
g. Organization	010607	
h. Critical thinking/problem solving	010608	
i. Leadership	010609	
Task 7: Educate, train, and supervise equipment staff to ensure adherence to standards and practices.	010700	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010701	
b. Technology	010702	
c. Sports	010703	
d. Terminology	010704	
e. Accepted best practices	010705	
<b>Skill in:</b>		
f. Communication	010706	
g. Organization	010707	
h. Critical thinking/problem solving	010708	
i. Leadership	010709	
Task 8: Ensure institutional compliance to equipment and apparel contracts.	010800	2

	Classification	Number of Questions
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010801	
b. Documentation	010802	
c. Products and equipment	010803	
d. Terminology	010804	
e. Accepted best practices	010805	
<b>Skill in:</b>		
f. Basic math	010806	
g. Comprehensive reading	010807	
h. Communication	010808	
i. Critical thinking/problem solving	010809	
<b>Domain II: Procurement</b>	<b>020000</b>	<b>17</b>
<b>Task 1: Authorize payment by complying with appropriate organizational policies in order to complete the purchasing process.</b>	<b>020100</b>	<b>5</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020101	
b. Purchasing documentation	020102	
c. Technology	020103	
<b>Skill in:</b>		
d. Basic math	020104	
e. Comprehensive reading	020105	
<b>Task 2: Create and/or administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.</b>	<b>020200</b>	<b>3</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020201	
b. Procurement documentation	020202	
c. Products and equipment	020203	
d. Technology	020204	
e. Sports	020205	
f. Terminology	020206	
g. Accepted or best practices	020207	
h. Procurement systems	020208	
<b>Skill in:</b>		
i. Basic math	020209	
j. Comprehensive reading	020210	
k. Communication	020211	
l. Organization	020212	
m. Critical thinking/problem solving	020213	
<b>Task 3: Make purchasing decisions and/or recommendations based on budget, product knowledge, and other pertinent information in order to purchase identified equipment/apparel.</b>	<b>020300</b>	<b>4</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020301	
b. Procurement documentation	020302	
c. Sizing documentation	020303	
d. Products and equipment	020304	

	<i>Classification</i>	<i>Number of Questions</i>
e. Technology	020305	
f. Sports	020306	
g. Terminology	020307	
h. Accepted best practices	020308	
<b>Skill in:</b>		
i. Basic math	020309	
j. Communication	020310	
k. Organization	020311	
l. Critical thinking/problem solving	020312	
Task 4: Verify contents of received products in order to ensure the order, the packing slip, and the products are in agreement.	020400	5
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020401	
b. Procurement documentation	020402	
c. Technology	020403	
<b>Skill in:</b>		
d. Basic math	020404	
e. Organization	020405	
f. Physical activity	020406	
<b>Domain III: Accountability</b>	<b>030000</b>	<b>23</b>
Task 1: Determine projected needs based upon current inventory and the requirements of the sport, function, or activity in order to maintain a sufficient inventory.	030100	4
<b>Knowledge of:</b>		
▪ Guidelines, protocols, and organizational policies	030101	
▪ Inventory documentation	030102	
▪ Products and equipment	030103	
▪ Technology	030104	
▪ Sports	030105	
▪ Terminology	030106	
▪ Accepted or best practices	030107	
<b>Skill in:</b>		
▪ Basic math	030108	
▪ Organization	030109	
▪ Critical thinking/problem solving	030110	
Task 2: Establish a system of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that the equipment/apparel is used by the appropriate end-user.	030200	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030201	
b. Products and equipment	030202	
c. Technology	030203	
d. Sports	030204	
e. Terminology	030205	
f. Accepted or best practices	030206	

	<i>Classification</i>	<i>Number of Questions</i>
g. Distributional/retrieval systems	030207	
<b>Skill in:</b>		
h. Organization	030208	
i. Critical thinking/problem solving	030209	
Task 3: Establish a system of storage and transportation based on the characteristics and needs of the organization in order to ensure that stored pieces of equipment/apparel are properly secured, maintained, and available.	030300	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030301	
b. Products and equipment	030302	
c. Technology	030303	
d. Sports	030304	
e. Terminology	030305	
f. Accepted or best practices	030306	
g. Storage/transportation systems	030307	
<b>Skill in:</b>		
h. Organization	030308	
i. Critical thinking/problem solving	030309	
Task 4: Inventory all items in order to determine available equipment/apparel.	030400	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030401	
b. Inventory documentation	030402	
c. Products and equipment	030403	
d. Technology	030404	
e. Sports	030405	
f. Terminology	030406	
g. Accepted or best practices	030407	
<b>Skill in:</b>		
h. Basic math	030408	
i. Organization	030409	
Task 5: Implement systems of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that all equipment/apparel is accounted for at all times.	030500	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030501	
b. Distributional/retrieval documentation	030502	
c. Products and equipment	030503	
d. Technology	030504	
e. Sports	030505	
f. Terminology	030506	
g. Accepted or best practices	030507	
h. Distributional/retrieval systems	030508	
<b>Skill in:</b>		
i. Communication	030509	
j. Organization	030510	

	<i>Classification</i>	<i>Number of Questions</i>
Task 6: Implement systems of storage and transportation based on the characteristics and needs of the organization in order to ensure that all equipment/apparel is accounted for at all times.	030600	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030601	
b. Storage/transportation documentation	030602	
c. Products and equipment	030603	
d. Technology	030604	
e. Sports	030605	
f. Terminology	030606	
g. Accepted or best practices	030607	
h. Storage/transportation systems	030608	
<b>Skill in:</b>		
i. Communication	030609	
j. Organization	030610	
k. Physical acuity	030611	
<b>Domain IV: Maintenance</b>	<b>040000</b>	<b>20</b>
Task 1: Inspect equipment/apparel in order to identify needed repairs.	040100	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040101	
b. Products and equipment	040102	
c. Sports	040103	
<b>Skill in:</b>		
d. Evaluating equipment	040104	
e. Critical thinking/problem solving	040105	
Task 2: Launder equipment/apparel using accepted methods in order to ensure proper cleaning and sanitizing of equipment/apparel.	040200	6
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040201	
b. Products and equipment	040202	
c. Technology	040203	
d. Terminology	040204	
e. Accepted or best practices	040205	
f. Laundry process systems	040206	
<b>Skill in:</b>		
g. Communication	040207	
h. Time management	040208	
i. Organization	040209	
j. Critical thinking/problem solving	040210	
Task 3: Adhere to manufacturers' guidelines/recommendations to prolong usability and preserve product safety.	040300	5
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040301	
b. Products and equipment	040302	

	<i>Classification</i>	<i>Number of Questions</i>
c. Technology	040303	
d. Sports	040304	
e. Terminology	040305	
f. Accepted or best practices	040306	
<b>Skill in:</b>		
g. Basic math	040307	
h. Comprehensive reading	040308	
i. Organization	040309	
j. Basic repair/maintenance	040310	
<b>Task 4: Repair equipment/apparel to maintain functionality and safety standards.</b>	<b>040400</b>	<b>5</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040401	
b. Maintenance documentation	040402	
c. Products and equipment	040403	
d. Technology	040404	
e. Sports	040405	
f. Terminology	040406	
g. Accepted or best practices	040407	
<b>Skill in:</b>		
h. Organization	040408	
i. Basic repair/maintenance	040409	
j. Critical thinking/problem solving	040410	
<b>Domain V: Fitting and Safety</b>	<b>050000</b>	<b>19</b>
<b>Task 1: Educate the athlete through communication concerning the inherent risks involved with the misuse of the equipment/apparel in order to reduce the risk of injury.</b>	<b>050100</b>	<b>4</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050101	
b. Risk management documentation	050102	
c. Products and equipment	050103	
d. Technology	050104	
e. Sports	050105	
f. Terminology	050106	
g. Accepted or best practices	050107	
<b>Skill in:</b>		
h. Communication	050108	
<b>Task 2: Fit the selected equipment/apparel by following manufacturers' guidelines in order to ensure optimal fit.</b>	<b>050200</b>	<b>4</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050201	
b. Products and equipment	050202	
c. Technology	050203	
d. Sports	050204	
e. Terminology	050205	

