



© Audrey Kwok/EyeEm/Getty Images

CHAPTER 2

Managerial Aspects of Athletic Administration

LEARNING OBJECTIVES

After reading this chapter, students will be able to:

1. Outline and analyze the management tools used by athletic administrators across a variety of sport settings.
2. Define leadership within athletic administration.
3. Describe and compare the managerial functions of athletic administration in college, high school, youth, and club sport settings.
4. Illustrate the importance of policy making and construction of athletic-specific regulations.
5. Evaluate the role of the athletic administrator in a high-demand workplace.

Effective and sustained athletic administration is a powerful force that elevates the performance levels of staff through deliberate use of managerial applications and tools. Successful athletic administrators personify leadership while initiating positive change within sport entities. The growth and increased demands within the sport setting have stimulated change in how athletic administrators operate, analyze, and approach the total management of their department. Today's athletic administrators embrace innovative managerial tools to help staff achieve organizational objectives and goals, adequately meet consumer demand, and offset competition in the sporting domain. An administrator's *management style* refers to

the methodology he or she uses to direct and motivate staff to achieve organizational tasks.

Athletic administrators use a combination of managerial tools, expertise, and theory to cultivate high-performing staff who will efficiently and effectively move the sport organization forward to provide programming to its core market. The effectiveness of athletic administrators rests with their ability to understand and nurture their leadership role within the sport entity. "Leadership involves day-to-day interactions between manager and their subordinates" (Gibson, Ivanovich, Donnelly, & Konopaske, 2006, p. 19). The athletic administrator in command embraces a variety of tasks that need to be accomplished,

not only by him or her but also by staff members and volunteers. *Leadership* is a buzzword used in the explanation and research of management theory. Kruse (2013) describes leadership as “a process of social influence, which maximizes the efforts of others, towards the achievement of a goal” (p. 2).

From an athletic administrator’s perspective, leadership reinforces many values embodied in sports such as teamwork, respect, collaboration, selflessness, and decision making. Leadership characteristics are typically learned from and nourished by parents, teachers, and coaches. The expectation to lead by example is paramount, especially for the highly visible athletic administrator. Because of that visibility, the athletic administrator must not only communicate the ideals of the department and organizational mission but also live them. Athletic administrators continually promote the ideals expressed in the mission statement of the sport entity and systematically evaluate two specific questions: What is our purpose? Are we doing what we say we are doing?

The nature of any athletic administrative position requires a level of accountability unlike other roles in the professional sector simply because the delivery of programming deeply influences the target groups, whether they are athletes or family members. All roles assumed by athletic administrators should uphold the organization’s values to satisfactorily meet stakeholders’ core needs. In summary, the athletic administrator reinforces the goals of the sport entity by deliberately using such managerial tools as planning, organizing, scheduling, budgeting, and marketing. Applying these tools within and outside the sport entity results in two important achievements: elevated programming for athletes and a strengthened workplace environment for staff.

Undoubtedly, effective leadership injects motivation and passion into the work environment, resulting in increased performance levels by staff. Performance and productivity are measures that dictate the functional effectiveness of athletic administration. Nonetheless, many

interchangeable parts exist within athletic management, and this requires administrators to focus on the task at hand to create a seamless entity. Furthermore, because of the pressures to succeed and obligations to serve multiple target groups, many professionals and researchers classify management as both art and science. From a creative standpoint, athletic administrators deal with many fiscal constraints, forcing them to do more programming with less funding. Leaders rise to the challenge, evoking creativity and innovation to calculate methods to elevate programs even when budgets remain the same or decrease. On the other hand, the athletic administrator’s dashboard includes the ability to forecast change and anticipate challenges to quantitatively solve problems by using formulas and equations to determine needs, expenses, or revenue-related opportunities. “The myth that coaching and directing athletic programs are simple and without undue pressures is misleading” (Green & Reese, 2006, p. 318.). The dynamic nature of athletic administration makes the daily work environment invigorating and challenging at the same time. Undeniably, athletic administrators play a prominent role in all aspects of the sport entity but, in reality, they go unnoticed because “the athletic director’s job is often viewed like that of a referee—if no one notices you are there, you’re doing it well” (Kalahar, 2011, p. 1).

► Managerial Theories

Over the decades, research in managerial theory has evolved as changes emerged within business management. Theoretical aspects of management are critical to learn and comprehend because athletic administrators continually analyze and decipher the best ways to increase motivation and productivity within their designated sport entities. Commonly studied management theories are the classical approach, the behavioral approach, the scientific management approach, and the

systems approach. Under the classical approach, business managers in the 1900s developed an organized approach to increasing productivity with the core responsibilities focusing on planning, organizing, implementing, and controlling. The end result or the final product was the desired focus of managers operating within the classical approach.

The behavioral approach developed because of managers' core need to better understand what motivates and drives employees to become more productive. The scientific management approach evolved from these two concepts and focused on administrative tasks and operating the business entity efficiently. Efficiency adheres to the tenant of producing high-quality work with little waste (both physical and human resources). This helps organize the functions of the workplace into more streamlined units. The systems approach recognizes that all people within the organization are valued and significant to the end result. By using the systems approach, athletic departments ultimately become more effective when staff members work together to complete projects and tasks.

Managerial Functions of the Athletic Administrator

Athletic administrators execute the following functions: planning, budgeting, organizing, staging, coordinating, reporting, innovating, and representing (Judge & Judge, 2009). In addition, they must perform tasks, including hiring staff, scheduling games, communicating with parents, facility management, marketing, budgeting, and fundraising (Sullivan, Lonsdale, & Taylor, 2014). Because of the far-reaching scope and intensity of the athletic administrator's responsibilities, there are many challenges and demands associated with the management of sport programs (Judge & Judge, 2009). These demands further accentuate the need for athletic administrators to prepare and use staff to perform tasks and complete

projects to share the burden of the daily stressors associated with sport programming and to become more effective.

Planning

Planning allows athletic administrators to conceptualize ideas for the sport entity for the immediate future and for long-range endeavors. From the athletic administrative perspective, creating multiple blueprints to visualize the requisite components for moving ideas from the conceptual stage to finished stage is a continual function. On a daily basis, athletic administrators are tasked with calculating the needs of the sport entity while determining the best course of action for the program. Planning envelops not only understanding the needs of the sport organization but also outlining a process to satisfy those needs. Plans are categorized as *short term* (months to three years) or *long term* (three to four years or more). In some cases, plans will be revised and adapted to mesh with changes in the sport setting or to effectively address the desires of the target groups. Flexibility and the ability to adapt to changes are tools athletic administrators assume because plans are not always concrete but may in fact be subject to minor alterations to best serve the sport entity. "The planning function includes defining the ends to be achieved and determining appropriate means to achieve the defined ends" (Gibson et al., p. 17).



