

CHAPTER 1

Role of Athletic Administrators

LEARNING OBJECTIVES

After reading this chapter, students will be able to:

1. Identify the role of the athletic administrator across a variety of sport settings.
2. Define athletic administration, including the challenges and benefits of managing sport.
3. Categorize and describe the roles of athletic administration in college, high school, youth, and club sport settings.
4. Outline the differences and similarities between the governing bodies in athletics.
5. Compare the scope of administration in college, high school, youth, and club sport settings.

► Sport Landscape

A new landscape of athletics from youth to collegiate levels is currently developing. What used to be a purely recreational endeavor has evolved into a multibillion-dollar sport industry. Current-day athletic administrators must adapt to the dynamic shift in management, which warrants enhanced attention on how to manage all facets of sport programming and deliver sport to a highly engaged and educated consumer group of athletes, participants, parents, spectators, and fans. Consequently, because of the mass participation in sport from the youth to collegiate levels coupled with the revenue generated by these programs, the organization and

administration of sport has inevitably shifted to a professional business orientation. Today, the skills needed to be a successful and effective sport administrator mirror the requisite skills and competencies desired in a traditional business environment. Brower (1979) defined the professionalization of sport as “the degree of seriousness and importance given to it by athletes, management, and spectators” (p. 445). It is not surprising that tens of millions of children playing organized sport and parents overspending to create sport opportunities for their children (Hyman, 2012) mean that athletic administrators are now held to a higher standard of athletic management. As Horch and Schutte (2003) summarized in their study

of youth club sports managers, there is a need for “specially trained sport managers; that is, experts who do not only understand something about general business administration but also about the particulars of sport products and organization” (p. 82). Clearly, athletic administrators today are charged with understanding not only the rules of competition but also the trends associated with the changing landscape of sport.

► Role of Athletic Administrator

To elevate offerings and fully support the growing and changing needs of sport organizations in collegiate athletics, interscholastic sport programming, youth sport, and club sport settings, the preparation of the next generation of athletic administrators must evolve. Athletic administration preparation must be geared toward the management of resources and meeting the desires of a knowledgeable and demanding consumer group. As the ultimate decision maker within the sport entity, athletic administrators monitor the pulse of their specific settings. Along with creating, maintaining, and sustaining athletic programs, the sport administrator must have the ability to analyze problems, develop solutions, craft plans of action, and determine the effectiveness of their decisions. Administrative leadership drives the organization to create positive and influential experiences for both athletes and their families.

The overarching ideals of athletic administration are to create enriching opportunities through sport offerings so participants can learn sport-specific skills, create bonds with teammates and coaches, and become physically active. For most, sport participation is a rewarding and meaningful experience that can begin in early childhood and extend to late adulthood. Athletic administrators have the task of formulating programs and securing staff

not only to educate participants from a skill development and social perspective but also to challenge athletes to excel on the playing fields, work as a cohesive team, and discover their personal athletic potential. A former National Collegiate Athletic Association (NCAA) president shared his perspective regarding the role of athletics in college: “[T]he values of hard work, striving for excellence, respect for others, sportsmanship and civility, team play, persistence, and resilience that underlie the ideal of sport should be brought into the development aspects of a college education affecting all students” (Brand, 2006, p. 19). Sport participation is an integral part of the educational experience within our school system, in the community setting, and on college campuses. The ultimate goal for an athletic administrator is to deliver positive and substantial experiences to develop young people and instill a passion for engagement in a healthy lifestyle.

Today, the playbook to operate sport within the settings of collegiate sport, high school sport, youth sport, and club sport contains material that tackles challenges associated with costs, participation interest, facility availability, societal pressure to win, injuries, sport specialization, and competition within the sport marketplace. Athletic administrators are continually multi-tasking, planning, and managing scenarios that can and do change daily. As the pressure to add opportunities and enhance offerings becomes the norm within the sport settings, the role of the athletic administrator has been pushed not only to exceed expectations but also to absorb greater levels of responsibility and accountability for greater numbers of participants.

► Sport Programming

For the purposes of this text, an athletic administrator is defined as a person who plans, organizes, and operates any facet of sport-related programs in a collegiate, high school, youth sport, or club sport setting. Readers will explore administrative practices in amateur sport in a

time where much attention is directed toward professional sport. Athletic administrators are more than just sport organizers; they are charged with analyzing problems, devising solutions, and preparing plans of action to enhance programmatic offerings. Athletic administrators across college, high school, youth, and club sport wear many “managerial hats” as entrepreneurs, resource allocators, schedulers, and social media promoters, among others. Modern athletic administrators are expected and required to anticipate industry trends to implement innovative programs so they can attract more participants to their organization, programs, or teams and be viable options for consumers in a cluttered sport landscape.

► Athletic Settings

As leaders, athletic administrators continually evaluate issues that affect their specific sport entities from a managerial, strategic, and social perspective. Athletic administrators work in youth sport settings in which sport offerings are delivered by towns or cities, volunteer programs, YMCAs, or church programs; these are often referred to as *community sport*. Club sports are now a prominent option for sport



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participants. Club sports are programs offered to players across several towns or regions that attract competitive players and professional coaches. Club sports are typically focused on one specific sport to deliver high-level training and competitive league games to players across an entire year. Sports such as soccer, softball, baseball, lacrosse, and basketball are typically team-based sports contained under the club sport umbrella. Community sport focuses on participants’ comprehension of skills, techniques, and tactics connected to the specific sport (Anderson-Butcher, Riley, Amorose, Iachini, & Wade-Mdivanian, 2014). Youth sport associations are generally volunteer and nonprofit agencies “supported primarily by



FEEDBACK FROM THE FIELD

Best Practices: Youth Sport

Robert Elliot has been instrumental in youth sport in the town of Wilmington, Massachusetts. Elliot lives and raises his children in town and has been an active volunteer, serving as a coach and board member for Wilmington Youth Soccer Association (WYSA). Elliot has several different hats to support WYSA in its offerings, including vice president of player and coach development, referee coordinator, chair of all in-town programs, and member of the fundraising committee. Defining his role within WYSA is not easy, but Elliot summarizes his efforts by stating he does “whatever [] can to make the program better.” Most recently, he was the vice president of development, overseeing player and coach development, including the hiring of a director of coaching; creating new programs to improve developmental opportunities for the players; and improving the existing training structure. In the community youth sport setting, Elliot has found that the use of web-based sport management sites for rosters and registration has made the administration of the programs easier, adding communication with players, families, and coaches can always be streamlined. A successful youth sport athletic administrator,

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FEEDBACK FROM THE FIELD

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according to Elliot, pays attention to detail, is an effective time manager, demonstrates a love for the program, possesses excellent communication skills, and wants to constantly improve.

From Elliot's perspective, parents can be challenging for those managing community youth sport. Elliot explained that although most parents are well intentioned, some are a hindrance because they forget that youth soccer athletes are not professional players and learn at different levels. He added that if youth sport administrators are able to work with the parents in a positive way, then parents can be an organization's greatest asset. In terms of communicating organizational goals and expectations to athletes, parents, and spectators, Elliot says this could be achieved in several ways, including through rules and regulations from the overall program and then reinforced through program directors, coaches, and administrators. The importance here, in his opinion, is the creation of open communication channels with the parents and players.

In terms of cost to operate the program, Elliot indicated there are fiscal concerns because of decreasing interest in soccer: Other sports are pulling players or not allowing them to play multiple sports, club sports are pulling players out, and the costs of league and state fees for insurance and registration are increasing. Elliot was named Massachusetts Youth Soccer Administrator of the Year in 2015. When asked how he decides what gets top priority when managing within a program, he added, "It is simple: what is best for the kids." For college students hoping to land a career in athletic administration, Elliot advised that they learn as much as possible about communication and the psychology of people, stressing the importance of being able to interact with players and families.

membership fees and/or community funds that develop, implement, or manage recreation/sport programs and/or facilities" (Desensi, Kelley, Blanton & Beitel, 1990, p. 33). Youth and community sport constitute a variety of options for participants, including YMCAs, town- and city-based programs, travel-based programs through towns and cities, and recreational offerings. Traditional athletic programs at the collegiate and high school levels consist of broad-based programs, including team and individual sports offered to student-athletes across the academic year.

► Stakeholders in Athletic Administration

Managing sport programming equates to balancing a variety of needs from stakeholders, including athletes, parents, coaches, officials,

fans, and community members. Each stakeholder is invested in the outcomes of the sport programming on several levels. To deliver valuable experiences to each stakeholder, athletic administrators must understand each group's needs to continually satisfy interest and meet demand. From an administrative perspective, there must be an appreciation of each group's unique needs to sustain business operations and retain the base of members or participants.

Participants are defined as athletes and coaches who desire to compete and achieve within their specific sport. The spectator category encompasses parents and fans of the teams or sport. Both groups strongly crave connections with the team and players. Most will show their affiliation by their sideline support and donning fan gear at each game. In some cases, athletic programs will also cater to consumers or patrons who are fans of the sport even if they do not have a family connection or tie to the program. Within

college and university programs, athletic administrators may tap the interest of these groups by selling tickets to events and games along with merchandise. Consumer fans constitute alumni of the institution or people who have a strong bond with supporting the team or program because of the team's talent level, location, or reputation. The ways in which athletic administrators manage each stakeholder will be deliberately different in order to tap into the emotional and psychological elements of each group. Athletic administrators constantly examine and monitor the motivation of the stakeholder groups as each cluster of the sport environment spends time, money, and energy to connect with athletic programs and sport organizations.

As participation rates rise in youth sport and community-based sport memberships and new player opportunities increase each year at the high school and college levels, one can only conclude that sport plays a prominent role in our lives on several levels. The skills needed to keep up with the changes within these sport settings have dramatically transformed the position of athletic administrator, requiring business savvy that can help the administrator tackle the financial and administrative sides of managing and delivering sport-specific experiences head-on while implementing sport programming to targeted groups. The athletic administrator position has transformed along with the core competencies to direct sport programming.

► Growth Across All Settings

Across various athletic settings, sport continues to evolve. Decades ago, when children wanted to play recreational basketball for their local town program, they just signed

up, paid a fee, and played. Today, we require online sign-ups, tryouts, team-selection days, and higher fees to participate. When you add the hundreds of dollars in required gear and equipment associated with the team membership, it makes opportunities for all children who desire to play a sport financially out of reach for many families. Within the community sport setting, the YMCA (or just Y) boasts 22 million people, including 13 million adults and 9 million youth of diverse ages, economic status, and backgrounds, taking advantage of a wide range of sport-related offerings each year (YMCA, n.d.). In the high school setting, a report by the National Federation of State High School Associations depicts an increase in participants for the academic year of 2014–2015 with the total number of athletes at more than 7.8 million. The NCAA provided 460,000 opportunities to student-athletes enrolled in Division I, Division II, and Division III colleges and universities from 2014 to 2015 (NCAA, “2013–14 Guide,” n.d.). In 2015, NCAA membership included 346 active Division I members, 291 active Division II members, and 439 active Division III members (NCAA, “Student-Athlete Participation,” n.d.). To give insight into the growth of youth sport, the U.S. Youth Soccer organization reported more than 3 million children registered to play soccer in 2014 compared to slightly more than the reported 100,000 participants in 1974 (U.S. Youth Soccer, 2014).