	<i>Classification</i>	<i>Number of Questions</i>
f. Accepted or best practices	050206	
g. Basic anatomy	050207	
<b>Skill in:</b>		
h. Communication	050208	
i. Measurement and fitting	050209	
j. Organization	050210	
k. Critical thinking/problem solving	050211	
Task 3: Obtain pertinent information about the athlete through communication, measurement, and documentation in order to ensure the proper selection and fit of all equipment/apparel.	050300	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050301	
b. Sizing documentation	050302	
c. Products and equipment	050303	
d. Technology	050304	
e. Sports	050305	
f. Terminology	050306	
g. Accepted or best practices	050307	
h. Data collection systems	050308	
<b>Skill in:</b>		
i. Basic math	050309	
j. Communication	050310	
k. Measurement and fitting	050311	
l. Organization	050312	
m. Critical thinking/problem solving	050313	
Task 4: Perform evaluations of equipment/apparel through routine checks in order to maintain proper fit.	050400	4
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050401	
b. Products and equipment	050402	
c. Terminology	050403	
d. Accepted or best practices	050404	
<b>Skill in:</b>		
e. Communication	050405	
f. Measurement and fitting	050406	
g. Basic repair/maintenance	050407	
h. Critical thinking/problem solving	050408	
Task 5: Select the appropriate equipment/apparel based on the determined needs of the athlete in order to initiate the fitting process.	050500	3
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050501	
b. Sizing documentation	050502	
c. Products and equipment	050503	
d. Technology	050504	
e. Sports	050505	
f. Terminology	050506	

	<i>Classification</i>	<i>Number of Questions</i>
g. Accepted or best practices	050507	
<b>Skill in:</b>		
h. Communication	050508	
i. Organization	050509	
j. Critical thinking/problem solving	050510	



## CAEM TARGET AUDIENCE STATEMENT

Target audience statements describe the basic characteristics of the group that is expected to seek certification. It should be a high level, one or two sentence description of the defining characteristics of this group. It may also summarize the goals and/or mission of someone who fills this role.

From the AEMA website:

The purpose of the the Athletic Equipment Managers Association (AEMA) is to promote, advance, and improve the Equipment Managers Profession in all of its many phases. One goal is to work as a group to bring about equipment improvements for the greater safety of all participants in sports and recreation. Members of the AEMA enjoy the opportunity to meet fellow equipment managers at convention, share ideas, and learn more efficient techniques to help improve their work place.

### **Requirements for Certification**

- 1) 21 years of age-copy of Driver's License or Birth Certificate
- 2) 4-year College Degree AND 2 years paid (non-student) experience in the profession

OR

1400 hours documented employment as a Student in the profession and a 4-year degree—College students may take the exam prior to completion of their degree but official Certification will be held until a copy of their diploma/transcript verifying completion is received

- 3) Letter of Appeal approved by the Certification Committee (if applicable)

## Performance Domains

Domains are the major areas of responsibilities or activities of a job or profession. They represent the logical groupings of the tasks. A typical job or role consists of three to eight domains, often represented by a two or three word descriptor.

Domains and tasks are mutually exclusive; that is, every task is different and should not be associated with more than one domain.

Domains from previous CAEM RD study:

- I. Management, Administration, and Professional Development
- II. Procurement
- III. Accountability
- IV. Maintenance
- V. Fitting and Safety

Examples from other fields:

- **Domain 1: Research and Education.** Contribute to the care of patients with cancer through the generation, interpretation, integration, and dissemination of knowledge related to oncology, and to the education of patients, caregivers, healthcare providers, and trainees.
- **Domain 1: Biological Bases of Behavior.** Knowledge of (a) biological and neural bases of behavior, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge.
- **Domain 2: Foundations for Evaluation, Differential Diagnosis, & Prognosis**
- **Domain 1: Business Management & Strategy.** Developing, contributing to, and supporting the organization's mission, vision, values, strategic goals and objectives; formulating policies; guiding and leading the change process; and evaluating organizational effectiveness as an organizational leader.

## Task Statements

Tasks are the individual functions, whether mental or physical, required for certain aspects of a job or role; essentially, a description of duties performed.

The development of task statements is critical to the role delineation process. Each task statement should provide a concise description of one of the unique duties of the job or role, and collectively, the set of tasks should provide a complete description of the job or role. If done correctly, task statements can eliminate the need for subjective interpretations of actions.

Task statements are critical to the role delineation process because they form the major foundation for the test blueprint. Once the task statements are finalized, the knowledge and skills needed to competently perform each task are also identified, and the examination will be designed to specifically measure those knowledge and skills. In this way, we can be assured that the exam measures knowledge and skills needed to perform competently in the role/job.

A complete task statement will answer four questions:

1. **Performs what action?** (verb)
2. **To whom or what?** (object of the verb)
3. **To produce what? OR Why is it necessary?** (expected output)
4. **Using what tools, equipment, work aids, processes?**

Since the number of tasks associated with a job or role can be large, and because there is a limit to the number of test questions and/or time devoted to testing, it is best practice to identify just those tasks that meet the following criteria:

1. **Critical** – failure to perform the task competently would result in harm to clients or other stakeholders.
2. **Frequently performed** – the task is performed regularly on the job.
3. **Central** – the task is a key part of the job or role and not a supporting task (e.g., marketing, administrative functions)
4. **Opportunity to learn** – A majority of candidates would have been exposed to some level of formal or informal education/training necessary to learn how to competently perform the task.

Task statements must be written clearly and precisely if they are to provide useful information. Tasks statements are best if they:

1. Focus on one action and one object, unless the statement describes two or more activities that are almost always performed together, either because they occur in close sequence or are otherwise interdependent.
2. Begin with active verbs such as: write, construct, inspect, dictate, instruct, translate, inventory, schedule, telephone, discuss, measure, sample, evaluate, apply, examine, record, obtain, determine, demonstrate, etc.
3. Avoid ambiguous verbs such as: be responsible for, help, assist, participate, or handle.
4. Use common, easily understood terms that are precise and convey a specific meaning.
5. Do not use abbreviations.
6. Allow a person with no knowledge of your profession to understand what is actually done.
7. Make sense on their own, without depending on surrounding statements to give meaning or context.
8. Are descriptive rather than prescriptive. That is, they describe the work as conducted in practice, rather than an idealized notion of how work should be performed.

Sample Task Statements (from previous content outline):

Adhere to established human resources and departmental policies and procedures through knowledge of the organization's guidelines in order to properly hire, evaluate, discipline, reward, and educate all relevant personnel of human resource and departmental policy.

Create and/or administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.

Action Verbs						
Accepts	Clarifies	Discusses	Imports	Obtains	Refers	Systematizes
Accounts	Classifies	Dispatches	Improves	Occupies	Refines	Tabulates
Accumulates	Clears	Displays	Indicates	Omits	Registers	Takes
Achieves	Closes	Disposes	Informs	Opens	Reinforces	Tenders
Acknowledges	Codes	Disseminates	Initiates	Operates	Rejects	Tends
Acquires	Collaborates	Distributes	Innovates	Opposes	Releases	Tests
Activates	Collates	Diverts	Inserts	Organizes	Remits	Totals
Acts	Collects	Drafts	Inspects	Orients	Removes	Traces
Adapts	Communicates	Draws	Installs	Originates	Renders	Trades
Adjusts	Compares	Edits	Institutes	Oversees	Represents	Trains
Administers	Compiles	Elaborates	Instructs	Participates	Reports	Transacts
Adopts	Completes	Elects	Integrates	Performs	Requisitions	Transcribes
Advises	Complies	Eliminates	Interprets	Permits	Rescinds	Translates
Advocates	Composes	Employs	Interviews	Persuades	Researches	Transmits
Affirms	Computes	Encourages	Inventories	Pinpoints	Responds	Turns
Aligns	Concurs	Endorses	Invents	Places	Restricts	Types
Allots	Condenses	Engages	Investigates	Plans	Retrieves	Uncovers
Alters	Conducts	Enlists	Invests	Posts	Reviews	Understands
Amends	Confers	Ensures	Issues	Practices	Revises	Updates
Analyzes	Confirms	Establishes	Itemizes	Predicts	Routes	Utilizes
Answers	Consolidates	Estimates	Joins	Prepares	Salvages	Verifies
Anticipates	Constructs	Evaluates	Justifies	Prescribes	Satisfies	Weighs
Applies	Consults	Examines	Keeps	Presents	Scans	Withholds
Appoints	Contacts	Exchanges	Leads	Preserves	Schedules	Withstands
Appraises	Contributes	Excludes	Lends	Prevents	Screens	Writes
Approves	Controls	Executes	Lets	Prices	Searches	
Arranges	Converts	Exercises	Lists	Proceeds	Secures	
Ascertains	Conveys	Expedites	Loads	Processes	Selects	
Assembles	Convinces	Extends	Locates	Procures	Sells	
Assesses	Coordinates	Extracts	Looks up	Produces	Sends	
Assigns	Copies	Facilitates	Maintains	Programs	Serves	
Assists	Corrects	Feeds	Makes	Projects	Services	
Assumes	Correlates	Files	Manages	Promotes	Signs	
Assures	Corresponds	Finalizes	Maps	Proposes	Simplifies	
Attaches	Counsels	Finds	Markets	Provides	Solicits	
Attains	Creates	Follows up	Matches	Pulls	Solves	
Attends	Debugs	Forecasts	Mediates	Purchases	Sorts	
Audits	Decides	Formulates	Merges	Qualifies	Specifies	
Awards	Delegates	Fosters	Models	Quantifies	Spends	
Balances	Deletes	Functions	Modifies	Questions	Standardizes	
Batches	Delivers	Furnishes	Monitors	Rates	Stimulates	
Budgets	Demonstrates	Gathers	Motivates	Reads	Structures	
Builds	Describes	Generates	Moves	Receives	Studies	
Calculates	Designs	Governs	Names	Recommends	Submits	
Calls	Determines	Guarantees	Negates	Reconciles	Summarizes	
Cancels	Develops	Guides	Negotiates	Reconstructs	Supervises	
Certifies	Devises	Helps	Neutralizes	Records	Supplements	
Charts	Dictates	Hires	Notifies	Recruits	Supplies	
Checks	Directs	Identifies	Nullifies	Rectifies	Surveys	
Circulates	Disciplines	Implements	Observes	Reduces	Synthesizes	