© fizkes/Shutterstock.

Organizing

Once a plan is crafted, athletic administrators will next begin organizing. The organizational hierarchy or flowchart depicts each staff position, unit, and department. Based on the job descriptions, the athletic administrator assigns tasks and projects to be completed to meet the department's goals. The function of organizing has two features: (1) ensuring enough personnel are assigned to carry out the designated tasks and (2) providing enough support (physical, fiscal, and human resources) to accomplish those tasks. Many aspects associated with understanding the core needs of the staff emerge during the organizing process. A successful athletic administrator serves to make everyone else's job operationally easier through the design of their positions within the organization. "In a theoretical sense, the organizing function involves (1) designing the responsibility and authority of each individual job and (2) determining which of these jobs will be grouped in specific departments" (Gibson et al., pp. 17–18).

Job Design

Job design allows athletic administrators to establish positions that include specific role descriptions while also balancing responsibilities throughout the workday. The core outcome for each staff person employed within the sport entity is to satisfactorily complete all tasks efficiently and effectively. Many contributing factors can be considered when designing jobs to get the most productivity from staff while promoting a sense of accomplishment in each person. When employees travel to work, they are thinking about the meetings, emails, assignments, and reports they need to complete to meet the requirements of their specific position.

Athletic administrators also can assign specialty projects to staff members to allow them to explore tasks that are outside their normal job descriptions. For example, the athletic training staff can be tasked with a schoolwide

challenge to develop healthy eating habits among students, or coaches can organize a charity basketball game with proceeds donated to a local cause. New and exciting projects build morale, but a simple addition or change in the workday can also provide a different outlook on daily operations. Certainly, there are times when projects and tasks are lackluster, but for the majority of time at work professionals desire to feel challenged with task variety throughout the day and a sense of fulfillment or accomplishment. How athletic supervisors create those opportunities will depend on the tools used to manage the staff.

Another way to ensure the staff feels challenged and productive is to create a balance in the workday by combining small tasks and larger projects with individual and group-related tasks. Certainly, there will be times when the focus needs to be on major projects for the sport entity. In daily operations, athletic administrators deliberately construct roles and responsibilities to ensure that high-performing staff are productive. In turn, staff members satisfy their core need to contribute to the goals of the organization.

Delegating

Delegating is assigning responsibility or a task to a staff member (subordinate). When athletic administrators entrust staff members to complete projects autonomously, delegation serves as a motivation tool. Through delegation, staff members are empowered to complete a project from start to finish, which in turn generates staff creativity and confidence. Within athletic administration, it is common for staff to work independently to accomplish small and large tasks; this allows for better allocation of task completion. Delegating, however, requires a great deal of time on the part of the supervisor, who must determine which tasks need to be delegated, select the appropriate person to handle the task, and explain the specific details of the

task. However, the results of allowing staff to assume full responsibility and accountability to execute the project have long-lasting effects, including building self-confidence and loyalty within the sport entity. Gallo (2012) stresses that managers should use delegation because it is a critical skill and is underutilized in practice.



© SmartPhotoLab/Shutterstock.

Implementing

Implementing is simply the action that drives the plan forward by the designated staff member or departmental unit. The strength of planning is that it moves the ideas, staff, or resources in a positive direction to meet the program's aims. Under the umbrella of implementing, athletic administrators formulate activities within the workplace that helps create and sustain cohesion and strengthen the organizational culture.

Cohesion is “the degree to which individual members stick together” and is “required for a group to exist” (Spink, Ulvick, McLaren, Crozier, & Fesser, 2015, p. 294). Athletic administrators use the values of the organization (culture) to motivate the staff to add effort and be professional when completing all roles and responsibilities. Athletic teams often operate under these conditions as they perform like a well-oiled machine, just as staff members work in tandem to use the quality skills of each member of the unit. When all members of the group work simultaneously

toward the same goal, high-level results typically follow.

Implementation serves the purpose of making sure the plans are communicated, accepted, and followed. Under this managerial function, athletic administrators demonstrate motivational skills to create a seamless environment in which all members of the organization, department, and unit are valued, feel significant, and contribute to the end result. Motivation and leadership can be defined in the same manner as athletic administrators aim to change and sustain valued staff behaviors through the process of implementation. Clearly, motivation and leadership are tools that allow athletic administrators to influence others to accomplish both small tasks and larger projects.

Controlling

Once plans are crafted, the staff secured, and the drive to complete each task is in motion, the athletic administrator must supervise all aspects of the operations to maintain high quality and be certain staff remains on task to meet expectations. The function of *controlling* creates a system of checks and balances that ensures tasks are understood and accomplished. *Monitoring* consists of providing oversight for the projects but also allows athletic administrators the ability to counsel, fix, or revise any element of the work to see the project to fruition and completed with the highest quality and care. Under this managerial function, athletic administrators determine whether the tasks are being met throughout the control process and determine the next course of action if they are not (Gibson et al., 2006). The managerial functions of an athletic administrator are not stand-alone concepts. Athletic administrators must continually seek out emerging resources and support from colleagues and staff members to operate efficiently and effectively, especially when modern-day athletic administrators are “performing increasing

managerial functions such as planning, budgeting, organizing, staging, coordinating, reporting, innovating, and representing” (Judge & Judge, 2009, p. 38).

Management Styles

Another aspect of being an effective leader is using a range of styles to elevate the performance levels of staff and ultimately the sport organization’s overall effectiveness. The organizational effectiveness of athletic administrators is contingent on using leadership skills comprising a variety of roles (Baghurst, Murray, Jayne, & Carter, 2014). According to Kirkpatrick and Locke (1991), effective leaders possess six traits: (1) drive, (2) the desire to lead, (3) honesty and integrity, (4) self-confidence, (5) cognitive ability (analysis and decision making), and (6) knowledge of the business. Athletic administrators who embody these traits are not automatically thrust into leadership roles or experience success, but those who possess these attributes are likely to have an advantage over others who do not.