► Family Costs for Sport Participation

For athletic administrators, understanding how much parents are paying for their children to engage in sport allows them to see the challenges families experience when weighing the benefits of sport participation. The pull for athletes to participate in multiple sports for a variety of programs within just one town is

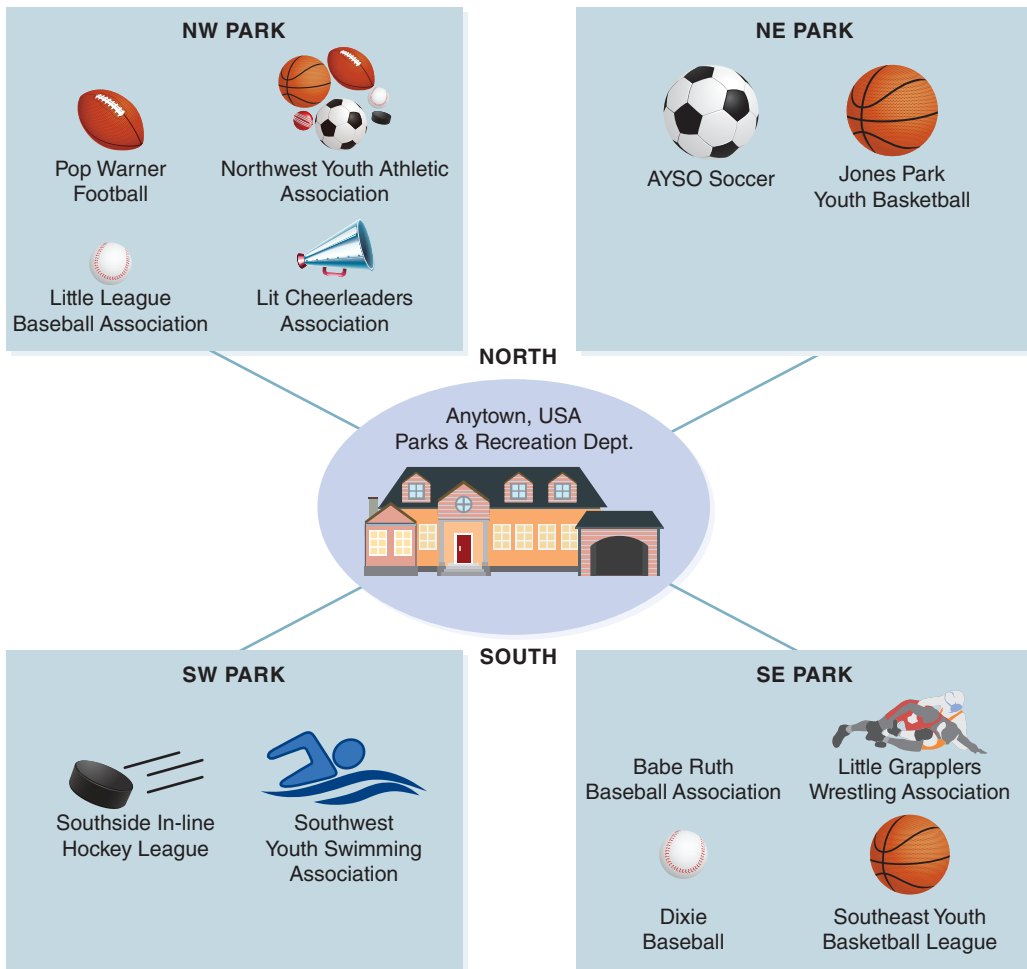


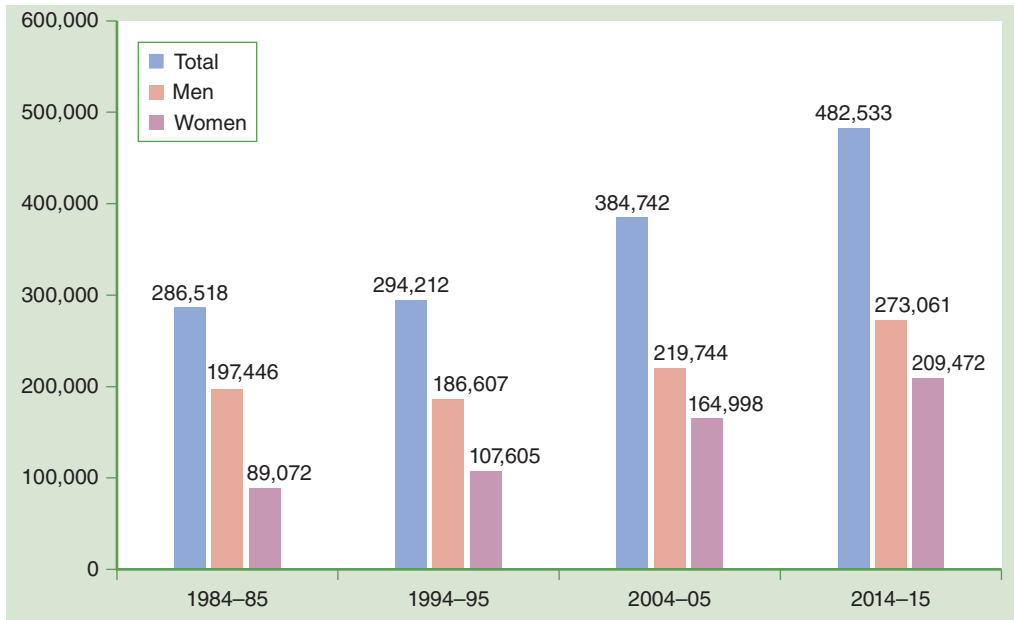
FIGURE 1.1 Typical Sport Landscape

National Alliance for Youth Sports (2012). Background screening in youth sports 2012. Retrieved March 22, 2016 from http://www.nays.org/CMSContent/File/nays_community_recommendations.pdf.

depicted in **FIGURE 1.1**. Managing athletic programs from a family perspective has evolved into organizing and juggling multiple sport schedules for children along with securing carpools to transport athletes from one site to another across the week.

The National Collegiate Athletic Association reported growth in student-athlete participation (see **FIGURE 1.2**) from 1984 to 2015. The growth in sport participation in higher education, coupled with the high levels of interest in high school sports (see

FIGURE 1.3), shows how families support the progress of young athletes from town sport to higher levels. Along the sport journey, the costs for athletic participation affect family economics with participation fees ranging from \$100 to \$1,000 per child each season (Dougherty, 2016). The cost for athletics across the youth, club, high school, and collegiate settings shows how athletic administrators must be able to decipher the motives of parents and athletes as families invest in their children's sport careers.



Note: Data include student-athletes in championship sports only.

FIGURE 1.2 Number of NCAA Student-Athletes from 1984-85 to 2014-15

Modified from National Collegiate Athletic Association (n.d.). Retrieved March 22, 2016 from <http://www.ncaa.org/sites/default/files/Participation Rates Final.pdf>.

► From Recreation to Business Model to Administer Sport

The sports that children and adults play, watch, compete in, and organize have transitioned from simple recreational endeavors to formalized businesses. Today, athletic administrators manage with state-of-the-art technology and tools to track participants, market events, and constantly and instantaneously inform parents and athletes about programming news and opportunities through social media platforms.

Another core task for athletic administrators is understanding how the overall experience affects the sport participants. Garcia (2015) found the two principal aspects of a high school student-athlete's experience are the influence of family and friends and the opportunity to participate in a competitive activity. Conversely, the most negative aspects

of high school sport participation were problems with coaches (Garcia, 2015). Notably, sport provides an avenue for young people to develop a sense of community, and it has proven to have numerous benefits for both individuals and groups (Garcia, 2015; Warner, Kerwin, & Walker, 2013). In the youth athletic setting, youth sport coaches have the greatest positive influence on young athletes' behaviors (Martin, Ewing, & Gould, 2014). Youth sport provides socializing benefits not only to young athletes but also to parents as they become increasingly engaged in their child's athletic experiences (Dorsch, Smith, Wilson, & McDonough, 2015).

The movement toward a business model to operate sport in all forms and settings has prompted administrators to adopt methods to analyze how the daily management of teams and programs fits into the dynamics of sport today. Decades ago, our youngest participants gathered at local town playing fields for instructional clinics to get their feet wet and become

2014-15 SUMMARY OF ATHLETICS PARTICIPATION TOTALS BY STATE							
State	Boys	Girls	Total ¹	State	Boys	Girls	Total ¹
1. Texas	488,224	316,374	804,598	27. Tennessee	69,839	39,510	109,349
2. California	462,401	334,700	797,101	28. Kansas	61,722	40,871	102,593
3. New York	215,447	174,028	389,475	29. Louisiana	61,677	39,634	101,311
4. Illinois	199,595	141,377	340,972	30. Oregon	56,577	43,599	100,176
5. Ohio	189,955	129,974	319,929	31. Kentucky	52,529	43,996	95,525
6. Pennsylvania	169,312	150,250	319,562	32. South Carolina	59,719	35,671	95,390
7. Michigan	171,027	124,633	295,660	33. Nebraska	45,716	31,421	77,137
8. New Jersey	162,919	116,458	279,377	34. Arkansas	36,876	24,387	61,263
9. Florida	154,650	113,304	267,954	35. Utah	35,265	24,723	59,988
10. Minnesota	121,027	114,216	235,243	36. Maine	27,592	24,032	51,624
11. Massachusetts	126,748	100,177	226,925	37. New Mexico	27,349	22,364	49,713
12. Georgia	118,704	78,833	197,537	38. Nevada	26,511	18,522	45,033
13. North Carolina	111,531	82,821	194,352	39. New Hampshire	24,191	20,837	45,028
14. Wisconsin	109,827	76,768	186,595	40. Idaho	25,655	18,869	44,524
15. Virginia	99,475	73,808	173,283	41. Hawaii	20,952	15,919	36,871
16. Missouri	102,190	69,747	171,937	42. West Virginia	20,444	15,537	35,981
17. Washington	92,160	68,085	160,245	43. Montana	17,425	13,930	31,355
18. Indiana	90,890	61,662	152,552	44. Delaware	16,705	12,960	29,665
19. Iowa	80,744	55,394	136,138	45. South Dakota	16,892	12,268	29,160
20. Colorado	71,593	57,007	128,600	46. Rhode Island	16,565	11,921	28,486
21. Alabama	80,510	42,829	123,339	47. North Dakota	14,469	10,604	25,073
22. Arizona	71,259	50,926	122,185	48. Alaska	12,438	11,936	24,374
23. Maryland	67,464	50,638	118,102	49. Wyoming	10,802	8,218	19,020
24. Oklahoma	59,881	54,794	114,675	50. Vermont	8,001	6,888	14,889
25. Mississippi	67,923	45,213	113,136	51. District of Columbia	7,160	4,676	11,836
26. Connecticut	60,785	50,426	111,211				

FIGURE 1.3 2014–15 Summary of Athletics Participation Totals by State

Reproduced with permission from National Federation of State High School Associations.

more interested in a particular sport. Today, most four- to five-year-olds are placed on formalized teams that compete (i.e., keep score) rather than just play (i.e., focus on development only) against other children each weekend as parents line the sidelines in support.