## Knowledge and Skill Statements

A necessary component of the role delineation process is to identify the knowledge and skills required to competently perform a task. Knowledge and/or skills include information, actions, or other learnable skills a candidate must possess in order to perform a task.

- Knowledge – An organized body of factual or procedural information
- Skill – The proficient physical, verbal, or mental manipulation of data, people, or objects

Because the ultimate goal is to build an assessment tool that measures the knowledge and skills listed in the final test blueprint, it is important to identify just those knowledge and skills that meet the following criteria:

1. **Critical** – lack of this knowledge or skill would result in the inability to perform the task, resulting in harm to clients or other stakeholders.
2. **Testable** – the knowledge or skill should be observable, quantifiable, and measurable given the format of the examination (if the test format has already been set)
3. **Opportunity to Learn** – The majority of candidates would have been exposed to some level of formal or informal education/training necessary to learn the knowledge or skill

### Important Note

Knowledge and skill statements can appear on more than one task statement.

### Example of some well-defined knowledge and skill statements (from previous content outline):

Task: Establish and implement a system to maintain accurate documentation in accordance with established organizational policies and procedures.

#### Knowledge of:

- Guidelines, protocols, and organizational policies
- Accepted or best practices
- Documentation system

#### Skill in:

- Comprehensive reading
- Communication
- Organization
- Critical thinking/problem solving
- Leadership

## Panel Background Information

In order to document the representativeness of the panel, we collect demographic from each of the panel members. This information will be summarized and provided in the report about the role delineation study.

1. What is your age?	<input type="radio"/> Under 20 <input type="radio"/> 20-29 <input type="radio"/> 30-39	<input type="radio"/> 40-49 <input type="radio"/> 50-59 <input type="radio"/> Over 59
2. What is your gender?		
3. How many years have you worked in the industry?	<input type="radio"/> Less than 1 <input type="radio"/> 1-2 <input type="radio"/> 2-5	<input type="radio"/> 6-10 <input type="radio"/> 11-15 <input type="radio"/> Over 15
4. What is your current employment status? (Choose all that apply)	<input type="radio"/> Working full time <input type="radio"/> Working part time <input type="radio"/> Studying full time	<input type="radio"/> Studying part time <input type="radio"/> Retired <input type="radio"/> Unemployed – looking for work
5. Where do you primarily work? <b>Please indicate city and state, province, or territory.</b>		
6. What other professional degrees, certificates, and/or designations do you currently hold? <b>Please also indicate the year in which you earned each one.</b>		
7. How would you describe your current workplace setting (e.g., small business, large corporation, private clinic, government agency, hospital, university, etc.)? <b>If retired or unemployed, please indicate your previous workplace setting.</b>		

## Appendix C: AEMA CAEM Validation Survey



AEMA Certified Athletic Equipment Manager (CAEM)

LOG IN

\* Please enter the access code from your AEMA survey invitation email:

If you experience technical problems, please contact the survey administrator at [research@scantron.com](mailto:research@scantron.com).



## AEMA Certified Athletic Equipment Manager (CAEM)

### WELCOME

#### Introduction

Every 5 to 7 years, the Athletic Equipment Managers Association (AEMA) assembles a group of experts in the athletic equipment management industry to discuss and identify the key roles and responsibilities of the AEMA Certified Athletic Equipment Manager (CAEM). The results of this process, known as a role delineation study, are used to guide the development of the CAEM examination.

In June 2019, a group of experts identified 28 tasks that are critical to the role of the CAEM.

In this survey, you are asked to provide your input on the 28 tasks identified in the role delineation study. We need your feedback to help ensure that AEMA's CAEM examination continues to be reflective of the job.

We estimate that it will take approximately 20 minutes to complete the survey. All responses will be kept confidential and your individual responses will not be released. All results provided to AEMA will be reported only in aggregate.

**Please respond to this survey by January 10, 2020.**

You will not need to complete the survey in one sitting and can return multiple times. To save your completed responses before exiting the survey, click "Next" at the bottom of the page then "Exit Survey" at the top right corner. Using your emailed link, you can re-enter the survey at any time (prior to the survey close date) to finish.

Use only the survey navigation buttons at the bottom of each page. DO NOT use your browser navigation buttons to go through the survey because your responses will not be saved.

If you experience technical problems, please contact the survey administrator at [research@scantron.com](mailto:research@scantron.com).





## AEMA Certified Athletic Equipment Manager (CAEM)

### TARGET AUDIENCE

#### **Purpose of the AEMA CAEM Exam**

The purpose of the CAEM examination is to assess whether a candidate has the knowledge and skills necessary for competent practice as an athletic equipment manager, as defined by AEMA and in line with the mission of the AEMA CAEM Certification Program.

#### **Eligibility Requirements for the AEMA CAEM Exam**

To sit for the AEMA CAEM examination, a candidate must meet each of the following requirements:

1. Must be 21 years of age.
2. Must have a 4-year College Degree AND 2 years paid (non-student) experience in the profession, OR 1400 hours documented employment as a student in the profession and a 4-year degree. College students may take the exam prior to completion of their degree, but official Certification will be held until a copy of their diploma/transcript verifying completion is received.
3. Letter of Appeal approved by the Certification Committee (if applicable)

If you experience technical problems, please contact the survey administrator at [research@scantron.com](mailto:research@scantron.com).



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

On the following pages, please use the scales below to evaluate each of the 6 job tasks within the *Department Administration* domain.

#### **TASK 0101**

Adhere to established human resources and organizational policies and procedures through knowledge of applicable guidelines.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

#### **TASK 0102**

Educate, train, supervise, and evaluate equipment staff to ensure adherence to standards, practices, and organizational policies and procedures.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

#### **TASK 0103**

**Uphold all applicable ethical standards and guidelines by complying with appropriate practices and procedures.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

#### **TASK 0104**

**Engage in effective customer service practices to build rapport and foster collaborative, professional relationships with athletes, staff, administration, and others outside the organization.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

#### **TASK 0105**

Seek continuing education, professional development, and knowledge within the athletic industry about credible research, current trends, alternative equipment and apparel, and new technology.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 1 - DEPARTMENT ADMINISTRATION

#### **TASK 0106**

**Maintain awareness of equipment/apparel performance and usage trends in order to inform recommendations to athletes, coaches, staff, administration, and others outside the organization.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

On the following pages, please use the scales below to evaluate each of the 7 job tasks within the *Safety and Standards* domain.