The priority athletic administrators place on values and goals within their sport entity affect the programs’ overall management. Within athletic administration research, many operative goals exist, such as entertainment, national sport development, financial, transmission of culture, career opportunities, public relations, the athlete’s personal growth, prestige, and achieved excellence, all of which have been studied within the college athletics setting (Chelladurai & Danylchuk, 1984; Chelladurai, Inglis, & Danylchuk, 1984). The athletic administrator’s ranking of high-priority goals may not align with the perceptions of those groups served by the department, which constitutes a clear dilemma. Research indicates that these stated values and goals may not mesh with what stakeholders (participants and spectators) expect from athletic programs

(Trail & Chelladurai, 2002), which prompts administrators to determine how to manage with these existing differences. Notwithstanding, athletic administrators must recognize the polarizing viewpoints of university faculty and staff with regard to their perception of athletics on college campuses, specifically relating to academic performance, standards, integrity, governance, and the financing of intercollegiate athletics (Lewinter, Weight, Osborne, Brunner, 2013). The culture of athletics evokes strong emotion from athletes and fans and is embedded into “student cultures of U.S. universities” (Beyer & Hannah, 2000, p. 126). Undeniably, sports on many campuses are defined as the college ideal, serving as a powerful connector for stakeholders to identify with and ultimately support (Toma, 2010). Clearly, there are many competing thoughts and perspectives regarding the value of sport in our culture, but athletic administrators inevitably have a distinct task to take value from stakeholder perspectives. Striking the balance between academics and athletics is not a new challenge for athletic administrators, but they are constantly under the microscope to showcase how sport and academics can coexist.

The importance of analyzing the priorities of the department and its stakeholders serves to reinforce the values of the department. Athletic administrators use goals as pathways to craft responsibilities for task completion within the department. The movement of the staff toward the achievement of those tasks and to ultimately reaching the stated goals constitutes effective leadership. The leadership style adopted by athletic administrators directly affects relationships between manager and subordinate and is transferred into the formulation of a satisfied and cohesive work unit. Gratton and Erickson (2007) utilize the term *gift culture* when describing the collaborative workplace because the interactions are considered “valuable and generously offered” (p. 5).

BOX 2.1 Athletic Department Objectives

The following are nine principal objectives and their general descriptions.

1. Entertainment: to provide a source of entertainment for the student body, faculty and staff, alumni, and the community.
2. National sport development: to contribute to the national sport development.
3. Financial: to generate revenue for the university.
4. Transmission of culture: to transmit the culture and tradition of the university and society.
5. Career opportunities: to provide those athletic experiences that will increase career opportunities for the athletes.
6. Public relations: to enhance the university community relations.
7. Athlete's personal growth: to promote the athlete's personal growth and health (physical, mental, and emotional).
8. Prestige: to enhance the prestige of the university, students, faculty and staff, alumni, and community.
9. Achieved excellence: to support those athletes performing at a high level of excellence (relative to athletes in other universities).

Adapted from Chellandurai & Danylichuk (1984).

Athletic administrators across all settings share core responsibilities. With the movement toward a business orientation in the administration of sport, required competency areas include communication, public relations, business and athletic management (Williams & Miller, 1983). As with any business-related organization, sport entities with a culture of collaboration can experience benefits such as increased staff engagement, motivated staff, and staff who are more

invested in the goals of the entity (Wallace & Mello, 2015). Leadership can be considered the primary ingredient to ensure streamlined success and effectiveness within sport entities across the youth sport, high school, collegiate, club, and community sport settings.

Leadership Styles

Athletic administrators' leadership styles vary in terms of how they manage, communicate, and ultimately lead their sport department. Perhaps athletic administrators will adopt one core methodology and style to lead. On the other hand, some athletic administrators may extract methods from various styles, depending on the situation. To elevate performance levels of staff and get the most productivity from each member of the department, athletic administrators need to challenge employees to excel. Effective athletic administration leads to the discovery of individual talents and special characteristics of workers.

Burns (1978) describes leadership in two forms: transactional leaders and transformational leaders. *Transactional leaders* are those who "take the initiative in making contact with others for the purpose of an exchange of valued things" (p. 19). A *transformational leader*, however, "looks for potential motives in followers, seeks to satisfy higher-level needs, and engages the full person of the follower" (Burns, 1978, p. 4). Furthermore, the four essential behaviors to classify a transformational leader are (1) vision builder, (2) standard-bearer, (3) integrator, and (4) developer (Bottomley, Burgess, & Fox, 2014). The vision builder encourages full staff participation and creates specific goals for the department. The standard-bearer understands the significance of ethics and accountability and establishes a culture of high moral conduct. Integrators engage staff to foster and initiate change and create an inclusive work environment to reach common goals. The developer cultivates an

environment that promotes professional development and continuous professional improvement (Bottomley et al., 2014).

Transformational leadership evolves into morality because “it raises the level of human conduct and ethical aspiration of both leader and led” creating a “transforming effect on both” (Burns, 1978, p. 20). Burton and Peachey (2009) concluded “the key managerial implications is that both male and female athletic directors, as well as others in leadership in intercollegiate athletics, should strive to display transformational leadership behaviors to better achieve organizational outcomes” (p. 255). Davis (2002) found that “in athletics in general, and in junior college athletics specifically, transformational leadership is essential for success,” adding, “as budgets and human resources diminish and the need to do more with less increases, leadership ability to transform and inspire individuals to act in organizations’ best interests will be vital.” The ultimate outcome of leadership for the athletic administrator is to get the most productivity from employees. The power to make impactful changes and create a cohesive unit rests with the athletic administrator who, as the leader, has “influence over the attitudes and behavior of subordinates and groups of individuals” (Soucie, 1994, p. 6).

BOX 2.2 Transformational Versus Transactional Leadership

Transformational Leadership

Charisma: provides vision and sense of mission, instills pride, and gains respect and trust.
 Inspiration: communicates high expectations, uses symbols to focus efforts, and expresses important purposes in simple ways.
 Intellectual stimulation: promotes intelligence, rationality, and careful problem solving.
 Individualized consideration: gives personal attention, treats each employee individually, coaches, and advises.

Transactional Leadership

Contingent reward: contracts exchange of rewards for effort, promises rewards for good performance, and recognizes accomplishments.
 Management by exception (active): watches and searches for deviations from rules and standards and takes corrective action.
 Management by exception (passive): intervenes only if standards are not met.
 Laissez-faire: abdicates responsibilities and avoids making decisions.

Reproduced from Bass, B. M., & Avolio B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development. *Research in Organizational Change and Development*, 4, 231–272.