The cost to register children in sport programs has escalated. Players are no longer

playing on one team each season. The athletic landscape includes parents registering their athletes for multiple teams each season, athletes signing up for specialty clinics throughout the entire year, and athletes participating in multiple summer sport camps. The reliance on volunteer coaches in athletic administration has exploded, leaving many youth sport

organizations scrambling to identify and train enough parents to support the growing needs of the local town programs. New to the sport arena is an injection of professional coaches who assume responsibility for the instruction of the athletes in their care and the amateur coaches (parent volunteers) who lead practice sessions and manage all facets of a game. It is common, however, for youth sport associations to pay for professional services to manage tryouts, run player clinics, organize summer camps, and develop coach education programs.

High school athletics is not immune to the changes being experienced in the youth

sport setting. Athletic administrators in high schools are faced with supervising not only coaches and teams but also facilities, which mirror venues often seen at the college level. Managing state-of-the-art facilities plus the need to fund broad-based programs and the concerns of “pay for play” are paramount on the mind of the high school sport administrator. Concussion prevention has also taken center stage in youth sport and competitive athletics from high school to college. The burden to protect and maintain the health and safety of athletes must be continually tackled and addressed by athletic administrators.



FEEDBACK FROM THE FIELD

Best Practices: High School Sport

Karen Guillemette, director of athletics at Monomoy Regional High School in Harwich, Massachusetts, was formerly the assistant athletic director and Health and Wellness Department chairperson at Bishop Fenwick High School. Guillemette has been coaching either soccer or lacrosse or both since 2001, and she had served as the health and wellness teacher for 10 years at Bishop Fenwick High along with serving as assistant athletic director for seven years. In that last role she taught a full schedule of health and wellness classes while assisting in all aspects of running a high school athletic program—from game management to scheduling, transportation, and coach contracts.

Guillemette says technology helped communication with parents and the outside world via social media, which have made communication with parents easier while also giving parents more access to coaches and administrators. Guillemette believes effective administrators should be organized, have good time-management skills, be able to multitask, be strong leaders, and be good communicators. In her role in high school athletic administration, the biggest challenge she has faced is learning that it is impossible to please everyone and administrators must do what they know is right for all student-athletes. She admits some parents can be a challenge, which is why it is so important for athletic administrators to be not only good communicators but also good listeners. In providing guidance to aspiring athletic administrators, she indicated they should get involved in coaching as soon as possible at any level because this will be important to their futures in terms of knowing what qualities to look for in good coaches. They should also take as many communication classes as possible.

Guillemette communicates organizational goals and expectations to athletes and parents in “meet the coaches” forums. In terms of defining success at the high school level, she feels it is important for student-athletes to have positive experiences no matter what their roles on a team. She stresses that one function of the athletic administrator is to hire coaches who are experts in their sport but also care about their players on and off the field. Winning games and championships is a measure of success in her department, but Guillemette believes they can measure success in many other ways and areas. Her proudest achievements as a high school athletic administrator at Bishop Fenwick were the addition of great coaches to the staff, creating a girls’ hockey team, adding various freshmen and junior varsity teams to their offerings, and having 70% of the students on campus participate in sport at some level. In terms of cost to operate the athletic program at Bishop Fenwick, the department did not charge user fees for athletics, which Guillemette believes helped keep their participation numbers high.

► Sport Participants Across the Settings

Athletes are the primary participants of sport offerings within collegiate, high school, youth and club sport settings. Athletes of all ability levels join sport teams for a variety of reasons, including acquiring physical techniques and learning the tactics of the sport along with

enhancing social skills. Effective athletic administrators recognize the importance of both of these goals, with the value placed on athletes becoming better people through interactions with coaches and teammates. The social aspect of sport cannot be ignored because youth to collegiate athletes enjoy spending time with friends and teammates through interactions developed and fostered through the sporting experience. Athletic administrators must not dismiss the



FEEDBACK FROM THE FIELD

Best Practices: Club Sport

Steve Moreland is the founder and chief executive officer of Advanced Placement (AP) Sports, Inc., and the New England Twisters. AP Sports comprises an indoor and an outdoor turf facility that is utilized by the New England Twisters, a youth lacrosse club serving boys and girls. In addition to his ownership in these two entities, Moreland also serves as the boy's lacrosse coach at Phillips Academy in Andover, Massachusetts. Moreland recognizes significant trends in his business, including the youth movement toward early sport specialization and early college recruiting. In his role, he has adjusted to the growing demand for year-round lacrosse instruction while also promoting the benefits of being a multisport athlete. Moreland spends time helping young high school athletes navigate the college recruiting process while also assisting them in continually developing their skills. From his perspective, video has made the most dramatic impact in his setting as both a teaching mechanism and recruiting tool.

According to Moreland, effective athletic administrators must possess a good business mind coupled with people skills. He stresses that athletic administrators need to define the vision of the sport programs, lead others to execute the vision, and relate well to the athletes they serve. The two greatest challenges Moreland deals with in his position are (1) developing character in student-athletes in an age where everything happens so fast, and (2) meeting the increasing demands and expectations of parents. To communicate organizational goals and expectations to athletes, parents, and spectators, Moreland uses both writing and oral skills to engage in open and honest communication with athletes and parents. Success for Moreland is measured by player retention; he continually works to ensure that athletes and their parents enjoy the experience enough to enroll again the following year. In terms of operating costs, fiscal realities include the costs of operating the turf facility and paying coaching and staff salaries with member and participant fees being the primary source of revenue. Moreland adds he is mindful of costs but is not obsessed with them. Instead, he focuses on providing increasing value to members and participants at fair market rates.

Lacrosse is a fast-growing sport, so the challenge of providing positive experiences to those new to the game is a tremendous opportunity for Moreland. The importance of developing strong relations with athletes is evident, as Moreland explains that his greatest accomplishment is always the next time a student-athlete thanks him for making a difference in his or her life. Staying true to his priorities of working with young people, Moreland accentuates that student-athlete development is always the priority in his decision making, adding that the decision to do or not to do something, assuming no fiscal constraints, depends on the potential value to the athletes. When asked to provide advice to college students hoping to land a career in athletics, coaching, or youth sport administration, he says young people should find something they are passionate about and figure out a way to earn a living doing it.

fact that for more seasoned athletes, the desire to compete and fine-tune advanced skills becomes the central focus, which maximizes their need to achieve and elevate their performance-oriented goals within the sport domain. Athletic administrators must keenly understand the wants and desires of the groups they serve, often striking a balance between athletic-oriented goals and the development of the entire person, from social skills to character building.

College Setting

In addition to allegiance and accountability to participants and spectators, athletic administrators are guided by governance structures within each area of management. College athletic directors fulfill roles at institutions of higher learning and manage sport teams that fall under one of the following governing bodies: the National Junior College Athletic Association (NJCAA), the National Association of Intercollegiate Athletics (NAIA), and the National Collegiate Athletic Association (NCAA). Under the scope of college athletics, several core positions help carry out the functions of the department through the organizational structure.

► Organizational Structure

The administrators for college and university athletics have a variety of responsibilities. Depending on the institution, position descriptions may vary, but the aims of the department tend to be consistent across campuses. *Organizational structure* refers to the positions created to effectively implement the plans and activities of the department or athletic organization (**FIGURE 1.4**).

Position Descriptions Within College and University Athletics

Athletic Director or Director of Athletics

The athletic director (AD) provides leadership, supervision, and fiscal accountability for competitive athletic programs for departments that encompass student-athletes, full-time and part-time staff, and student workers and volunteers. The AD is responsible for the planning and development of programs along with

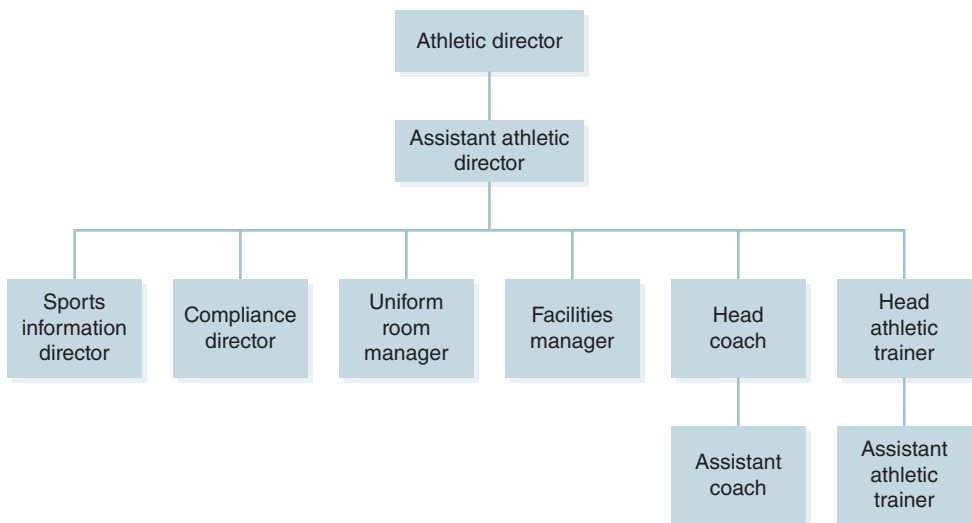


FIGURE 1.4 Organizational Structure for College Athletic Department

fundraising and budgeting for the department and individual sport teams. Division I and Division III athletic directors may have the same job title and similar roles at their respective institutions, but there are many differences in their positions relating to revenue generation at the Division I level (Wong, 2014). The AD also oversees compliance with league and conference policies and adherence to governing bodies' rules and regulations.

Associate or Assistant Athletic Director

Although the athletic director has full and complete accountability over a department's management and effectiveness, most institutions will have one to several positions at the associate or assistant levels. In these roles, the athletic administrator's expertise formulates the duties for each position. For instance, an associate director of athletics at one school may be responsible for transportation or team budgeting. At another institution the athletic administrator at this level may oversee community service or contest management for home games. The position title and description for the level directly under the athletic director depends on the skill set required to complement the department as a whole.