#### TASK 0201

Obtain pertinent information about the athletes, coaches, and staff through communication, measurement, and documentation in order to ensure the proper selection and fit of all equipment/apparel.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0202**

Select the appropriate equipment/apparel based on the determined needs of the athletes, coaches, and staff in order to initiate the fitting process.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0203**

**Fit the selected equipment/apparel by following manufacturers' guidelines in order to ensure the safety of the athletes, coaches, and staff.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0204**

Educate the athletes through communication concerning the inherent risks involved with the use of the equipment/apparel in order to reduce the risk of injury and mitigate liability.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0205**

**Perform evaluations of equipment/apparel through routine checks in order to maintain proper functionality and fit and adhere to safety standards.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0206**

**Repair equipment/apparel to maintain functionality and safety standards.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 2 - SAFETY AND STANDARDS

#### **TASK 0207**

**Adhere to manufacturers' guidelines/recommendations to prolong usability and preserve product safety.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 3 - OPERATIONS

On the following pages, please use the scales below to evaluate each of the 5 job tasks within the *Operations* domain.

#### **TASK 0301**

Coordinate provided services in accordance with teams' schedules to support athletes, coaches, and staff.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 3 - OPERATIONS

#### **TASK 0302**

**Launder equipment/apparel using accepted methods in order to ensure cleanliness, stain removal, and longevity.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 3 - OPERATIONS

#### **TASK 0303**

**Sanitize equipment, apparel, and facilities using accepted methods to protect against pathogens in order to ensure the safety of athletes, coaches, and staff.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 3 - OPERATIONS

#### **TASK 0304**

**Manage the embellishment process of shipments to be in compliance with established branding guidelines.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 3 - OPERATIONS

#### **TASK 0305**

Ensure that stored pieces of equipment/apparel are properly secured, maintained, transported, and available.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

On the following pages, please use the scales below to evaluate each of the 6 job tasks within the *Procurement and Finances* domain.

#### **TASK 0401**

Determine projected needs and make purchasing decisions and/or recommendations based on budget, product knowledge, inventory, and other relevant information in order to purchase identified equipment/apparel.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

#### **TASK 0402**

**Administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

#### **TASK 0403**

**Maintain awareness of applicable financial laws and institutional regulations (e.g., taxation, purchasing, contract bidding) to ensure compliance.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

#### **TASK 0404**

**Ensure institutional compliance to equipment and apparel contracts.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

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**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

#### **TASK 0405**

Verify contents of received products in order to ensure that the order and products are in agreement.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 4 - PROCUREMENT AND FINANCES

#### **TASK 0406**

Authorize payments by complying with appropriate organizational policies in order to complete the purchasing process.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 5 - INVENTORY CONTROL

On the following pages, please use the scales below to evaluate each of the 4 job tasks within the *Inventory Control* domain.

#### **TASK 0501**

Establish and implement an organized system of storage to facilitate effective inventory management.

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 5 - INVENTORY CONTROL

#### **TASK 0502**

**Establish and implement a system of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that the equipment/apparel is used by the appropriate end-user.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 5 - INVENTORY CONTROL

#### **TASK 0503**

**Establish and implement a system to maintain accurate inventory documentation in accordance with established organizational policies and procedures.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### DOMAIN 5 - INVENTORY CONTROL

#### **TASK 0504**

**Inventory all items in order to determine available equipment/apparel and prepare for fiscal decisions and potential audits.**

**Criticality:** What degree of harm (physical, emotional, financial, etc.) would result if a CAEM could not perform the task competently?

No harm	Minimal harm	Moderate harm	Substantial harm	Extreme harm
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Frequency:** How frequently would a newly-certified CAEM be expected to perform the task?

Never	Every few months to yearly	Every few weeks to monthly	Every few days to weekly	Daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Point in Career:** At what point in his or her career would a newly-certified CAEM **FIRST** perform the task?

Not at all	Within the first 6 months after certification (includes exactly six months)	Only after the first 6 months of certification (does not include exactly six months)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## AEMA Certified Athletic Equipment Manager (CAEM)

### AEMA-CAEM EXAMINATION WEIGHTS

#### **How much emphasis should be placed on each of the AEMA-CAEM performance domains?**

The five performance domains listed below represent the five major content areas of the AEMA-CAEM examination. In the spaces below, enter the percentage of the AEMA-CAEM examination that should be devoted to each domain.

*The total of all five percentages must add up to 100%. Please enter only whole numbers with no other decimals or characters.*

1. Department Administration

2. Safety and Standards

3. Operations

4. Procurement and Finances

5. Inventory Control



## AEMA Certified Athletic Equipment Manager (CAEM)

### DEMOGRAPHICS

**This information will be reported in aggregate only and will be used to demonstrate that the survey respondents are representative of the target population.**

#### **1. What is your age?**

- ☐ Under 25
- ☐ 25 to 30
- ☐ 31 to 35
- ☐ 36 to 40
- ☐ 41 to 45
- ☐ 46 to 50
- ☐ 51 to 55
- ☐ 56 to 60
- ☐ 61 to 65
- ☐ Over 65

#### **2. What is your gender?**

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

**3. What is your race/ethnicity?**

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latino of any race
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White or Caucasian
- ☐ Multi-ethnic
- ☐ Prefer not to answer

**4. In which state/province/territory do you live?**

**5. What is your highest level of education?**

- ☐ Some high school
- ☐ High school graduate, or equivalent
- ☐ Some associate degree/trade school
- ☐ Associate degree/trade school graduate
- ☐ Some college
- ☐ Current undergraduate student
- ☐ Bachelor's degree
- ☐ Some graduate school
- ☐ Current graduate student
- ☐ Master's degree
- ☐ Doctoral/Terminal degree (e.g., PhD, EdD, MD)
- ☐ Other (please specify)



**6. How would you describe your current employment status as an equipment manager?**

- ☐ Full-time equipment manager
- ☐ Part-time equipment manager
- ☐ Not currently employed as an equipment manager
- ☐ Retired
- ☐ Other (please specify)

**7. What is your current job title?**

**8. How many years have you been an athletic equipment manager?**

- ☐ 2 years or less
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26+ years

**9. How many years have you held the AEMA CAEM certification?**

- ☐ 2 years or less
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26+ years

**10. Which of the following best describes your primary work setting?(Select all that apply)**

- ☐ High School Sports
- ☐ Public College or University Sports
- ☐ Private College or University Sports
- ☐ Professional Sports
- ☐ Other (please specify)

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**11. In which sport(s) do you work as an equipment manager within the past ten years?(Select all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Badminton                                | <input type="checkbox"/> Indoor Track & Field  |
| <input type="checkbox"/> Baseball                                 | <input type="checkbox"/> Lacrosse              |
| <input type="checkbox"/> Basketball                               | <input type="checkbox"/> Skiing & Snowboarding |
| <input type="checkbox"/> Bowling                                  | <input type="checkbox"/> Soccer                |
| <input type="checkbox"/> Cheerleading / Competitive Spirit Squads | <input type="checkbox"/> Softball              |
| <input type="checkbox"/> Cross Country                            | <input type="checkbox"/> Swimming & Diving     |
| <input type="checkbox"/> Dance Team                               | <input type="checkbox"/> Tennis                |
| <input type="checkbox"/> Field Hockey                             | <input type="checkbox"/> Track & Field         |
| <input type="checkbox"/> Football                                 | <input type="checkbox"/> Volleyball            |
| <input type="checkbox"/> Golf                                     | <input type="checkbox"/> Water Polo            |
| <input type="checkbox"/> Gymnastics                               | <input type="checkbox"/> Weightlifting         |
| <input type="checkbox"/> Hockey                                   | <input type="checkbox"/> Wrestling             |
| <input type="checkbox"/> Other (please specify)                   |  |

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AEMA Certified Athletic Equipment Manager (CAEM)

THANK YOU

**THANK YOU**

AEMA and Scantron thank you for taking the time to complete this survey. Your input is critical to ensuring the validity of the AEMA CAEM Examination.

**Clicking "Done" will record your survey responses and redirect you to the AEMA website.**



## Appendix D: Demographic Statistics for Survey Respondents

This section summarizes responses to the demographic questions of the survey. Percent totals may be slightly off due to rounding. When more than one respondent reported the same open-ended response, the count is included in parentheses.