FEEDBACK FROM THE FIELD

Best Practices: High School Athletics

Thomas Bendt is athletic director at Aloha High School in Aloha, Oregon, a Portland suburb, which boasts a school enrollment of 1,900 students with 650 to 700 student-athletes participating in the program each year. Bendt has also taught social studies, comparative advanced placement politics, and U.S. government classes. In addition, he has held a variety of coaching positions at the high school level for boys’ basketball (21 years), boys’ and girls’ golf (12 years), and baseball (three years). He assumed the athletic director position at Aloha High School in 2014 and recognizes the variety of challenges that come with working with new groups of coaches, athletes, and parents. Bendt currently oversees the construction of a new turf field for the stadium along with additions to the gymnasium and lobby area of the athletic building.

Bendt supervises several staff members in the athletic department. To stay connected with each coach, Bendt schedules monthly meetings with them to keep in touch with the pulse of the teams. In 2017, he initiated an assistant coach seminar on weekends to highlight communication tools when dealing with young athletes and their parents. In addition to meeting with the coaches, Bendt holds a monthly “Captain’s Club” to give and receive feedback with athletes. The meetings with the high school captains educate him about team issues and assist athletes dealing with any issues or concerns on and off the playing field.

Bendt encourages his staff to work independently. It is an ongoing process for him to figure out the personality of coaches and determine which coaches need help while allowing those who have experience to continue to find success. Bendt admits it is a balancing act to determine how to best serve each program’s needs in a large athletic department. Through the evaluation process, he discovers areas that need improvement; through open dialogue, he prompts coaches to reflect on their purpose and role in the athletic department.

One challenge Bendt encountered was the number of coaches employed who are “off-campus coaches,” meaning they are not teachers within the building and thus do not have the advantage of seeing students in class or school hallways every day. Teacher coaches who work in the building have a better idea of the school culture and typically attend games out of season. Bendt feels fortunate to have veteran coaches on staff who support other programs, which sends positive messages throughout the program.

Bendt emphasizes that athletic administrators must spend time out of the office nurturing relationships with coaches. He strongly believes building those relationships is vital to the success of the athletic department. As athletic director, Bendt makes it a priority to be at all events because he feels the student-athletes and their parents need to see the athletic director as a supporter of all sports and student-athletes. When prompted to provide advice to aspiring athletic administrators, Bendt expresses the importance of leading in a manner that fits one’s personality. He urges future administrators to avoid being something they are not. Athletic administrators should get to know the strengths and weaknesses of each coach to help them improve. He stresses “we are in the people business,” whereby administrators should be positive and ask “what you can do” to help the coaches and their programs. Bendt leads by example, aiming to get the best out of people. He constantly reminds people that they need to always do “what is best for kids.”

Part of Bendt’s role as athletic director is to have a sound relationship with the academic staff. He works diligently with student-athletes who may be failing classes, and during progress report time he advocates for open communication to monitor athletes to help them become successful. Part of being an athletic director is multitasking, says Bendt. Every day is different, and sometimes items come across his desk that he would never have thought of. He urges athletic administrators to be adaptable as crises happen, which can take up a portion of the day. In closing, he expressed that future administrators “must not think the calendar will remain constant, as it will change all of the time.”

Decision Making

In daily operations and within long-range planning, athletic administrators are continually prompted to make choices through a thoughtful and systematic process. The decision-making process requires timely choices to achieve organizational objectives. Four steps to improve the decision-making process include identification of high-level or priority decisions needed to meet established goals, an inventory of the



© Lucky Business/Shutterstock.

roles and factors that go into each decision, intervention throughout the process to deliver the outcome of the decision, and institutionalization, which constitutes giving staff the tools to deliver decisions (Davenport, 2009). Athletic administrators share the responsibility of selecting viable options for programming and “when employees feel that they are heard in the decision-making process, they are more likely to support—rather than merely comply with—those decisions, their bosses, and the organization as a whole” (Brockner, 2006, p. 128). Drucker (1963) simplifies the athletic administrator’s decision-making role by focusing on three core questions (p. 2):

1. What is the manager’s job?
2. What is the major problem in it?
3. What is the principle for defining and analyzing this problem?

Drucker further explains the need for managers to “attack” a problem using a “plan of action” (1963, p. 16).

Rubin (2013) also provides helpful leadership and management information regarding processes and theories. He poses the following questions that athletic administrators can consider when managing staff:

- Is my current leadership style working in my current situation?
- What kind of evidence do I have that my style is or is not effective?
- What aspects of my working environment might affect my leadership style?
- How might I consider leading differently?
- Am I willing to do what it takes to change my current leadership style?
- Will the potential results be worth the effort I expend? (p. 64).

Another perspective in the study of leadership was created in the 1980s by John D. Mayer and Peter Salovey, who identified a concept called *emotional intelligence*. Daniel Goleman has since popularized emotional intelligence, connecting the theory to the management setting and its role in performance. The five

Commanding: someone who demands immediate compliance

Visionary: someone who mobilizes people toward their vision

Affiliative: someone who creates harmony and builds emotional bonds

Democratic: someone who forges consensus through collective and fair participation

Pace-setting: someone who sets his or her own high standards for performance and expects the team to match them

Coaching: someone who develops people for the future through nurturing and training

FIGURE 2.1 Leadership Styles in the Workplace

Modified from Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books. Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78–90. Goleman, D. (2004). What makes a leader? *Harvard Business Review*, January, 1–10.

components of emotional intelligence are self-awareness, self-regulation, internal motivation, empathy, and social skills (Goleman, 1997).

Athletic administrators use various methods to manage, depending on the scenario. The leadership style they adopt directly affects the performance levels of their staff. Six leadership styles used in the workplace stem from emotional intelligence (**FIGURE 2.1**).

The manner in which athletic administrators implement their leadership styles translates into performance success and ultimately the achievement of goals. In the dynamic and fast-paced environment that is athletics, managers need to determine which style best suits the department and how to systematically use administrative tools to generate an energetic and productive workplace environment that will ultimately serve its stakeholders.

Policy Making

One essential responsibility of the athletic administrator is to establish policies and procedures to manage day-to-day operations. Policies are clear statements that provide guidance to employees in specific areas of the operations of the sport entity. Procedures give employees

direction in the form of steps or instructions. Policies and procedures not only serve to regulate the operations of the program but also enable administrators to make decisions based on written rules, which provides consistency in decision making. Meaningful decisions, therefore, are grounded in the philosophy of the department, entity, or program. Before formulating any policy, administrators must reacquaint themselves with the ultimate direction (goals) of the entity as written in its mission statement.

The publication of a policies and procedures manual is important to achieve an efficient department aiming for high standards of excellence. Each area of responsibility, plus the actions needed to carry out the functions of the department, is communicated clearly through policies and procedures. Uniformity is achieved when all staff members understand

the desired mechanisms required to fully operate each area of the sport entity.