Sports Information Director

The sports information director (SID) is responsible for developing, administering, and distributing athletic department news and statistics through social media channels. The sports information director writes press releases for local media, websites, and social media. The SID maintains game-day statistics and provides reports to officials for the league, conference, and opposing team. In addition, the SID updates and maintains current web and social media messaging and produces season media guides and event-day publications for current sport teams.

Director of Sport Marketing

The director of sport marketing coordinates athletic department ticket sales, sponsorship opportunities, and external business relationships. The goal of the director is to maximize ticket sales, secure sponsorship deals, and ultimately increase fan attendance at events. This position title may vary from institution to institution, but marketing and promotion are functions central to the role.

Compliance Coordinator

The compliance coordinator is responsible for maintaining compliance and eligibility with designated governance entities, conference, and institutional regulations for the university. The compliance coordinator manages and monitors all aspects of athlete eligibility, oversight of regulations, and education regarding compliance regulations for student athletes and athletic department staff.

Athletic Trainer

The athletic trainer evaluates, treats, and rehabilitates intercollegiate athletes. The scope of athletic training services varies from campus to campus. Many institutions that offer athletic training as an academic major may have a greater number of certified athletic trainers on staff with dual roles in academics and athletics. Many departments may value having primary athletic trainers for each team rather than share athletic trainers across season offerings.



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For those institutions housing athletic training as a major, the athletic department becomes the beneficiary of student athletic trainers who serve a vital role in the overall operations of the athletic training department while they gain clinical experience.

Head Coach

The head coach of each college- or university-level sport team is responsible for the overall management of his or her team, including recruiting prospective student-athletes, meeting NCAA, NAIA, and NJCAA regulations, scheduling traditional and nontraditional season practices and contests, and arranging team travel schedules. Regardless of sport, each coach must support the institution's philosophy and mission.

Equipment Management

At a variety of institutions, the equipment manager may be a full-time employee who coordinates, washes, and maintains athletic team equipment and student-athlete practice and game-day apparel. In some cases, the equipment manager may have a dual appointment within the athletic department to achieve full-time employee status. The equipment manager may be assigned other duties by the athletic director based on skill set and expertise.

Game-Day Operations and Contest Management

The game-day operations coordinator or contest manager maintains all aspects of athletic game-day management, including securing work-study students, setup and breakdown of facilities, organizing concessions, and managing on-campus parking for events. In addition, the game-day operations coordinator or contest manager serves as liaison to game-day officials, communicates with away team officials regarding parking and meeting space availability, hires staff, secures game-day volunteers, and works with campus security regarding traffic and crowd control for sporting events.

Facility Manager

The facility manager works in conjunction with the physical plant on college campuses to coordinate the maintenance of field and athletic venues. With upgrades of college facilities, many outside groups such as youth and community sport enterprises vie to rent field or outdoor space when college sports are not in session. The facility manager works closely with the central planners at the institution to schedule facilities for both athletic teams and rental groups to fully use the available spaces to maximize revenue streams. As an example, at Endicott College, a Division III institution in the Northeast, all summer weeks are booked with sport camps run by college coaches associated with the institution and external sports camps operated by private entities.

Fundraising and Development

Fundraising and development personnel play significant roles in identifying and cultivating donor relationships to secure athletic department gifts and funds. The fundraising and development director manages the planning and staffing of special events such as booster club dinners or golf outings to acquire new donors while maintaining current annual giving programs for the athletic department.

► High School Sport Setting

Similar to the organizational structure of the college-level athletic department, high school sports mirror these positions but on a smaller scale, depending on the size and scope of program offerings. Fewer full-time and more part-time or stipend-oriented positions may exist within the high school setting. As an example, for athletic trainer services, the high school or school district may have a staffing contract with healthcare providers to secure and provide medical coverage at all home contests. Other high school athletic administrators hire

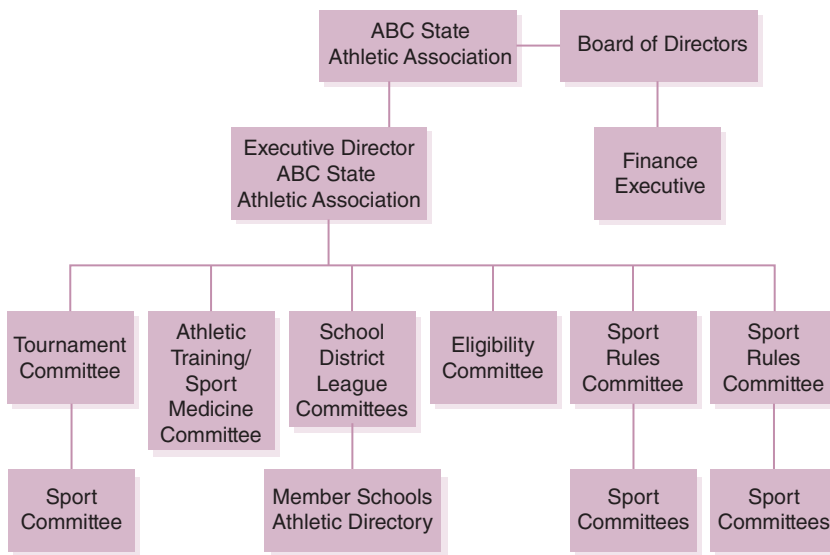


FIGURE 1.5 Constitutional Organization

Modified from Massachusetts Interscholastic Athletic Association Handbook (2016). Retrieved March 22, 2016 from http://www.miaa.net/contentm/easy_pages/view.php?id=38&page_id=88.

full-time athletic trainers for the institution. High school athletic directors fulfill roles at educational institutions and manage sport teams that operate under state governing bodies for scholastic programs like the Massachusetts Interscholastic Athletic Association or the Connecticut Interscholastic Athletic Association (see **FIGURE 1.5**). In some instances, depending on the scope of athletics in a particular school district or region, the athletic director may oversee several programs, including recreational or middle school athletics.

► Position Descriptions in Youth Sport

In the youth sport setting, the majority of administrators for town or city programs are volunteers. Within community offerings from town or city programs or community recreational departments, a mix of paid staff and volunteers manage these programs. In youth sports, boards of directors are elected to assume the responsibility for organizing and operating programs similar to

the responsibilities of college or high school athletic directors. Within youth sport, athletic administrators adhere to governance structures that include sport leagues and national governing bodies. The sport leagues adopt and implement rules and regulations to assist youth sport athletic administrators in operating their specific seasons along with providing guidance on codes of conduct for coaches, players, officials, and parents (see **FIGURE 1.6**).

Board of Directors

A typical board of directors consists of a group of elected or appointed members charged with



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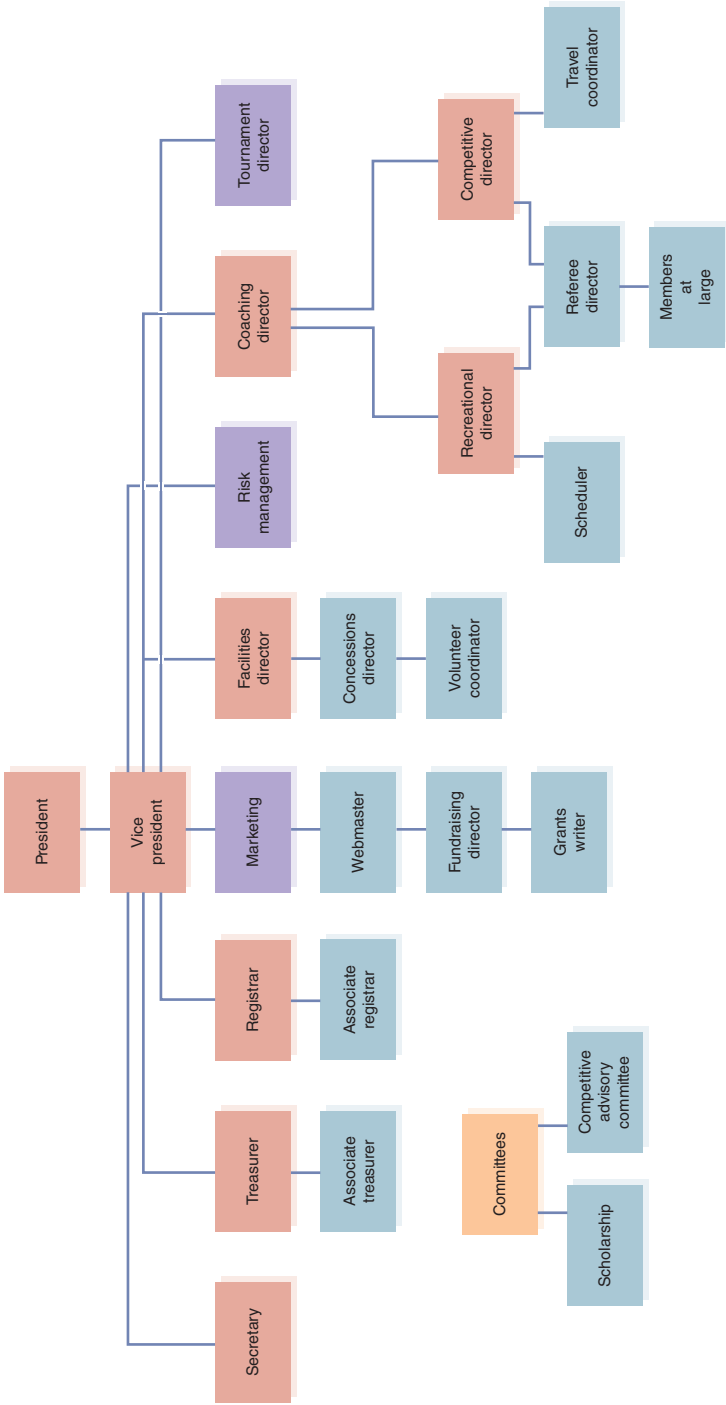


FIGURE 1.6 OSS Organizational Chart
 Ocean State Soccer School (2011).



FEEDBACK FROM THE FIELD

Best Practices: Youth Sport

Mary Ellen Mayo has held several roles for the YMCA (Y) of the North Shore in Massachusetts since 1999. In her current role as youth services director for the Greater Beverly Y, Mayo is charged with overseeing youth and family, teen, adventure, and sports programs and camps, managing more than 3,000 youth in programs and camps each year. Recently, her position has evolved into specific youth and after school programs as the director of child care, managing the daily operations of two early education programs and seven after-school programs. Mayo is financially responsible for approximately \$4 million in revenue for a \$7 million branch, and more than 700 youth are involved in child-care and after-school programs at the Y. In addition, she manages 150 full- and part-time educational staff members.

According to Mayo, the sport program has changed dramatically over her time, especially at a nonprofit like the Y. Mayo and her staff continue to answer to the needs of the community and have changed and altered programs to ensure quality and cost-effectiveness. Of notable interest, according to Mayo, is that the Y tends to see more growth in its gymnastics and swim programs in Olympic Game years such as 2016.