Table D-1: Age, Gender, Ethnicity, and Education of Respondents

	Number of Respondents	Percent
<b>Q1. Age</b>	<b>218</b>	<b>100%</b>
Under 25	5	2.29%
25 to 30	43	19.72%
31 to 35	34	15.60%
36 to 40	36	16.51%
41 to 45	23	10.55%
46 to 50	12	5.50%
51 to 55	22	10.09%
56 to 60	22	10.09%
61 to 65	11	5.05%
Over 65	10	4.59%
<b>Q2. Gender</b>	<b>216</b>	<b>100%</b>
Female	23	10.65%
Male	191	88.43%
Other	0	0.00%
Prefer not to answer	2	0.93%
<b>Q3. Ethnicity</b>	<b>216</b>	<b>100%</b>
American Indian or Alaska Native	1	0.46%
Asian	4	1.85%
Black or African American	14	6.48%
Hispanic/Latino of any race	6	2.78%
Native Hawaiian or Other Pacific Islander	1	0.46%
White or Caucasian	175	81.02%
Multi-ethnic	5	2.31%
Prefer not to answer	10	4.63%
<b>Q5. Highest Level of Education</b>	<b>218</b>	<b>100%</b>
Some high school	0	0.00%
High school graduate, or equivalent	1	0.46%
Some associate degree/trade school	3	1.38%
Associate degree/trade school graduate	4	1.83%
Some college	7	3.21%
Current undergraduate student	0	0.00%
Bachelor's degree	123	56.42%
Some graduate school	19	8.72%
Current graduate student	4	1.83%
Master's degree	56	25.69%
Doctoral/Terminal degree (e.g., PhD, EdD, MD)	0	0.00%
<sup>1</sup> Other (please specify):	1	0.46%

<sup>1</sup>3 years of college

Table D-2: Geographic Location

	Number of Respondents	Percent
<b>Q4. State/Province/Territory</b>	<b>214</b>	<b>100%</b>
Alabama	3	1.40%
Arizona	6	2.80%
Arkansas	2	0.93%
California	21	9.81%
Colorado	3	1.40%
Connecticut	3	1.40%
Delaware	2	0.93%
District Of Columbia	2	0.93%
Florida	10	4.67%
Georgia	4	1.87%
Hawaii	1	0.47%
Illinois	6	2.80%
Indiana	3	1.40%
Iowa	2	0.93%
Kansas	5	2.34%
Louisiana	3	1.40%
Maine	2	0.93%
Maryland	8	3.74%
Massachusetts	4	1.87%
Michigan	7	3.27%
Minnesota	4	1.87%
Mississippi	2	0.93%
Missouri	2	0.93%
Montana	1	0.47%
Nevada	2	0.93%
New Hampshire	2	0.93%
New Jersey	8	3.74%
New York	14	6.54%
North Carolina	11	5.14%
North Dakota	1	0.47%
Ohio	11	5.14%
Oklahoma	1	0.47%
Ontario	2	0.93%
Oregon	2	0.93%
Pennsylvania	11	5.14%
Quebec	1	0.47%
Rhode Island	1	0.47%
Saskatchewan	1	0.47%
South Carolina	5	2.34%
South Dakota	1	0.47%
Tennessee	3	1.40%
Texas	11	5.14%
Utah	3	1.40%
Vermont	2	0.93%
Virginia	8	3.74%
Washington	1	0.47%
Wisconsin	4	1.87%
Wyoming	2	0.93%

Table D-3: Job Title

Q7. Job Title (n = 199)	
Assistant Athletic Director (3)	Director of Olympic Equipment
Assistant Athletic Director Equipment & Facilities	Director of Olympic Sports
Assistant Athletic Director for Equipment	Director/Athletic Equipment
Assistant Athletic Director for Equipment Operations (6)	District Athletic Equipment Coordinator
Assistant AD for Equipment Operations and Licensing	Equipment Assistant (2)
Assistant Athletic Director for Equipment Services (4)	Equipment Assistant Olympic Sports
Assistant Athletic Equipment Manager	Equipment Coordinator (2)
Assistant Director	Equipment Coordinator/Facilities Football
Assistant Director of Athletic Equipment	Equipment Manager (14)
Assistant Director of Equipment Olympic Sports	Equipment Manager / Events Facilitator
Assistant Director of Equipment Operations (3)	Equipment Manager- Football, Baseball, Soccer
Assistant Director of Equipment Services (2)	Equipment Manager/Facilities Associate
Assistant Equipment Coordinator	Equipment Room Manager
Assistant Equipment Manager - Hockey	Equipment Room Specialist
Assistant Equipment Manager (26)	Equipment Services Assistant
Assistant Equipment Manager for Football	Equipment Supervisor
Assist. Equip. Manager, Head Football Equipment Manager	Executive Director of Athletic Association
Assistant Football EQ Manager	Executive Director of Equipment Operations
Assistant Visiting Team Clubhouse Attendant	Facilities Manager
Associate AD Operations and Equipment	Facilities, Equipment and Events
Associate AD-Internal Operations	Head Athletic Equipment Manager - Football
Associate Director Equipment Services	Head Athletic Equipment Manager (6)
Associate Director of Athletic Equipment	Head Equipment Manager (8)
Associate Director of Equipment Operations (2)	Head Equipment Manager Baseball/Softball
Associate Director of Equipment Services	Head Equipment Manager/ Game Ops Assistant
Associate Equipment Manager	Head Football Equipment
Athletic and P.E. Attendant	Head Football Equipment Manager (4)
Athletic Equipment Attendant I	Head of Equipment Services
Athletic Equipment Coordinator	Interim Equipment Manager
Athletic Equipment Manager (6)	Inventory/Supply Manager
Athletic Equipment Manager/Facilities Manager	Key Accounts
Athletic Equipment/Purchasing/ Facilities Manager	Laundry Attendant
Business Development Manager (Schutt Sports)	Manager
Certified Athletic Equipment Manager	Manager Equipment Operations & Product Fulfillment
College Associate Professor (Adjunct)	Manager of Equipment and Contest Operations
Coordinator of Equipment Services	Manager of Equipment Room
Director	Retired (3)
Director of Athletic Equipment (3)	Sales Rep (3)
Director of Athletic Equipment and Facilities	Security Officer
Director of Athletic Operations	Senior Assistant Equipment Manager
Director of Athletics Equipment, Assistant Athletics Director	Senior Manager of Athletic Equipment
Director of Equipment (5)	Site Supervisor
Director of Equipment and Licensing	Sports Specialist- Equipment Manager
Director of Equipment Operations - Olympic Sports (2)	Teacher / Assistant Coach
Director of Equipment Operations (12)	Team Historian
Director of Equipment Services (4)	Team Manager
Director of Football Equipment (6)	Technical Assistant/Equipment Manager

Table D-4: Equipment Manager Background

	Number of Respondents	Percent
<b>Q6. Equipment Manager Employment Status</b>	<b>216</b>	<b>100%</b>
Full-time equipment manager	185	85.65%
Part-time equipment manager	4	1.85%
Not currently employed as an equipment manager	10	4.63%
Retired	12	5.56%
<sup>1</sup> Other (please specify):	5	2.31%
<b>Q8. Years as Athletic Equipment Manager</b>	<b>217</b>	<b>100%</b>
2 years or less	6	2.76%
3-5 years	29	13.36%
6-10 years	42	19.35%
11-15 years	37	17.05%
16-20 years	34	15.67%
21-25 years	21	9.68%
26+ years	48	22.12%
<b>Q9. Years as AEMA CAEM</b>	<b>218</b>	<b>100%</b>
2 years or less	32	14.68%
3-5 years	48	22.02%
6-10 years	33	15.14%
11-15 years	29	13.30%
16-20 years	28	12.84%
21-25 years	23	10.55%
26+ years	25	11.47%
<b>Q10. Primary Work Setting</b>	<b>218</b>	
High School Sports	18	8.26%
Public College or University Sports	138	63.30%
Private College or University Sports	58	26.61%
Professional Sports	21	9.63%
<sup>2</sup> Other (please specify)	6	2.75%



Table D-5: Sport Experience

Q11. Sport Experience as Equipment Manager (within past 10 years)	217	
Badminton	4	1.84%
Baseball	140	64.52%
Basketball	146	67.28%
Bowling	15	6.91%
Cheerleading / Competitive Spirit Squads	74	34.10%
Cross Country	128	58.99%
Dance Team	41	18.89%
Field Hockey	57	26.27%
Football	174	80.18%
Golf	117	53.92%
Gymnastics	34	15.67%
Hockey	32	14.75%
Indoor Track & Field	110	50.69%
Lacrosse	74	34.10%
Skiing & Snowboarding	6	2.76%
Soccer	143	65.90%
Softball	123	56.68%
Swimming & Diving	98	45.16%
Tennis	126	58.06%
Track & Field	127	58.53%
Volleyball	133	61.29%
Water Polo	19	8.76%
Weightlifting	12	5.53%
Wrestling	65	29.95%
<sup>3</sup> Other (please specify)	33	15.21%

Note: Questions 6, 10, and 11 allow for multiple responses. The percentages are based on the number of respondents to the question.