Policies and procedures serve to guide the staff in the daily management of the sport entity. A policies and procedures manual encompasses a wide range of areas to illustrate the pertinent recurring themes, questions, concerns, and steps in the operation of the programs. The guide or manual will change and evolve as emergent challenges or areas present themselves to the athletic administration field. As an example, in the mid-2000s, social media usage policies were not incorporated into policies and procedure manuals; today, these guidelines are commonly included in athletics. The policies and procedures should be specific and comprehensive, and they should assist in clarifying the standards of the athletic entity.



FEEDBACK FROM THE FIELD

Best Practices: Youth Sport

Christine Habermann

Executive Director of Mass Bay Girls Lacrosse

Christine Habermann has a wealth of experience in athletics as a youth lacrosse coach and youth lacrosse official, while she has also worked full-time in event management and marketing. She has been executive director with Mass Bay Girls Lacrosse since 2007. The Mass Bay Girls Lacrosse League (MBGLL) has 400 teams. When asked about the challenges associated with the MBGLL, Habermann explained the difficulty in securing volunteers because, as in society in general, so many people are overbooked. People who she normally relied on in the past for assistance are booked in other areas.

The MBGLL is primarily a volunteer association comprising divisional directors and board members. Managing the operations of the largest girls' youth league in the nation requires a great deal of effort and planning. As Habermann indicates, before the current season has even started, she is already planning for the following year. There are many changes Habermann and the league look to implement based on feedback received from its membership (town programs, divisional directors, coaches). Habermann attributes her ability to effectively manage the MBGLL to her education, experience in the event-management setting, and her passion for the game she developed as a former player, youth coach, and official. Habermann offers that a leader needs to communicate effectively but nicely when working with others. As Habermann clarified, part of being a leader means finding a way to communicate in a positive fashion to get people to work together. She feels that the more people get involved, the more invested and supportive they are toward the league. Three designated board meetings take place to deal with league tasks. Habermann encourages professional and coach

(continues)



FEEDBACK FROM THE FIELD

(continued)

education of members and board members, especially to learn from presenters not only at the national level but also from peers who share a diverse viewpoint on youth lacrosse administration.

Habermann's leadership style has evolved since she started with the MBGLL. From an involvement standpoint, she has encouraged more conversations with constituents to learn about needs. In addition, she created feedback surveys to gather input that could be included in new action plans. As Habermann articulated, sometimes swift decisions are needed to emphasize the league's mission. During her tenure a few years ago, when representatives from town programs did not attend required meetings, coaches and players missed important information. Now, to be in compliance for league play, one representative from the town program must be in attendance.

Unfortunately, sportsmanship issues arise throughout the season and Habermann communicates often to coaches, reminding them that they are dealing with youth players who may or may not have played lacrosse. She continually supports the ideals of the MBGLL mission, focusing on teaching the game and creating a love for the game. Because of the priority placed on education and training, Habermann has instituted a policy that every league must have a representative at the New England regional convention. She strongly believes training leads to better retention of players.

Habermann serves on the chapter board for US Lacrosse. Although the rules of checking or modified checking are within the scope of US Lacrosse, the MBGLL may not adopt all rules so that it can ensure that safety is the priority and the game environment promotes enjoyment for all. For players and coaches who want a different experience, they can opt to play at the club level, which endorses all of the US Lacrosse rules. As Habermann explains, the MBGLL is a recreational league in which the focus is on participation and fun. When asked about her legacy, she conveyed that she is passionate about providing opportunities for young players to get introduced to the sport and become part of the sport. Her background of business skills has allowed her to effectively administer the league, but she notes her involvement stemmed from being a volunteer coach and her desire to teach children to lead healthy lifestyles.

The mission statement is a powerful grouping of ideals that is read by participants, spectators, sponsors, and any interested party related to the sport entity. Details within the mission statement include past accolades of the entity along with a vision of where the entity is heading. A direct relationship between the mission statement and policies exists when athletic administrators set out to consistently regulate and monitor the sport programs. Seasoned athletic administrators retain a strong understanding of the areas that tend to repeatedly need attention in terms of policy guidance. Athletic administrators must familiarize themselves with the governing body within their sport offerings. Governing bodies such as leagues and conferences set standards on issues ranging from participant eligibility to participation outcomes, game-scheduling procedures,

season start and end dates, and sportsmanship policy. They also provide codes of conduct for athletes, parents, spectators, and coaches. Policies within collegiate, high school, youth and community, and club sports develop from the guidelines and regulations provided by governing associations. Athletic administrators tailor policies to address recurring issues, questions, or challenges that continually affect decisions.

The policies and procedures manual can be formatted to encompass content areas that are relevant to the department while also providing a general overview of the role of the department within the larger organizational or school system. Examples of content areas to be included in a departmental policy manual for college athletics are shown in **FIGURE 2.2** and examples of manuals for program participants are shown in **FIGURE 2.3** and **FIGURE 2.4**.

Table of Contents for College/University Athletic Department Policies and Procedures Manual

- Philosophy
- Message from athletic director
- Admission policy for student-athletes
- Chain of command/flow chart
- Camps and clinics
- NCAA compliance
- Professional development
- Student-athlete advisory committee
- Equipment distribution/maintenance
- Purchasing/budgeting
- Facilities
- Financial aid
- Contest management/home game administration
- Human resources
- Scheduling of games/practices
- Athletic department communications
- Athletic training
- Student-athlete policies and procedures
- Ticketing
- Travel (per diem/charter bus)
- Weight room
- Non-traditional season regulations
- Social media conduct

FIGURE 2.2 Table of Contents for College or University Athletic Department Policies and Procedures Manual

High School Athletic Department Manual for Parents, Players, and Coaches

- Table of contents
- Message from the athletic administration
- Athletic philosophy
- Athletic goals and objectives
- Student-athlete responsibilities
- Sportsmanship philosophy and guidelines
- Coach responsibilities (practice/game days)
- Ejection of coaches from athletic contests
- Ejection of student/athletes from athletic contests
- Spectators code of conduct
- Student-athlete eligibility requirements for participation
- Code of conduct of student-athlete
- Practice rules
- Travel rules
- Team behavior rules
- Student transportation in private vehicles
- Interscholastic extracurricular eligibility
- Weekly progress checks for students on academic probation
- Student drug, tobacco & alcohol policy
- Offenses and disciplinary action
- Hazing and bullying
- Sexting, texting and emailing
- Financial obligations and equipment

FIGURE 2.3 High School Athletic Department Manual for Parents, Players, and Coaches