In Mayo's setting of youth sport, technology is the link to parents, families, employees, and community. The Y has a strong marketing team that represents the programs so athletic administrators can continue the important work of the Y mission. Mayo uses technology in early education programs as teaching tools as well as fitness programs for the aging population. She stresses that effective administrators must be leaders, while simultaneously understanding and relating to their own staff. From Mayo's perspective, essential characteristics of an effective administrator include the ability to multitask, respecting all members of the team, communicating the goals of the department, setting expectations for staff members, and holding staff accountable through communication or continuous evaluation.

One Y challenge is recruiting and hiring quality staff members. The Y operates with a large percentage of part-time and volunteer help. Depending on the department, some staff members are 25-year employees, whereas other departments might see a high turnover on a seasonal basis. There is always a financial awareness while working in nonprofit, as well. Mayo strives for the best-quality programs while being conscious of the bottom line.

For Y offerings, safety is always the top priority. As Mayo indicates, when so many youth are involved in programs, it is important to prepare and train the team to prevent accidents and injuries. After safety, Mayo makes certain that every decision made is for the good of the organization. Some programs are strictly mission based (no revenue generated), while others are responsible for the local Y's revenue. Mayo's advice to college students looking to become athletic administrators is to grasp that it takes hard work and dedication to get to the top of any organization. The workday is never just 9 AM to 5 PM, and she urges young people to put in the work and advises that it will eventually pay off. In fact, Mayo describes herself as a product of the Y. She started at the Y as an undergraduate student completing her semester-long sport management internship in 1998. Mayo proudly shares she has been with the Y from her days as an intern, to a part-time staff member, to an associate director of youth services, to the director of operations.

When discussing communication of organization goals and expectations, Mayo makes it clear that her work is based on the Y mission statement and the organization's strong five-year strategic plan. Mayo communicates the goals of the Y on several levels. From her corporate board of directors to parents and participants, she keeps everyone informed of the Y's mission. The Y's website is a general way of explaining goals and expectations to the community.

Mayo's definition and measurement of success comes in two different ways. First, Y staff members embrace their service and understand that work is rewarded through the impacts made on particular family or community members. Measuring impact on the community is the easy part, Mayo explained. Second, as a way to define success in financial terms, she answers the question, did we balance the impact and the budget without the impact suffering? Without sacrificing quality, the Y ensures it is

providing the best service with the best staff at the best price. Thankfully, Mayo expressed, the Y has departments that keep the branch financially viable even as other departments are more mission based. The Y is an ever-growing organization, Mayo says. For example, the Y is answering to a community need and plans to open a state-of-the-art child-care facility at another local site in the next year. The community support is essential because she will be embarking on the annual campaign to raise money for the building. For these reasons, the Y's leadership is always researching new and innovative programs.

overseeing the activities of the association or program. Meetings are typically held monthly to organize programs and allocate funding through a voting process. Members of the association are informed of the activities of the board and are welcome to attend monthly and annual meetings. Depending on the scope and size of the association, a small or large number of board members may be in place to carry out the needs and demands of the entity. Positions on the board may include fundraising, marketing and media relations, coach and player development, and parent education, along with the roles of president and vice president to provide oversight to the various arms of the group. Under the community sport umbrella (see **FIGURE 1.7**), many sport options exist as administered through town and travel programs, municipal recreation departments, and local Ys (formerly YMCAs).

► Position Descriptions in Club Sport

Club sports have increased in popularity since the mid-2000s as parents have sought more professional-level coaching and competitive training environments for their children outside of town programs. Club sports attract higher-level athletes who are instructed by coaches who have typically earned greater credentials than coaches in the youth and community settings (see **FIGURE 1.8**). The organizational operations typically consist of league officials who schedule games and regulate policies to create consistency throughout the clubs. Each club includes several

roles such as an executive director who operates much like an athletic director at a college or even a chief executive officer within a corporation.

Executive Director

The executive director is similar to the athletic director and oversees the entire management of the sponsored programs. The executive director will manage enrollment, create marketing plans to recruit players, secure facility contracts, and handle the fiscal responsibilities of the club from membership fees to coaching contracts. The executive director manages the entire operation of the club, including decisions relating to training costs, facility usage, fundraising, and marketing and development of the entity within a competitive sport environment.

Director of Coaching

The director of coaching (DOC) identifies and recruits new coaches, assigns coaches to teams, and creates and coordinates coaching development sessions. The DOC manages and supervises all player development initiatives for the program, including team selections and tryouts, team placement in leagues and tournaments, and developing relationships with local youth sport groups to promote the program initiatives. The player development arm of clubs rests with the DOC. The DOC oversees the training elements or curriculum of the program, including development of practice plans, season-long outcome assessments for players and teams, and curriculum development. Under the DOC administrative

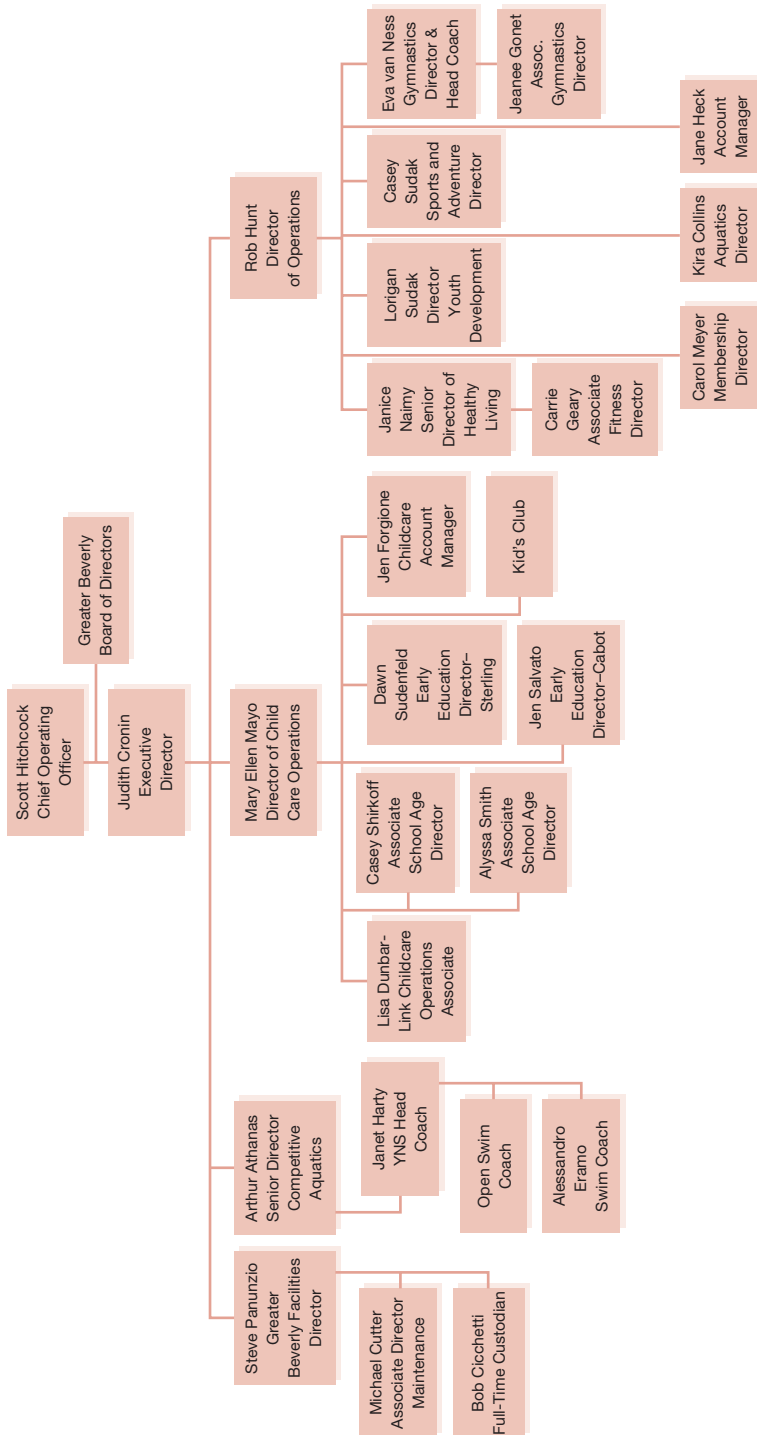


FIGURE 1.7 YMCA Organizational Chart

Courtesy of the Greater Beverly YMCA, Beverly MA.

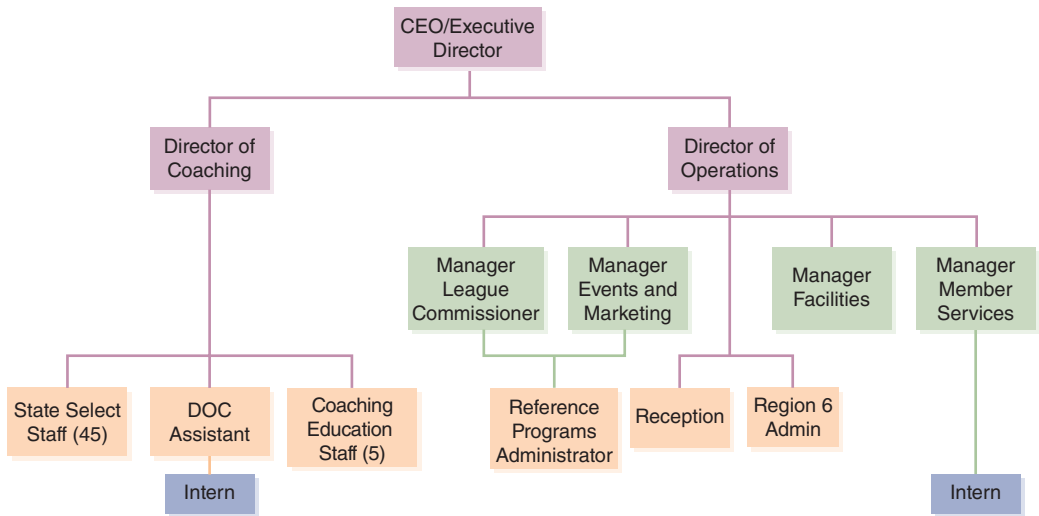


FIGURE 1.8 UYSA Staff Organizational Chart

With permission UYSA Staff Organizational Chart, Utah Youth Soccer Organization.