<sup>1</sup>Other Equipment Manager Employment Status: Teach now NIAA professional development course to high schools on managing athletic equipment, concussion management, and proper fitting of athletic equipment; Associate Certified Member - Current Vendor; Serve as Equipment Manager as part of Coaching Position at a high school; former equipment manager, current vendor; and Administrator / Equipment oversight.

<sup>2</sup>Other primary work settings include: Sales rep for youth, high schools, and colleges; Retired From College In MA; Government; Vendor for sporting goods; Private Prep High School; and retired.

<sup>3</sup>Other sports: Acrobatics & Tumbling; All of the Above; Beach Volleyball, Rowing; BUT I ORDER for All SPORTS in my University; Campus Rec (Flag Football, Futsal, Zumba, Aqua Fitness, Frisbee Golf); Equestrian (3); Equestrian, Beach Volleyball; Fencing; Fencing, Gymnastics, Rowing; Fencing, Rowing; Fencing, Squash; None of the Above; Retired (3); Rifle (3); Rock Climbing, Sailing, Crew, Fencing, Squash; Rodeo; Rowing, Sailing (8); Squash (2); and Squash and Crew.

## Appendix E: Summary of Survey Ratings

Table E-1: Frequency Distribution of Responses for Criticality Scale

Task Code		Criticality					Total	Mean	SD
		No harm	Minimal	Moderate	Substantial	Extreme harm			
0101	Count	8	32	62	125	45	272	2.61	0.99
	Percent	3%	12%	23%	46%	17%	100%		
0102	Count	5	14	59	127	48	253	2.79	0.88
	Percent	2%	6%	23%	50%	19%	100%		
0103	Count	5	9	56	109	64	243	2.90	0.91
	Percent	2%	4%	23%	45%	26%	100%		
0104	Count	7	30	58	94	49	238	2.62	1.04
	Percent	3%	13%	24%	39%	21%	100%		
0105	Count	8	59	77	63	26	233	2.17	1.04
	Percent	3%	25%	33%	27%	11%	100%		
0106	Count	7	44	63	68	49	231	2.47	1.11
	Percent	3%	19%	27%	29%	21%	100%		
0201	Count	7	17	47	79	73	223	2.87	1.06
	Percent	3%	8%	21%	35%	33%	100%		
0202	Count	6	19	37	85	76	223	2.92	1.04
	Percent	3%	9%	17%	38%	34%	100%		
0203	Count	2	10	19	58	133	222	3.40	0.89
	Percent	1%	5%	9%	26%	60%	100%		
0204	Count	4	14	30	81	94	223	3.11	0.98
	Percent	2%	6%	13%	36%	42%	100%		
0205	Count	4	12	20	99	87	222	3.14	0.92
	Percent	2%	5%	9%	45%	39%	100%		
0206	Count	1	10	20	75	116	222	3.33	0.85
	Percent	0%	5%	9%	34%	52%	100%		
0207	Count	6	10	33	83	88	220	3.08	0.99
	Percent	3%	5%	15%	38%	40%	100%		
0301	Count	11	48	77	56	27	219	2.18	1.07
	Percent	5%	22%	35%	26%	12%	100%		
0302	Count	6	35	46	73	58	218	2.65	1.12
	Percent	3%	16%	21%	33%	27%	100%		
0303	Count	2	12	30	87	86	217	3.12	0.91
	Percent	1%	6%	14%	40%	40%	100%		
0304	Count	16	54	87	42	19	218	1.97	1.04
	Percent	7%	25%	40%	19%	9%	100%		
0305	Count	7	45	66	63	36	217	2.35	1.08
	Percent	3%	21%	30%	29%	17%	100%		
0401	Count	5	36	60	80	37	218	2.50	1.03
	Percent	2%	17%	28%	37%	17%	100%		
0402	Count	9	33	76	65	35	218	2.39	1.06
	Percent	4%	15%	35%	30%	16%	100%		
0403	Count	7	32	57	75	45	216	2.55	1.08
	Percent	3%	15%	26%	35%	21%	100%		
0404	Count	8	27	46	95	42	218	2.62	1.05
	Percent	4%	12%	21%	44%	19%	100%		
0405	Count	11	50	71	61	25	218	2.18	1.07
	Percent	5%	23%	33%	28%	11%	100%		
0406	Count	8	37	61	73	39	218	2.45	1.08
	Percent	4%	17%	28%	33%	18%	100%		
0501	Count	11	42	81	61	23	218	2.20	1.03
	Percent	5%	19%	37%	28%	11%	100%		
0502	Count	8	41	82	63	24	218	2.25	1.00
	Percent	4%	19%	38%	29%	11%	100%		
0503	Count	9	35	74	72	28	218	2.34	1.03
	Percent	4%	16%	34%	33%	13%	100%		
0504	Count	9	33	63	73	39	217	2.46	1.08
	Percent	4%	15%	29%	34%	18%	100%		

Table E-2: Frequency Distribution of Responses for Frequency Scale

Task Code		Frequency					Total	Mean	SD
		Never	Few months to yearly	Few weeks to monthly	Few days to weekly	Daily			
0101	Count	3	33	36	43	156	271	3.17	1.13
	Percent	1%	12%	13%	16%	58%	100%		
0102	Count	6	27	26	34	160	253	3.25	1.15
	Percent	2%	11%	10%	13%	63%	100%		
0103	Count	0	10	18	30	184	242	3.60	0.80
	Percent	0%	4%	7%	12%	76%	100%		
0104	Count	1	2	5	18	212	238	3.84	0.53
	Percent	0%	1%	2%	8%	89%	100%		
0105	Count	1	72	62	38	60	233	2.36	1.18
	Percent	0%	31%	27%	16%	26%	100%		
0106	Count	2	21	60	58	90	231	2.92	1.04
	Percent	1%	9%	26%	25%	39%	100%		
0201	Count	0	40	31	50	103	224	2.96	1.15
	Percent	0%	18%	14%	22%	46%	100%		
0202	Count	1	38	36	52	96	223	2.91	1.15
	Percent	0%	17%	16%	23%	43%	100%		
0203	Count	1	32	39	44	107	223	3.00	1.13
	Percent	0%	14%	17%	20%	48%	100%		
0204	Count	1	32	49	46	95	223	2.91	1.12
	Percent	0%	14%	22%	21%	43%	100%		
0205	Count	0	12	35	94	81	222	3.10	0.86
	Percent	0%	5%	16%	42%	36%	100%		
0206	Count	1	8	20	85	108	222	3.31	0.82
	Percent	0%	4%	9%	38%	49%	100%		
0207	Count	0	15	38	62	105	220	3.17	0.95
	Percent	0%	7%	17%	28%	48%	100%		
0301	Count	1	4	18	48	148	219	3.54	0.76
	Percent	0%	2%	8%	22%	68%	100%		
0302	Count	1	0	1	5	211	218	3.95	0.34
	Percent	0%	0%	0%	2%	97%	100%		
0303	Count	2	1	4	71	140	218	3.59	0.65
	Percent	1%	0%	2%	33%	64%	100%		
0304	Count	2	24	69	62	61	218	2.72	1.02
	Percent	1%	11%	32%	28%	28%	100%		
0305	Count	1	12	43	61	101	218	3.14	0.95
	Percent	0%	6%	20%	28%	46%	100%		
0401	Count	4	55	54	43	61	217	2.47	1.20
	Percent	2%	25%	25%	20%	28%	100%		
0402	Count	5	50	66	36	61	218	2.45	1.19
	Percent	2%	23%	30%	17%	28%	100%		
0403	Count	7	56	61	26	68	218	2.42	1.26
	Percent	3%	26%	28%	12%	31%	100%		
0404	Count	1	36	39	36	106	218	2.96	1.17
	Percent	0%	17%	18%	17%	49%	100%		
0405	Count	1	6	24	74	112	217	3.34	0.82
	Percent	0%	3%	11%	34%	52%	100%		
0406	Count	8	5	50	88	67	218	2.92	0.98
	Percent	4%	2%	23%	40%	31%	100%		
0501	Count	2	38	29	47	102	218	2.96	1.18
	Percent	1%	17%	13%	22%	47%	100%		
0502	Count	3	16	43	47	109	218	3.11	1.05
	Percent	1%	7%	20%	22%	50%	100%		
0503	Count	2	32	34	46	104	218	3.00	1.14
	Percent	1%	15%	16%	21%	48%	100%		
0504	Count	1	70	55	36	56	218	2.35	1.19
	Percent	0%	32%	25%	17%	26%	100%		