Athletic Administration Preparation

The next generation of athletic administrators will confront new challenges and obstacles that affect the delivery of specific sport programming. The best preparation for the athletic administration industry is a combination of essential coursework and experiences, including volunteering and internships. Career paths of collegiate-level athletic administrators should

focus on earning advanced degrees in sport management or athletic administration coupled with experience in the field for elevated positioning within the industry (Lumpkin, Achen, & Hyland, 2015). At the level of the National Collegiate Athletic Association (NCAA), athletic directors, along with professional sport managers, believe courses such as athletic administration, speech communication, public relations, marketing, and business management are the most important for career preparation

Town Recreation Policy Manual

- Table of contents
- Mission statement
- Recreation objectives
- Philosophy of youth sports
- Fair play
- Participation
- Registration/sign-ups
- Creating balanced teams
- Team formation process
- Practice and game schedules
- Game cancellation procedures
- Practice/game sites and contact information
- League rules
- Medical emergencies
- End of season awards
- Fundraising
- Selection of volunteer coaches
- Zero tolerance policy
- Weather
- Players code of ethics
- Guidelines for supportive parents
- Parents code of ethics

FIGURE 2.4 Town Recreation Policy Manual

Sample Table of Contents for Club Program:

- Organization policies
- Organizational leadership
- Mission
- Vision and core values
- Administration (organizational chart and position descriptions)
- Club registration policies
- Financial policies
- Program fees
- Refund policy
- Camp or additional program refunds
- Tournaments expenses
- Financial assistance procedures
- Insurance protocol
- Player development
- Coach development
- Parent and fan code of conduct
- Social media and communications
- Chain of communication practices
- Game cancellation and postponement
- Field assignments (game and practices)
- Travel and tournament policies

FIGURE 2.5 Sample Table of Contents for Club Program

(Hatfield, Wrenn, & Bretting, 1987). Bravo, Won, and Shunck (2012) and further support the need for experience within the athletic administration domain. They state that when hiring athletic administrators, the most important attributes to consider are career-related experiences, positive recommendations, and leadership experience. Athletic administrators must have the personality to manage people effectively as they come to appreciate the variety of roles they will play within the organization while satisfying the needs of a variety of stakeholder groups.

When dealing with a population consisting of youth to college-age participants, athletic administrators can never accurately pinpoint

when and where issues will arise. However, athletic administrators troubleshoot on a daily basis. As figureheads, athletic administrators provide guidance to many groups from the athletes to their families, to staff and the external community. Because of the immense pressures associated with sport, many athletic administrators must manage demands from superiors (executive directors, principals, or presidents) and requests from coaches wanting more resources, or from entitled players acting like professional athletes.

Athletic administrators may wear several hats, but the impact they have on the lives of athletes is immeasurable. Whatever decisions

they make behind closed doors affect and have ripple effects on stakeholders across all settings. An effective leader in the realm of athletics must balance a variety of tasks and challenges. Oftentimes the athletic administrator plays more of a decisional role over all others when it comes to resource allocation and disturbance mediation. As athletes become more sophisticated in their training and the pressure to win at all levels continues to be the measure of success, the position of athletic administrator holds not only a decisional piece

but also an ethical one. Many decisions made by athletic directors have a moral element to them. The decision to act is an administrative duty. Athletic administrators may handle scenarios of misconduct by staff (e.g., a coach knowingly allows athletes to play in games when they are ineligible, a club coach allows a player who is not age appropriate to play in a game) but it is the beliefs and philosophy of athletic administrators that guide them as they make difficult decisions to enhance the sport-ing experience for all.



FEATURED INTERVIEW: BEST PRACTICES IN ATHLETIC ADMINISTRATION

Jodi Kenyon has been associate athletic director at Endicott College (Division III) since 2005 while also coaching the women's soccer team. She is the highest-ranking female in the department, serving as the senior woman administrator. Kenyon's coaching career at the collegiate level spans 24 years: She held coaching positions at two levels—Division I (University of Vermont, head soccer coach; Harvard University, assistant soccer coach) and Division II (Adelphi University, Assistant Soccer Coach). At Endicott College, Kenyon oversees all of the women's athletic programs. She also assists with the men's programs, primarily in mentoring coaches, providing staff evaluations, and offering program development. Kenyon coordinates all of the schedules for the teams for the 20 varsity sports in the department. The schedule coordination includes monitoring season game limitations, contracting games, official assigning and payroll, event and practice scheduling, overseeing any cancellation or rescheduling of events, preparing and submitting postseason declarations for opportunities to host championship events, serving as tournament director, and overseeing budgets for these events. In addition, Kenyon serves on various college committees, acting as a liaison and the voice of the athletic department. From a coaching perspective, her managerial functions revolve around recruiting, budget management, fundraising, team activities beyond practice and game planning, team building, community service, player development, advising and counseling, video, and scouting.

The landscape of college athletics, according to Kenyon, has affected the internal operations, especially since 2010. For one, the Internet has changed how the athletic department does everything from social media, recruiting, communication, event reporting, and even daily communication within a department. In one respect, the Internet has taken the human element out of athletic administration.

The evolution of athletes who are specialists and no longer multisport athletes has also greatly affected the Division III model of participation and involvement. Kenyon believes society has placed a much bigger emphasis on the athletic arena of bowl games, March Madness, the Super Bowl, and the World Series, which she strongly feels has affected sport at all levels from collegiate athletics and, perhaps even more so, to high school, town, and recreational leagues across the country. In her words, "Everyone gets a trophy now for participation and there is such a huge emphasis placed on winning and organizing that young athletes don't play for the love, they play for the reward."

At the college level, the Internet has dramatically changed how sport is organized, reported, and communicated. The Endicott College athletic department tracks every statistic. It also films every game, including practice sessions, to review later or even instantaneously to show athletes what the coaches are looking for. From an outreach perspective, families from all over the world can watch an event live on the web from the comfort of their own home. In turn, coaches post to Instagram and send

(continues)

**FEATURED INTERVIEW: BEST PRACTICES IN ATHLETIC ADMINISTRATION** *(continued)*

Snapchats to potential recruits with footage of their team working out or scoring a goal. Coaches will use the latest and hottest trends in their communications to get recruits interested in their programs.

As an administrator and coach, Kenyon spends more time on her computer with Google docs and sheets, online programs, email, and Internet searches than she does on the phone, out on the field, or in the office of a colleague. Although the Internet has dramatically improved her workload and increased her efficiency, she laments that in some ways it has also taken out the personal aspect of sport. Kenyon indicates that she always has to be cognizant of time and how best to use it so that she saves time for mentoring and advising student-athletes.