FEEDBACK FROM THE FIELD

Best Practices: Club Sports

Arthur Dimitrakopoulos is the founder, president, executive director, and director of coaching for Benfica USA, a Massachusetts-based soccer club. Along with his duties managing day-to-day operations for a growing and innovative club, Dimitrakopoulos also coaches academy-level teams and is a holder of advanced licenses that afford him the ability to instruct United States Soccer Federation coaching courses. Dimitrakopoulos is responsible for all aspects of the soccer club, including planning, implementing, and supervising all programs; developing and implementing the club philosophy and policies; hiring coaches and staff; setting the yearly budget; and securing contracts with personnel, players and parents, and training facilities. As Dimitrakopoulos explained, the soccer landscape in Massachusetts is unique in that 11 town leagues or recreational leagues represent 291 towns. In addition, three club leagues serve more than 135 clubs. This environment has created an enormous political struggle between towns and clubs. The results include duplicating resources, creating fatigue and burnout for the players, and providing conflicting information to the players, which results in declined performance, diluting the talent pool for players and coaches, and competition to secure field space. From Dimitrakopoulos's perspective, the governing bodies in soccer—including the US Soccer Federation, US Youth Soccer, and US Club Soccer—are slowly reacting to the growing need for changes in the soccer landscape. Within the club soccer setting, it is extremely difficult to set budgets and long-term goals because parents and players can essentially just leave their current clubs without notice because no sanctions exist to force families or players to fulfill their contractual responsibilities.

In Dimitrakopoulos's opinion, technology has revolutionized club soccer from both a management and communication perspective. Today, families can register and pay online, which speeds up the process and allows administrators to work on other areas of need within the organization. Social media in the club setting offers a faster communication vehicle and—more importantly—provides free

(continues)



FEEDBACK FROM THE FIELD

(continued)

and effective advertising and promotion of all club events. The creation and availability of free club applications for smartphones has also aided the organization.

When asked what types of characteristics or qualifications effective administrators should possess, Dimitrakopoulos stressed knowledge first, emphasizing that administrators must be well versed in all aspects of the business while surrounding themselves with a support team with expertise in different areas of the operation. Second, athletic administrators must be energetic and willing to devote time to not only “doing” but also delegating and supervising. As far as leadership, Dimitrakopoulos believes athletic administrators must put the operation’s performance ahead of their ego, which is more difficult for some people than others.

When dealing with staff, Dimitrakopoulos highlights that leaders must free their coaches to fulfill their talents to the utmost. The challenge of getting the most out of coaches depends on three variables: the leader’s needs, the organization’s atmosphere, and the coaches’ potential competence. Dimitrakopoulos must keep in mind that the coaches are part-time employees and therefore have full-time jobs, which understandably take precedence. This sometimes causes a breakdown in communication, preparation, and attention to their coaching duties.

The coaching soccer pool also has become diluted because of the sheer number of clubs and teams in this setting. It is extremely difficult to find coaches with experience, Dimitrakopoulos laments, and it is also difficult to find committed coaches who can clear their schedules for a year-long program. A consistent challenge for Dimitrakopoulos is finding the balance between granting coaches the independence to learn and be in charge of their team while simultaneously steering them in the right direction without seeming overbearing.

When prompted to provide advice to college students studying for a future in athletic administration, Dimitrakopoulos stressed they must love what they are doing. According to him, when working with young players as either administrator or coach, personal characteristics are far more important than knowledge. “If you do not enjoy working with kids no matter your knowledge, you will fail.” Dimitrakopoulos’s greatest accomplishment within sport administration starts with staying true to the organizational mission statement of “player development over team development” in all of his decisions.

level, many clubs have program directors to manage all of the girls’ teams and boys’ teams. These program directors will manage and hire coaches and determine the needs of each age level consistent with the curriculum planning from the DOC to measure the programs’ effectiveness. Under each program director are the coaches who must implement the plans to fully develop and prepare their athletes for club-level training and competition.

Screening Requirements for Volunteers

Across all sectors of the sport landscape, volunteers are secured to operate programming that happens behind the scenes and alongside

youth participants. The establishment of a comprehensive screening process is more than a background check [National Alliance for Youth Sports (NAYS), 2012]. Sport organizations must take preventive steps to ensure the safety of their participants by adhering to legal requirements for background checks, including criminal offender records and sexual offender records. Even if these reports come back without any violations, sport entities are wise to conduct further investigation into the character and conduct of volunteers via personal and professional references, along with phone conversations with previous employers or other sport associations. In addition to the screening process, athletic administrators cannot dismiss and must recognize



FEEDBACK FROM THE FIELD

Best Practices: Youth Sport

Nick Campion has worked in various roles in sport administration as a volunteer, a coach, an administrator, and currently as a community sport professional. Campion started his professional career at a tennis club in member services, later advancing to club supervisor and managing daily operations, member services, and facility maintenance. The clientele at this specific club was an older population, typically retired or established wealthy business professionals from the Boston suburbs. Seeking interaction with a broader, more diverse population, Campion moved on from the tennis club after three years and began working for a seasonal special needs program (Camp Starfish) as the athletics coordinator, developing activities that ranged from swim instruction to organized field games such as soccer and flag football. This experience opened the door to an opportunity at Phillips Exeter Academy, where Campion worked in the athletics office holding a variety of roles ranging from contest management to pool supervisor. Although brief, these two opportunities—Camp Starfish and Phillips Exeter Academy—helped diversify Campion's résumé and were critical components in helping him secure the recreation supervisor position for the City of Somersworth in New Hampshire. As recreation supervisor, Campion was involved with coaching basketball, running summer camps, offering educational classes, and maintaining and improving city parks. After three years in Somersworth, Campion changed positions to join a much larger program with the Town of Danvers in Massachusetts.

As assistant recreation director in Danvers, Campion is responsible for the planning, development, implementation, and management of a wide variety of recreation programs year round. Campion emphasizes that key characteristics of athletic administrators include listening to the community to gauge its interests and dislikes and to adjust programs accordingly. The areas of growth and opportunity in a community recreation department are constantly evolving—much like peoples' interests and hobbies. Campion uses social media to monitor what his community is currently engaged in and what residents would like to see more of. In his role, conducting surveys and reaching out for feedback have been excellent tools in managing programs while looking for more growth and opportunity across all facets of community recreation.

In terms of the cost to operate programs, Campion is always mindful that his programs and event pricing must be oriented to what families can afford. The department does offer financial aid and scholarships to community members. Campion highlights that, ultimately, his organization is looking to build a stronger, happier, and more unified community at the end of the day, and if they have to operate in the red to do so, it is understood by community leaders that their efforts are made with the community's best interest in mind.

the staggering statistic that less than 20% of volunteer coaches are appropriately trained (NAYS, 2012).

► Community Outreach

Although the primary focus is on participants, athletic administrators at all settings and levels devote a great deal of effort and time to fostering relationships with parents

and community members. These external relationships materialize in many forms, including volunteers for programs, donors, coaches, and support groups that communicate to other groups the value and benefits of the specific sport entity. Time and effort are invested in cultivating relationships to create links and external bonds with business and banking professionals, as well as parents within the community to better position the program financially.

Administrative Applications

Because of the variety of tasks athletic administrators must execute on a daily basis, the operational aspects within these sport organizations are both dynamic and exhilarating. Athletic administrators' tasks vary, depending on the seasonal nature of the industry and the demands for project completion based on the priorities of the entity. Decisions of athletic administrators significantly affect the experiences and opportunities of their target audiences. Critical to the effectiveness of athletic administrators is the foresight to determine how each decision or opportunity contributes to the creation of enhanced programs, improved services, and elevated opportunities to advance the athletes' personal interests and desire for sport achievement.

Many people believe working in athletic administration is an enchanting career that involves working with athletes and coaches and dealing with the fun and entertainment aspects of sport. However, the "behind-the-scenes" operation of athletic administration is often time consuming. What is central to the focus for athletic administrators is the reach and impact of their decisions on the athletes and families they serve. Deliberate management of actions within each program and activity has immeasurable but important impacts on the changed and improved lives of athletes. At the heart of athletic administration is the crafting of mindful decisions even as the needs of staff and stakeholders pull administrators in multiple directions. Decisions and actions have ripple effects on the stakeholders within each setting. Athletic administrators must realize that many groups are not only interested in, but also invested in, the outcomes of the programs under their supervision.

The end result of developing and ultimately operating sport programming is the product of hours spent promoting the program in the marketplace, organizing team try-outs, hiring staff or adding volunteer coaches, securing space for the team to practice and compete in games, ordering uniforms and practice equipment, hiring officials, maintaining

budgets, and constantly dealing with issues that may arise after each game or practice. The position of athletic administrator means fielding many questions and working to educate many groups of people about the underlying purpose of athletics in our culture and the specific sport setting. In the end, the fulfillment comes from the successes on the playing fields, as well as perhaps years later when athletes return to express satisfaction with the impact these athletic activities had on their lives.

Values and Mission

Athletic administrators are stewards of a sport entity. At the core, athletic administrators embrace and execute the values of the organization's mission statement through their decision-making process and through the creation of programming options for its stakeholders. On its own merit, a mission statement serves to guide, inform, and inspire stakeholders. From an athletic administrator's perspective, the words and values embedded within the mission statement influence decision making. Decisions stem from the guiding principles expressed in the mission statement and executed by the athletic administrators. When new programs are considered, athletic administrators must be sure to question how the components or ideas mesh with current offerings and recognize how the program will advance the core values of the entity as detailed in the mission statement. For many administrators, the mission statement is a living, breathing document that serves to guide decision and policy making, as well as provide directional posts for confronting challenges.

When making decisions during the sport entity's seasons or programs, athletic administrators must be grounded by the values and ideals of the organization. Continually questioning the purpose of the sport entity is essential to ensure that the actions taken and decisions made by the athletic administrator are all geared toward realizing the organization's mission and ultimate goals. Athletic administrators must constantly question whether or not the decision makers are

fulfilling the mission and accomplishing the organization's original goals. To simplify, athletic administrators constantly measure their effectiveness by determining whether they are meeting the expectations of their primary participant group—the athletes.

Functional Roles

Many functional managerial roles are assumed by athletic administrators to help a high-performing sport entity meet its organizational goals and desired daily outcomes. Athletic administrators are obligated not only to play a leadership role but also to use their capabilities to accomplish core tasks within the department.

In addition to carrying out the day-to-day operations of their organizations, athletic administrators advocate for increases in funding for new programs or the enhancement of existing programs. Athletic administrators negotiate for field and gymnasium space within the towns and regions they operate to provide more training experiences for their teams. In addition, many athletic administrators have the task of raising funds from outside sources to operate programs of the highest possible quality.

As a figurehead for the entity, athletic administrators provide guidance at meetings and develop relationships with key town officials to create opportunities relating to

community affairs or even field and gymnasium use. Athletic administrators who work with boards of directors, community members, and volunteers must recognize that the motives of these participants to be involved in sport are quite different than those of paid staff members. Some volunteer parents may lack or have limited knowledge in sport, but tapping their professional expertise in marketing, business, technology, or fundraising is paramount. To foster strong ties in the community, athletic organizers reach out to parents and families to help strengthen programs for the youth of the area. The combination of sport management professionals and volunteers provides professional skills and personal experiences to generate new programs and complete needed tasks to effectively manage and operate sport programs across all settings.