**Table E-2: Frequency Distribution of Responses for Point in Career Scale**

Task Code		Point in Career			Total	Mean	SD
		Not at all	Within the first 6 months	After the first 6 months			
0101	Count	4	242	25	271	1.08	0.32
	Percent	1%	89%	9%	100%		
0102	Count	2	196	55	253	1.21	0.43
	Percent	1%	77%	22%	100%		
0103	Count	1	232	9	242	1.03	0.20
	Percent	0%	96%	4%	100%		
0104	Count	1	230	7	238	1.03	0.18
	Percent	0%	97%	3%	100%		
0105	Count	1	179	54	234	1.23	0.43
	Percent	0%	76%	23%	100%		
0106	Count	2	199	30	231	1.12	0.35
	Percent	1%	86%	13%	100%		
0201	Count	0	209	15	224	1.07	0.25
	Percent	0%	93%	7%	100%		
0202	Count	1	204	18	223	1.08	0.28
	Percent	0%	91%	8%	100%		
0203	Count	0	204	19	223	1.09	0.28
	Percent	0%	91%	9%	100%		
0204	Count	1	202	19	222	1.08	0.29
	Percent	0%	91%	9%	100%		
0205	Count	0	207	13	220	1.06	0.24
	Percent	0%	94%	6%	100%		
0206	Count	1	212	8	221	1.03	0.20
	Percent	0%	96%	4%	100%		
0207	Count	1	208	9	218	1.04	0.21
	Percent	0%	95%	4%	100%		
0301	Count	1	207	10	218	1.04	0.22
	Percent	0%	95%	5%	100%		
0302	Count	2	213	2	217	1.00	0.14
	Percent	1%	98%	1%	100%		
0303	Count	3	207	6	216	1.01	0.20
	Percent	1%	96%	3%	100%		
0304	Count	2	188	25	215	1.11	0.34
	Percent	1%	87%	12%	100%		
0305	Count	2	206	7	215	1.02	0.20
	Percent	1%	96%	3%	100%		
0401	Count	3	168	44	215	1.19	0.43
	Percent	1%	78%	20%	100%		
0402	Count	4	161	48	213	1.21	0.45
	Percent	2%	76%	23%	100%		
0403	Count	6	160	51	217	1.21	0.47
	Percent	3%	74%	24%	100%		
0404	Count	5	182	29	216	1.11	0.38
	Percent	2%	84%	13%	100%		
0405	Count	1	208	6	215	1.02	0.18
	Percent	0%	97%	3%	100%		
0406	Count	4	179	32	215	1.13	0.39
	Percent	2%	83%	15%	100%		
0501	Count	2	196	18	216	1.07	0.30
	Percent	1%	91%	8%	100%		
0502	Count	3	200	13	216	1.05	0.27
	Percent	1%	93%	6%	100%		
0503	Count	3	196	18	217	1.07	0.30
	Percent	1%	90%	8%	100%		
0504	Count	1	196	19	216	1.08	0.29
	Percent	0%	91%	9%	100%		

## Appendix F: 2020 AEMA CAEM Classification System

	Classification	Test Specifications
<b>Domain I: Department Administration</b>	<b>010000</b>	<b>22%</b>
<b>Task 1: Adhere to established human resources and organizational policies and procedures through knowledge of applicable guidelines.</b>	<b>010100</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010101	
b. Technology	010102	
c. Best practices	010103	
d. Terminology	010104	
<b>Skill in:</b>		
e. Comprehensive reading	010105	
f. Communication	010106	
g. Organization	010107	
h. Critical thinking/problem solving	010108	
i. Leadership	010109	
j. Initiative	010110	
<b>Task 2: Educate, train, supervise, and evaluate equipment staff to ensure adherence to standards, practices, and organizational policies and procedures.</b>	<b>010200</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010201	
b. Technology	010202	
c. Best practices	010203	
d. Terminology	010204	
e. Best practices	010205	
<b>Skill in:</b>		
f. Communication	010206	
g. Organization	010207	
h. Critical thinking/problem solving	010208	
i. Leadership	010209	
<b>Task 3: Uphold all applicable ethical standards and guidelines by complying with appropriate practices and procedures.</b>	<b>010300</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010301	
b. Best practices	010302	
<b>Skill in:</b>		
c. Comprehensive reading	010303	
a. Critical thinking/problem solving	010304	
b. Communication	010305	

<b>Task 4: Engage in effective customer service practices to build rapport and foster collaborative, professional relationships with athletes, staff, administration, and others outside the organization.</b>	<b>010400</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010401	
b. Terminology	010402	
c. Technology	010403	
d. Best practices	010404	
e. Products and equipment	010405	
<b>Skill in:</b>		
f. Communication	010406	
g. Critical thinking/problem solving	010407	
h. Leadership	010408	
i. Initiative	010409	
j. Organization	010110	
<b>Task 5: Seek continuing education, professional development, and knowledge within the athletic industry about credible research, current trends, alternative equipment and apparel, and new technology.</b>	<b>010500</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010501	
b. Products and equipment	010502	
c. Technology	010503	
d. Terminology	010504	
e. Best practices	010505	
f. Sport-specific information	010506	
<b>Skill in:</b>		
g. Communication	010507	
h. Critical thinking/problem solving	010508	
i. Leadership	010509	
j. Initiative	010510	
k. Seeking comprehensive information	010511	
<b>Task 6: Maintain awareness of equipment/apparel performance and usage trends in order to inform recommendations to athletes, coaches, staff, administration, and others outside the organization.</b>	<b>010600</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	010601	
b. Products and equipment	010602	
c. Technology	010603	
d. Terminology	010604	
e. Best practices	010605	
f. Sport-specific information	010606	
<b>Skill in:</b>		
g. Communication	010607	
h. Critical thinking/problem solving	010608	
i. Leadership	010609	
j. Initiative	010610	

k. Seeking comprehensive information	010611	
<b>Domain II: Safety and Standards</b>		
	<b>020000</b>	<b>28%</b>
<b>Task 1: Obtain pertinent information about the athletes, coaches, and staff through communication, measurement, and documentation in order to ensure the proper selection and fit of all equipment/apparel.</b>	<b>020100</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020101	
b. Sizing information	020102	
c. Products and equipment	020103	
d. Technology	020104	
e. Sport-specific information	020105	
f. Terminology	020106	
g. Best practices	020107	
h. Data collection systems	020108	
<b>Skill in:</b>	020109	
i. Basic math	020110	
j. Communication	020111	
k. Measurement and fitting	020112	
l. Organization	020113	
m. Critical thinking/problem solving	020114	
n. Comprehensive reading	020115	
<b>Task 2: Select the appropriate equipment/apparel based on the determined needs of the athletes, coaches, and staff in order to initiate the fitting process.</b>	<b>020200</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020201	
b. Sizing information	020202	
c. Products and equipment	020203	
d. Technology	020204	
e. Sport-specific information	020205	
f. Terminology	020206	
g. Best practices	020207	
<b>Skill in:</b>		
h. Communication	020208	
i. Organization	020209	
j. Critical thinking/problem solving	020210	
<b>Task 3: Fit the selected equipment/apparel by following manufacturers' guidelines in order to ensure the safety of the athletes, coaches, and staff.</b>	<b>020300</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020301	
b. Products and equipment	020302	
c. Technology	020303	
d. Sport-specific information	020304	
e. Terminology	020305	
f. Best practices	020306	
g. Basic anatomy	020307	