Leaders of athletic departments or teams need to possess qualities, including having a vision, character, and confidence, says Kenyon, and they need to be effective communicators. A vision is critical so that leaders know what direction to guide their programs or teams. Kenyon adds that if they don't have a vision of what they want things to look like, they cannot set clear goals or standards for team members to strive for. Kenyon articulates that once the athletic administrator has a vision, sharing those ideals and getting "buy in" is critical to the success of the program. Leaders must also possess good sound judgment and have quality character. A leader with good character, as defined by Kenyon, "is totally invested in the direction of the program, does the little things well, makes good decisions, and owns their decisions even when they don't work." From Kenyon's managerial perspective, leaders must be able to communicate their vision, goals, and standards but must also listen and be open to opinions and differences of opinion. Lastly, she subscribes to the fact that leaders must be confident in themselves and be able to make tough decisions even when faced with adversity or challenges.

Many challenges exist when managing sport at the intercollegiate level. Kenyon explains that more than 40 years after Title IX was first adopted, athletics and sport are still male dominated and women still face challenges unknown to their male counterparts. Unequal pay, longer paths to career advancement, back room conversations, and under-the-table deals are still prevalent and continue to be a big challenge for women in coaching and athletic administration. Unfortunately, from Kenyon's experience, there also tends to be a high rate of women leaving the athletics profession, whether as coaches or administrators, to have families. Many departments make it challenging to be flexible with women or even provide salaries that allow for child care. Kenyon points out that some women leave the profession because they put so much in and get so little back and end up "burned out" or feeling frustrated with the lack of support or opportunity. In athletics, losing key personnel is a managerial concern because of the cost to secure and then train new people. Plus, when a person leaves, part of the institutional history is lost with that departure.

From a coaching perspective, recruiting and the method in which the college fills its freshmen classes have changed a great deal. There is growing pressure to win and to get the best players into programs. In addition, high school players are committing and starting their search at a much younger level, so the department is forced to cast its net wider and see more players. This has changed how Kenyon recruits, she says. She has needed to become more efficient and creative with her time and energies, especially with limited resources for staffing.

New challenges arise every day, explains Kenyon, and some may push higher priority items down the list. Athletic administrators must be able to multitask and prioritize not based on what is easy to get done, but what needs to get done. Tools that work for Kenyon include making lists, setting a schedule, and establishing a routine. To prioritize tasks, it is important to set goals and figure out a way to best accomplish those to meet the needs of the program. She is constantly reevaluating how she does things and is not afraid to make changes when necessary. Being flexible, adapting to change, making sacrifices, and being decisive are key to accomplishing tasks on a daily and weekly basis.

In terms of communicating department goals and expectations, Kenyon reinforces the importance of putting those components in writing and being clear in the oral communication of goals, objectives,

and expectations. A thorough understanding will lead to fewer issues within a program if an administrator has communicated effectively, she says. Kenyon finds it useful to involve her athletes in reevaluating, discussing, and getting feedback every six to eight months on team and individual goals and objectives. The creation of a team mission statement with input from the athletes, according to Kenyon, is a useful tool to get buy-in and execution. She indicates that making athletes part of the process has ensured their clear understanding of the expectations and holds them to the standards they create. When it comes to parents and spectators, though, it is often a different challenge because everyone these days is a critic and has an opinion about what should be done with a program, she says. Being steadfast, decisive, and confident are critical when handling situations with parents and spectators. When Kenyon meets with a family, whether the athlete is a recruit for her team or for any other team, she always reinforces the notion that student-athletes at the college level are adults and must be able to address problems or concerns head-on; it is no longer the parent's "job." Helping collegiate student-athletes develop skills such as handling adverse situations, clearly communicating issues, and problem solving are valuable life tools that will help them in the real world.

Although many people would define success by wins and losses in the athletic world, Kenyon finds that to be just a small piece of the measuring stick. Success for Kenyon as a coach is answering questions such as, Did we get better on the field from day one to the last day? Did we achieve our goals? Have I provided them the opportunity to succeed on the field, in the classroom, in their internships, and in life? Do I challenge them enough? Have I developed these young women into better wives, partners, and mothers? Are they still involved as alumni? Are they successful in their lives?

For administrators, the reflective questions are not much different: Did I accomplish my goals and objectives to the best of my ability? What did I learn? Am I able to adapt to change and make change? Did I give my best? Have I been effective in communicating the department goals and objectives and held those in my charge to a high standard? Success in the world of collegiate athletics is too often defined in those measurable tools of wins and losses when in reality, it is a profession that relies heavily on the decisions of 18- to 25-year-old student athletes. How we affect their decisions as coaches and administrators, says Kenyon, is paramount to our success.

Collegiate-level athletics have evolved much over the last 20 years, and Kenyon fully believes they will continue to grow and provide more opportunities for future generations. The Division III level is starting to see the influence of Division I athletics and even professional sport, she observes. Emergent areas of Division III athletics revolve around technology, coverage of events, sport reporting, recruiting, the pressure to commit to a college, youth sport, and the importance of being seen by a college coach. In addition, many Division III athletic departments are creating leadership programs for student-athletes, turning to resources with the department or on campus to develop, creating academic monitoring and support services for student-athletes, hiring recruiting services, and getting creative with the Internet and social media tools to better communicate with families, athletes, and students. Kenyon asserts that athletics is constantly evolving and will continue to provide great areas of opportunity as long as technology and funding continue to grow.

At the Division III level, fundraising for teams and departments is a top priority for Kenyon and staff. Tuition costs, limited budgets, and increasing demand for the latest technology, finest gear, and equipment stretch the wallets for some of her student-athletes and families. To provide opportunity, equipment, and gear, she needs to be as creative as possible when offsetting costs. Operating budgets for equipment upgrades, facility improvements, and general maintenance expend much of the budget because of the high costs of technology upgrades. A growing trend in Division III athletics is to provide live video of games for audiences who are unable to attend. This is done at significant cost with camera equipment, Internet access, and in-game analysis. Kenyon explains "as sport in society evolves, so do the ways in which we view it and reproduce it."

Kenyon is a professional who likes to see things through to a finished product. She considers herself to be a hands-on administrator. She delegates tasks effectively but keeps a close eye to ensure

(continues)

**FEATURED INTERVIEW: BEST PRACTICES IN ATHLETIC ADMINISTRATION** *(continued)*

productivity and success. Although she does not think micromanaging is effective, staff sometimes need direction and guidance as well as constructive criticism and approval when completing tasks.