► Organizational Culture

In addition to written mission statements, athletic administrators work to create and implement local corporate cultures to highlight shared beliefs and value systems to be accepted and adopted by staff members. Just like coaches, athletic administrators look for tools and methods to create a seamless unit within their departments. Athletic administrators must recognize that staff members sometimes advocate so much for their own program needs that they simply lose sight of the bigger picture. It is the duty of the athletic administrator to refocus the coaches and staff to help them embrace a corporate identity that aspires to provide equitable experiences to all athletes. Creating and fostering a strong organizational culture assists athletic administrators in promoting acceptable standards within the department.

An organizational culture comprises shared beliefs and values by a group and patterns of behaviors that reflect those beliefs and norms (Trice & Beyer, 1993). Through shared attitudes, staff members develop trust



© Mike Powell/Photodisc/Getty Images.

and bonds that lead to a collegial, supportive, and ultimately more productive environment. Within a high-paced and high-intensity sport-oriented department, staff members use the guiding foundation of the organizational culture to work cooperatively on projects, resolve issues, and communicate ideas. The end result is to have a cohesive team working to achieve departmental tasks and goals. The culture identity begins with the development, cultivation, and implementation of the mission statement. The mission statement is a clear and cohesive snapshot of the department's purpose embedded with values and aims. In some cases, the mission statement can be a single sentence; in other organizations, it can range from 6 to 12 sentences. It takes time to construct a mission statement that systematically communicates the essence of the organization or department.

Some institutions have taken organizational culture development to a new level. Athletics at Butler University in Indiana focus on five pillars that embody the university's strong sense of culture. A close look at both the institution's mission statement and the athletic department's specific mission statement show why Butler has been a focus for the study of culture building in athletics. Butler University's mission statement is "to provide the highest quality of liberal and professional education and to integrate the liberal arts into professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff and students." Butler University's athletic department mission statement reads, "The intercollegiate athletic department's mission is to support the university's purpose by providing exceptional educational and athletic experiences for all student-athletes. . . *The Butler Way*." Furthermore, "*The Butler Way* demands commitment, denies selfishness, accepts reality, yet seeks improvement everyday while putting the team above self." The goals for Butler athletics include: "Exceptional

[student-athlete] experiences, successful teams, source of unity and pride for students, faculty, staff, alumni and friends of Butler, and fiscal sustainability" (Butler, n.d.). The importance of these statements is greater than the words on paper. From the institutional mission to the goals of the department, every staff member, every student athlete, and every parent understands the values and is strongly encouraged to live by the Butler Way to reinforce the ultimate direction of the institution—creating exceptional experiences for its stakeholders in both academics and athletics.

Another organization, the Positive Coaching Alliance (PCA), offers culture-shaping ideas to assist sport organizers from collegiate to youth sport define how to create an enriching sport experience through an organizational lens. PCA is a national nonprofit that works with a variety of programs within youth sport, community sport, club sport, and high school and college athletics (www.positivecoach.org). In *Developing Better Athletes, Better People: A Leader's Guide to Transforming High School and Youth Sports into a Development Zone* (Thompson, 2013), the PCA considers three stages of culture. First, "setting the table" means that athletic administrators must outline clear expectations of behavior from coaches, parents, and athletes. Second, "fixing broken windows" symbolically represents an organization protecting the culture's identity from people who disregard its values. This idea is based on the work of social scientist James Q. Wilson, who pointed out that neighborhoods with unkempt and disheveled homes would be subject to higher crime rates. If windows were not mended, more broken windows and decay would follow and the quality of living in those areas would decline. The PCA stresses that negative sport behavior will affect the culture of the entire organization if not corrected or stopped. Third, integrating structural pillars that shield the culture of the organization from wearing away over time can protect the organization into the future. How

athletic administrators nurture the aims of the department depends not only on what staff members value but also on what the organization or institution embraces as goals in athletics and academics.

Ultimately, athletic administrators represent their particular organization in all aspects of the operation. Athletic administrators manage with the understanding that their actions reflect on themselves as well as the entity they epitomize and ultimately embody. The

commitment to nurturing and fully developing athletes should never waiver because the aim of administration is to create programs and hire staff members who can direct the goals and objectives of the sport organization with the highest standard of care. Although the field of athletic administration is desirable and the daily work rewarding, it is important to note the amount of time required to successfully manage sport.



MANAGERIAL APPLICATIONS

Collegiate Athletics: Mission of Athletics

The term *student-athlete* has long been used to stress that academics takes priority over athletics within the walls of academia. Athletic administrators are charged with ensuring that student-athletes understand their commitment to earning their degree and fulfilling coursework obligations as the first priority over athletics. Many seminars and meetings have occurred on campus to present strategies for student-athletes to manage their time. The lacrosse coach has decided to have 5 AM practices because of facility availability Monday through Friday during the academic semester. Student-athletes have been arriving late or missing morning classes entirely because they are falling asleep after lacrosse practices. The instructors are sending out academic warnings to alert students that they are missing core work or have failed in-class assignments.

Questions to Consider

1. As the athletic administrator accountable for monitoring student-athlete success in the classroom, how will you handle this situation with the coach and with the student-athletes?
2. Review athletic department policies on academic regulations for two college athletic departments. What actions would you consider to strengthen the priority of academics within an athletic department?
3. In what ways can you communicate the importance of a “student first and athlete second” philosophy to your coaching staff?



DECISION-MAKING CHALLENGE: HIGH SCHOOL SPORT

Hazing has become a destructive ritual within many sport teams across many levels. As a high school athletic administrator, you are trying to build a strong organizational identity that does not tolerate negative behavior from coaches or athletes. What types of programs will you create to combat hazing? To tackle this task, locate an operational definition of hazing and then craft two programs to deliver to your student-athletes and another to deliver to your coaching staff to address hazing as a significant problem in athletics. What external resources can you use to create a powerful and meaningful educational program to stress the importance of eliminating any and all forms of hazing from your programs?



DECISION-MAKING CHALLENGE: CLUB SPORT

Club sports play a large role in our culture. High school coaches are dealing with athletes and parents who are paying a great deal of money to play club sports, attend tournaments, and receive professional coaching. These athletes are often not signing up to play for high school teams or they place a priority on club activities over athletic practices and contests at the scholastic level. As a high school athletic administrator, how would you explain the benefits of high school athletics over club sports? As a club sport organizer, how would you communicate expectations to parents and players who wish to continue to participate in their school programming while also being involved in your club at an elite level? Is there a balance that can be struck so athletes can participate in both high school and club sports, or are there rules from governing associations that prevent this scenario?



FEATURED INTERVIEW: BEST PRACTICES IN ATHLETIC ADMINISTRATION

Diana Cutaia is the owner and founder of Coaching Peace. Her experience in athletic administration spans 20 years in a variety of capacities, including director of athletics at Wheelock College, acting executive director of the Massachusetts Governor's Committee on Physical Fitness and Sport, and emcee for the NCAA National Student-Athlete Leadership Forum, in addition to presenting to colleges on topics ranging from diversity and gender equity to sportsmanship. Cutaia served as the Boston Public Policy consultant for the Women's Sports Foundation, cofounded the Boston Women's Athletic Administrators Network, and coached basketball at Curry College, Mount Holyoke College, and Norwalk Community College, as well as for three years at the high school level. Cutaia's latest endeavor is with her new company, Coaching Peace. Its mission is to coach organizations, schools, departments, and teams to create cultures and be leaders who will employ empathy, seek balance, and ensure equality and acceptance.

Changes Across Settings

Cutaia has been instrumental as a change agent across multiple sport settings, including youth, high school, and college athletics. When prompted to reflect on the changing sport landscape, Cutaia pointed to a shift that has occurred across all sectors of sport from youth to collegiate levels, where the focus is no longer on the process of learning or development but on outcomes. Adults between the ages of 40 and 60 have memories of playing neighborhood sport in their backyards or playgrounds. The desire to win was important but the difference, according to Cutaia, is that the act of playing was more enjoyable than the result, even if the kids kept score. Those children enjoyed playing, learning, and working toward improving their skills. The difference, summarized by Cutaia, is that today's parents and athletes are more focused on winning "the golden ticket" because of media exposure on college athletics and the escalation of professional athlete salaries which has sapped the enjoyment of sport away from the athletes because of the focus on money and athletic scholarships. Even at the college level, Cutaia admits that players will leave teams after one year simply because they are burned out because sport is all they have known and identified with from such an early age.

Who Is Coaching the Athletes?

One area of deep concern for Cutaia is the shift in who teaches sport to young people. In the 1980s and 1990s, coaches were educators teaching sport—that is, they were teachers who understood the basic tenants of teaching and made teaching a focus. From Cutaia's perspective, there is no longer any widespread involvement of educators in sport. Coaches in the past were trained in the basic skills of

teaching and made that the focus of practices and games. Today, many career coaches working with athletes are making a living and basing their entire careers on coaching club soccer or club basketball or the Amateur Athletic Union. This trend has been growing over time, but it is now a major force in coaching.

What does this mean for today's athletes? Coaches are not trained in the basic principles of education, sport psychology, outcome assessment, practice plan development, or teaching in a progressive model. Most important of all, they are not ensuring that athletes have a positive experience. Simply put, many coaches are career coaches who are in it to just pad a résumé, increase their status in the community, or get more perks. As Cutaia explains, when programs lose educators in sport, the athletes ultimately are the ones who lose out. Within sports today there are more injuries, coaches talk to athletes in ways that are too often debasing, athletes are experiencing overuse injuries at extremely young ages, there are high rates of concussion, and violence has generally proliferated for its own sake in sport. Add to that mix parents and coaches on the sidelines because there is a lack of educators teaching sport. Cutaia warns that if educators or individuals who are focused on teaching are not involved in sport, then society as a whole will see many more issues with bullying, hazing, interpersonal problems between coach and athlete, and performance challenges. Many of today's coaches, stresses Cutaia, just do not know how to manage these player and team issues, which contributes to young athletes not being able to reach their full potential and falling short of enjoying the process of learning through a positive sport experience.

Values and Organizational Culture

When asked to address how to empower athletic administrators to think outside the box, Cutaia says it comes down to courage, adding the first thing any athletic administrator needs to do is follow his or her values. According to Cutaia, the first step to developing a value system is to identify what is important to you. She further elaborates that she paid attention to what was happening around her and recognized a lack of positive attributes associated with the way administrators were positioning kids in sport and what the administrators were focused on. In her experience, she never saw kids come away and say "I love it when my coach is screaming at me all the time." Athletes may say such behavior is motivating, but it only motivates them temporarily.