<b>Skill in:</b>		
h. Communication	020308	
i. Measurement and fitting	020309	
j. Organization	020310	
k. Critical thinking/problem solving	020311	
<b>Task 4: Educate the athletes through communication concerning the inherent risks involved with the use of the equipment/apparel in order to reduce the risk of injury and mitigate liability.</b>	<b>020400</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020401	
b. Risk management documentation	020402	
c. Products and equipment	020403	
d. Technology	020404	
e. Sport-specific information	020405	
f. Terminology	020406	
g. Best practices	020407	
<b>Skill in:</b>		
h. Communication	020408	
i. Measurement and fitting	020409	
<b>Task 5: Perform evaluations of equipment/apparel through routine checks in order to maintain proper functionality and fit and adhere to safety standards.</b>	<b>020500</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020501	
b. Products and equipment	020502	
c. Sport-specific information	020503	
d. Terminology	020504	
e. Best practices	020505	
<b>Skill in:</b>		
f. Communication	020506	
g. Measurement and fitting	020507	
h. Basic repair/maintenance	020508	
i. Critical thinking/problem solving	020509	
<b>Task 6: Repair equipment/apparel to maintain functionality and safety standards.</b>	<b>020600</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020601	
b. Maintenance documentation	020602	
c. Products, tools, and equipment	020603	
d. Technology	020604	
e. Sport-specific information	020605	
f. Terminology	020606	
g. Best practices	020607	
<b>Skill in:</b>		
h. Communication	020608	
i. Organization	020609	
j. Basic repair/maintenance	020610	



k. Critical thinking/problem solving	020611	
<b>Task 7: Adhere to manufacturers' guidelines/recommendations to prolong usability and preserve product safety.</b>	<b>020700</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	020701	
b. Products and equipment	020702	
c. Technology	020703	
d. Sport-specific information	020704	
e. Terminology	020705	
f. Best practices	020706	
<b>Skill in:</b>		
g. Basic math	020707	
h. Seeking comprehensive information	020708	
i. Organization	020709	
j. Basic repair/maintenance	020710	
k. Critical thinking/problem solving	020711	
<b>Domain III: Operations</b>	<b>030000</b>	<b>19%</b>
<b>Task 1: Coordinate provided services in accordance with teams' schedules to support athletes, coaches, and staff.</b>	<b>030100</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030101	
b. Technology	030102	
c. Sport-specific information	030103	
d. Best practices	030104	
<b>Skill in:</b>		
e. Communication	030105	
f. Time management	030106	
g. Organization	030107	
h. Critical thinking/problem solving	030108	
i. Leadership	030109	
<b>Task 2: Launder equipment/apparel using accepted methods in order to ensure cleanliness, stain removal, and longevity.</b>	<b>030200</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030201	
b. Products and equipment	030202	
c. Technology	030203	
d. Terminology	030204	
e. Best practices	030205	
f. Laundry process systems	030206	
<b>Skill in:</b>		
g. Communication	030207	
h. Time management	030208	
i. Organization	030209	
j. Critical thinking/problem solving	030210	
k. Basic laundry procedures	030211	

<b>Task 3: Sanitize equipment, apparel, and facilities using accepted methods to protect against pathogens in order to ensure the safety of athletes, coaches, and staff.</b>	<b>030300</b>	<b>5%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030301	
b. Products and equipment	030302	
c. Technology	030303	
d. Terminology	030304	
e. Best practices	030305	
f. Risks of unsanitary practices	030306	
g. Sanitization process systems	030307	
<b>Skill in:</b>		
h. Communication	030308	
i. Time management	030309	
j. Organization	030310	
k. Critical thinking/problem solving	030311	
l. Basic sanitization procedures	030312	
<b>Task 4: Manage the embellishment process of shipments to be in compliance with established branding guidelines.</b>	<b>030400</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030401	
b. Products and equipment	030402	
c. Technology	030403	
d. Terminology	030404	
e. Best practices	030405	
<b>Skill in:</b>		
f. Communication	030406	
g. Organization	030407	
h. Critical thinking/problem solving	030408	
i. Comprehensive reading	030409	
<b>Task 5: Ensure that stored pieces of equipment/apparel are properly secured, maintained, transported, and available.</b>	<b>030500</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	030501	
b. Products and equipment	030502	
c. Technology	030503	
d. Sport-specific information	030504	
e. Terminology	030505	
f. Best practices	030506	
g. Storage/transportation systems	030507	
<b>Skill in:</b>		
h. Communication	030508	
i. Organization	030509	
j. Critical thinking/problem solving	030510	
<b>Domain IIII: Procurement and Finances</b>	<b>040000</b>	<b>19%</b>

<b>Task 1: Determine projected needs and make purchasing decisions and/or recommendations based on budget, product knowledge, inventory, and other relevant information in order to purchase identified equipment/apparel.</b>	<b>040100</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040101	
b. Procurement documentation	040102	
c. Sizing documentation	040103	
d. Products and equipment	040104	
e. Technology	040105	
f. Sport-specific information	040106	
g. Terminology	040107	
h. Best practices	040108	
i. On-hand inventory	040109	
<b>Skill in:</b>		
j. Basic math	040110	
k. Communication	040111	
l. Organization	040112	
m. Critical thinking/problem solving	040113	
<b>Task 2: Administer budgetary guidelines to effectively use available resources and to make sound purchasing decisions or recommendations.</b>	<b>040200</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040201	
b. Procurement documentation	040202	
c. Products and equipment	040203	
d. Technology	040204	
e. Sport-specific information	040205	
f. Terminology	040206	
g. Best practices	040207	
h. Procurement systems	040208	
<b>Skill in:</b>		
i. Basic math	040209	
j. Comprehensive reading	040210	
k. Communication	040211	
l. Organization	040212	
m. Critical thinking/problem solving	040213	
<b>Task 3: Maintain awareness of applicable financial laws and institutional regulations (e.g., taxation, purchasing, contract bidding) to ensure compliance.</b>	<b>040300</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040301	
b. Documentation	040302	
c. Products and equipment	040303	
d. Terminology	040304	
e. Best practices	040305	
f. Procurement systems	040306	
g. Inventory systems	040307	

<b>Skill in:</b>		
h. Basic math	040308	
i. Comprehensive reading	040309	
j. Communication	040310	
k. Critical thinking/problem solving	040311	
l. Negotiation	040312	
<b>Task 4: Ensure institutional compliance to equipment and apparel contracts.</b>	<b>040400</b>	<b>4%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040401	
b. Documentation	040402	
c. Products and equipment	040403	
d. Terminology	040404	
e. Best practices	040405	
f. Procurement systems	040406	
<b>Skill in:</b>		
g. Basic math	040407	
h. Comprehensive reading	040408	
i. Communication	040409	
j. Critical thinking/problem solving	040410	
k. Negotiation	040411	
<b>Task 5: Verify contents of received products in order to ensure that the order and products are in agreement.</b>	<b>040500</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040501	
b. Procurement documentation	040502	
c. Technology	040503	
<b>Skill in:</b>		
d. Basic math	040504	
e. Organization	040505	
f. Communication	040506	
g. Critical thinking/problem solving	040507	
<b>Task 6: Authorize payments by complying with appropriate organizational policies in order to complete the purchasing process.</b>	<b>040600</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	040601	
b. Procurement documentation	040602	
c. Technology	040603	
d. Procurement systems	040604	
<b>Skill in:</b>		
e. Basic math	040605	
f. Comprehensive reading	040606	
g. Communication	040607	
<b>Domain V: Inventory Control</b>	<b>050000</b>	<b>12%</b>
<b>Task 1: Establish and implement an organized system of storage to facilitate effective inventory management.</b>	<b>050100</b>	<b>3%</b>

<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050101	
b. Products and equipment	050102	
c. Technology	050103	
d. Sport-specific information	050104	
e. Terminology	050105	
f. Best practices	050106	
g. Storage/transportation systems	050107	
h. Inventory systems	050108	
<b>Skill in:</b>		
i. Communication	050109	
j. Organization	050110	
k. Critical thinking/problem solving	050111	
<b>Task 2: Establish and implement a system of distribution and retrieval based on the characteristics and needs of the organization in order to ensure that the equipment/apparel is used by the appropriate end-user.</b>	<b>050200</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050201	
b. Products and equipment	050202	
c. Technology	050203	
d. Sport-specific information	050204	
e. Terminology	050205	
f. Best practices	050206	
g. Distribution/retrieval process	050207	
<b>Skill in:</b>		
h. Organization	050208	
i. Critical thinking/problem solving	050209	
j. Communication	050210	
<b>Task 3: Establish and implement a system to maintain accurate inventory documentation in accordance with established organizational policies and procedures.</b>	<b>050300</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050301	
b. Best practices	050302	
c. Inventory documentation	050303	
<b>Skill in:</b>		
a. Comprehensive reading	050304	
b. Communication	050305	
c. Organization	050306	
d. Critical thinking/problem solving	050307	
<b>Task 4: Inventory all items in order to determine available equipment/apparel and prepare for fiscal decisions and potential audits.</b>	<b>050400</b>	<b>3%</b>
<b>Knowledge of:</b>		
a. Guidelines, protocols, and organizational policies	050401	
b. Inventory documentation	050402	

c. Products and equipment	050403	
d. Technology	050404	
e. Sport-specific information	050405	
f. Terminology	050406	
g. Best practices	050407	
<b>Skill in:</b>		
a. Basic math	050408	
b. Organization	050409	
c. Communication	050410	
d. Critical thinking/problem solving	050411	
e. Time management	050412	