Cutaia's values became critically important, and it was a journey that included opening one's eyes to focus on what is important and what athletic administrators are trying to achieve. As much as Cutaia thought outside the box to some extent, especially at an institution like Wheelock College, she thought inside the box as well. Cutaia took an introspective look at Wheelock College's institutional mission statement which simply states, *to improve the lives of children and families*. The mission is just one line, and all students enrolled at the institution majored in education or were service-oriented majors all focused on improving the experiences of members of society. As athletic director, Cutaia decided to embed those values within the athletic department, committing the department to living the values of the institution. It became clear that the direction of the department should be focused on what Cutaia wanted; it was what the institution valued that was most important. What she saw when the athletic department meshed its values with the institution was that the student-athletes had better experiences that translated to measurable outcomes recorded through senior surveys. Surveys of student-athletes revealed that 90% reported they had a successful sport experience regardless of the win-loss record, and their satisfaction had no connection to wins. Cutaia felt it would be hypocritical and contradictory of her to measure coach success by wins and losses if students and the entire institution did not use that same criteria.

Learning About the Athlete Experience

One way to learn more about the student-athlete experience was to live it. Cutaia spent a full week of each sport season participating as an athlete. After meeting with student-athletes in her office and

(continues)



FEATURED INTERVIEW: BEST PRACTICES IN ATHLETIC ADMINISTRATION

(continued)

hearing the normal complaints and challenges that come from college-age students, she decided to find a better way to understand the student experience by immersing herself into their athletic lives. She did everything the athletes did and acted like an athlete to get the full experience. She stressed to the coaches that this was not an evaluation but rather a chance for Cutaia to examine and learn from the athlete experience. Through this process, she experienced several different things from how far the athletes traveled to the field, to meal times, to what was being served in the dining hall—all aspects that affect the overall student experience. Without spending time at practices and talking with athletes, she believes she would have never really understood the root of what her student-athletes were communicating to her during their meetings.

Culture Building

Cutaia cultivates bonds with her coaches, describing the process as a blind trust when she asks staff members to try new ideas. She consistently challenges coaches to focus on what is ultimately important and to measure effective coaches in several different ways, not just through wins and losses. Cutaia describes shaping an organizational culture among her staff to pinpoint values and make sure they match the culture of the department and the institution. Sometimes, she acknowledges, individual values are not consistent with the department culture and both coaches and administrators must figure out how to make small changes under their control to integrate within the established culture.

Mentoring Role of Athletic Administrator

Instead of judging coaches, Cutaia spends time asking questions to understand the value system of staff members. Ultimately, she mentors coaches as a way to provide feedback and be a resource in their professional development. She underscores the importance of athletic administrators being aware of what is happening with all teams and intervening in a timely fashion to offset negative consequences. Blame is not part of the process of mentoring; instead, modeling positive behavior—guiding that behavior and celebrating that behavior—are the ingredients that Cutaia incorporates to mentor effectively.

One aspect of Cutaia's department focus was to complement rather than compete with the student-athletes' overall experience at the institution. In a vibrant athletic department, coaches want to spend as much time as possible working with athletes, but Cutaia would not approve any extra activities. Instead, she placed the accountability on the coaches. She prompted coaches to review the mission statement; if a request was in line with the values of the department and institution, then the answer was easy. If the activities did not align with the values, then the coaches had the answer as well. Through that process, Cutaia mentored coaches to examine the core aspects of the department to guide decision making and ultimately to live the mission of the institution.

Development of a Philosophy

As Cutaia explains, spending time communicating to athletes and coaches is essential to ensuring that all stakeholders understand the fundamentals of the philosophy of the coach or administrator or both. In a time when parents are investing in sport programs, the demand to see improvement in the skill sets of their children is real. To make sure parents and athletes have a clear understanding of the values of the coach, administrator, or program, open meetings must be required for all families before practices start. Expectations about standards of behavior can be communicated not only to the athletes but also to their parents. Coaches and athletic administrators must clearly indicate how they want the program to be operated by being firm and honest with the policies and boundaries. Cutaia points out that athletic

administrators and coaches must first provide athletes with a positive experience and then should set learning outcomes to map skill acquisition and character development.

Questions for Discussion

1. Review the website and mission statement of Coaching Peace. What are the offered programs you would select within an athletic department? What other types of organizations provide athletic administrators and coaches with the resources to make powerful changes in their operations?
2. List the values an athletic administrator should hold. Please prepare your script or slideshow to present your philosophy to your staff and a second one to present to parents. Point out any differences that may exist from one presentation to the other.
3. What impresses you the most about Cutaia's story and experience? What ideas will you implement as an athletic administrator and why?
4. Select two other seasoned administrators to write about. Describe their experiences and journey to create a positive experience for athletes across youth, high school, club, and collegiate sport settings.
5. Examining the work of Cutaia with Butler University athletics, what are the similarities of the message conveyed? What aspects would you incorporate into your culture-building toolbox?
6. Take some time to think about the positive impact you will make in athletic administration. What would you want your staff and your athletes to say about you when describing your efforts to enrich the sporting experience for young people? Create a list of words and phrases they would use to highlight your values, your personality, and your legacy as an athletic administrator.

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Wrap-Up

End-of-Chapter Activities

College Athletics

1. You have been hired as the first athletic director at a newly established college. You have the chance to name the institution and set the location of the institution (city and state), size of the institution, academic offerings, and athletic sport teams. Let's get started:
 - a. Name of institution
 - b. Location of institution
 - c. Type of athletic institution (NCAA or NAIA) and level (Division I, II, III)
 - d. List of academic majors
 - e. Size of institution (enrollment)
 - f. List of sponsored sport teams
2. To fully operate a new sport program, create a hiring plan for the athletic department, including job titles and descriptions.

Research similar institutions to assist with creating the hiring plan.

3. List and describe all of the athletic facilities you will construct for the sponsored teams (you can set the budget for the construction).
4. Craft a mission statement for the athletic department.

Youth Club Sport

1. You are now the executive director for Club Elite. In this position, you must establish the entire club from players to staff.

Let's get started:

 - a. Indicate what sport Club Elite encompasses (example: Club Elite Soccer or Club Elite Softball).
 - b. Pinpoint club location (please be sure to indicate a region or

- several towns to recruit elite-level athletes).
- c. Determine the league for Club Elite's affiliation for games.
 - d. List the teams, including gender, age, and level specific to the league and sport regulations.
 - e. In the area you selected for Elite Sport, research playing facilities you can acquire for rent or purchase for practices and games.
 - f. According to the league you selected, indicate length of the season and number of games played for each team.
 - g. How many staff and coaches will be hired to operate an effective club program? For Elite Club, craft position titles and descriptions for all staff members. Please indicate part-time or full-time for each staff member.
 - h. Determine the cost for players to join the club (annual or seasonal membership costs).
 - i. After reviewing similar sport clubs online, use a free web-design platform and create the Elite Club website, logo, and club colors to help market the new club to prospective players. Include as much detail as possible on the website.
3. The NCAA's core ideal is to subscribe to the principles of amateurism. Describe how an athletic director can enforce the mantra of student first, athlete second on your college campus.
 4. Visit the website of two colleges of varying sizes to identify the staff differences at each institution. Pay attention to the number of staff at each institution, staff titles, and whether people have more than one role at the institution.
 5. Develop your personal philosophy for athletic administration. What are the guiding principles you used when developing your philosophy? Share one experience when you needed to rely on your fundamental ethics to provide direction in making an important decision.
 6. List words you would use to describe a cohesive department. What are some ideas you can implement to ensure a strong organizational culture among your staff members and coaches within community sport, high school sport, and collegiate athletics?
 7. What are the trends associated with the community, high school, club, and college athletic competition? What resources will you use to stay current with the changing aspects of the settings discussed in this chapter?
 8. Mentors are a critical part of developing a personal and professional philosophy. List the people you would turn to for guidance in dealing with difficult issues relating to the topics covered in this chapter.
 9. *Change* is the buzzword across sport organizations. Explain the attributes and experiences you have to embrace to change and lead your organization into new endeavors.
 10. Look at participation data for a specific sport in your town. What other options do families have within a 30-mile radius from their homes to join? How do

End-of-Chapter Questions

1. Locate mission statements for a local youth sport organization, amateur sport club, and high school athletic department. List and describe the core values expressed in each mission. Based on your research, are there any values these organizations may have overlooked?
2. Locate college athletic department missions for Division I, II, and III schools and compare and contrast differences. What words can you highlight that embody the values and aims found in

- these competitive factors influence the participation rates and marketing reach of community sport relations?
11. What role does college or university athletics play in developing youth sport in their specific area in terms of community outreach? As a college athletic director, what do you regard as the importance of community outreach and marketing to youth sport teams? Is this an added value or should this be part of college sports?
 12. Create a list of questions you think you would be asked during interviews for the following positions:
 - Club Sport: director of coaching
 - College associate athletic director: finance
 - Fundraising coordinator: high school athletics
 - Board of directors position: community sport
 - High school: director of athletics

What follow-up questions will you ask at the end of your interview?
 13. Look up two professionals in each setting and review their expertise and academic preparation. Why did you select these people and how has this assignment helped you understand the industry settings?
 14. To stay current and abreast of trends within athletic administration, many participants embark on professional development opportunities. Research professional organizations to which athletic administrators would secure memberships. What are the names of these organizations, what is the annual fee to join, and what are the benefits of membership?
 15. Research online a professional organization that is hosting a seminar, workshop, training, or conference on a topic of interest to you in athletic administration. Indicate the professional organization or institution hosting the event, the name of event, the cost to attend (as a student and as a professional), featured or highlighted speakers, and the location of the event. In three to five sentences, describe why you selected this event and how the information will help you in the field of athletic administration.
 16. Research online the types of assessment tools that institutions, schools, community programs, and clubs use to measure effectiveness and whether they are fulfilling their mission statements.
 17. Track the history and evolution of the athletic administration profession since the mid-1990s. What has surprised you the most about the profession?
 18. Illustrate the core differences between the goals of the NCAA for Division I, Division II, and Division III schools.
 19. Being an athlete is a source of identity for sport participants. As an athletic administrator in the youth sport and college settings, how can you promote or encourage athletes to engage in other activities outside of sport through your mission or policies?
 20. The staff members you hire or secure as volunteers will most likely have diverse backgrounds. How will you as the athletic administrator create a cohesive unit within the department or organization to deliver high-quality sport programming to your participants? How would you find out what each staff person brings (e.g., expertise, creativity, unique skills) to the department or organization?
 21. Craft a professional philosophy with regards to athletics. If you were to be interviewed for a position, what would the script look like for sharing your philosophy of athletics (include your goals, core values relating to sport participation and management of staff and student athletes)?
 22. What recent stories or research point to the fact that sport is adopting a more business-like orientation? Reflect on how you as an athletic administrator would manage the business side of sport.

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