When asked about transformational leadership, Kenyon describes that it is how coaches act everyday with student-athletes. She believes her staff guides student-athletes and supports them in a positive fashion through all of their interactions to motivate them to achieve at high levels. Kenyon explains that in the recruitment process of student-athletes, coaches share their style of leadership so high school prospects and families can see their passion and commitment. Kenyon is steadfast in her efforts to get players to understand the goals and motivation behind her strategies so they will be more inclined to perform at their best. She adds that coaches motivate with quotes, positive encouragement, success stories, and locker room pump-up speeches.

As an administrator, Kenyon encourages colleagues to perform at their best and to think “outside the box” to try new approaches. She is the answer person for many staff members, helping them with a problem, looking for resolutions or suggestions. The staff knows she will do her best to help them with any issues they may have or help them find solutions. Kenyon stresses the “importance of staff to feel respected, necessary, and valued in order for them to completely buy in to you as a leader.” She feels when athletic administrators include staff in key decision-making situations and strategic-planning processes, it keeps them on task and engaged in what they are doing. Kenyon also notes it is incredibly important to provide positive encouragement, especially when morale is low or folks are having an off day. Sometimes little things like just spending time, asking questions, and showing concern can greatly affect how staff members perform. Kenyon compares her administrative role to coaching, explaining that the staff is a team with a role and a purpose; making members feel they are a valued and worthy department can only enhance performance and productivity. Getting to know staff members, how they operate, evaluating their strengths and areas of needed improvement in relation to an administrator’s own are important for him or her to be effective in motivation and encouragement, says Kenyon. She believes athletic administrators must know what drives staff in order to push them, help them reach their goals, and challenge them to make improvements when necessary. Being an effective communicator with the staff will only help your relationship and their success within the department.

Kenyon explains that it is important for the staff to know that as their superior you care about them, are willing to listen to them, and are available to help them become better at their job while it is equally important to hold them accountable for their actions. When meeting with staff, she believes administrators need to be active listeners, even when there are many distractions and priorities. She emphasizes that if a superior seems unavailable, distant, or nonresponsive, staff members will probably avoid reaching out when dealing with future issues. In addition, Kenyon indicates “when communicating with staff it is imperative to offer solutions in a way that seems like a collaborative solution, not simply just your way of handling an issue.” Kenyon adds that trust is a critical ingredient in relationship building with staff. Professional development in any position in athletic administration is a key element to success and growth as a professional. As athletics evolve, so do modern trends and technology. Kenyon believes coaches and administrators should never stop seeking to get better at their careers, adding that the quest for knowledge, learning new ways to do things, and networking are critical to continuing to stay fresh in the field. Professional development enables staff members to use available resources in the athletic department, to become better informed while making core decisions, and to be more prepared to handle problems and issues within the college sport setting.

Questions for Discussion

1. How would you define Kenyon’s management style? What attributes could you pull from Kenyon’s experiences to craft your own management style? Reflect on your own personality; are you similar or different to the ways Kenyon works with her staff?

2. Professional development allows staff to become exposed to a variety of viewpoints and ideas established by others outside the athletic department. Research two professional-development opportunities in intercollegiate athletics offered by the NCAA or member institutions you found interesting enough to attend.
3. Staff turnover is a real concern for many in the sport industry. There are many competitive positions in all settings from youth to collegiate sport in which staff may be recruited to work, leaving your entity with an open position. Describe how you would create a culture of sharing in order to understand and address the needs of your staff members so they feel valued and not motivated to look for another position elsewhere.
4. Your athletic staff wants to be respected and valued. What are some of the activities you plan to incorporate into your sport entity to create a collaborative spirit along with celebrating the accolades of your staff members?
5. Kenyon mentions the importance of relationship building within a department. Describe some team-building experiences in which you have been involved. Could those programs be adapted to fit the work environment? Locate a team- or staff-building idea online; describe the activity and benefits for the department.
6. Kenyon has worked in athletic departments at the Division I, II, and III levels. Find an article relating to job satisfaction of athletic administrators. What, if anything, surprises you about the findings? Please indicate which aspects of athletic administration are important to you when considering job satisfaction.

Good Ware from flaticon.com



MANAGERIAL APPLICATIONS

Youth Sport: Functions of Management

On a town sport board are several members of the board of directors, along with several standing committees, that carry out a variety of duties, including special events as fundraisers for the entity. Many eager and experienced committee members are ready to work on a new event called “Field Day” to kick off the spring lacrosse season. The purpose of Field Day is to celebrate the start of the season on the turf field. At the event will be vendors with giveaways, music, food, and many lacrosse-oriented events to test the skill level of the players. With 1,200 registered players, this event can also serve as a major fundraiser for the sport organization. There is one problem: The athletic administrator in charge of event management (board member) is not using the functions of management and the committee has not been productive in moving any ideas forward.

Questions to Consider

1. What can the committee members do to get more effort and execution of ideas from the athletic administrator in charge?
2. Have you ever worked for a manager or administrator who did not establish priorities for your ideas or support staff members in their activities? Explain how you handled this situation.
3. What checks-and-balances system could the board of directors adopt to avoid the pitfall of having an administrator who is not putting forth genuine effort to move the ideas of the committee forward?
4. If you were the president of this sport organization, what would you do if this issue was brought to your attention? How would you make sure committee members are retained and that their efforts do not go unnoticed and underappreciated?



MANAGERIAL APPLICATIONS

Collegiate Athletics: Leadership

At Gentile State University are two associate athletic directors who carry out the functions for the entire department. The athletic director handles the overall management of the department but has entrusted Joe Winn and Amy Fletcher to administer the program, which consists of 18 sports (nine women's and nine men's) along with the supervision of 40 staff members and 20 work-study students. Winn and Fletcher have the same educational background and identical years of experience in athletic administration. However, they lead in two quite different ways. Winn is more of a transformational leader, whereas Fletcher tends to favor the transactional approach. The issue is that staff members are confused on the appropriate way to act and relate to each athletic administrator.

Questions to Consider

1. If you were the athletic director at Gentile State University, how would you handle these diverse styles?
2. What are the positive aspects of each leadership style? Can you describe a scenario in athletics in which one leadership style is more appropriate than the other?
3. If you were a staff member, would you feel comfortable discussing this issue with Winn and Fletcher? What methods could both athletic administrators use to create an environment in which feedback is accepted and appreciated?
4. Which type of leadership style would you adopt in college athletics? Would this style change if you were in a different setting (youth or club sports)?



DECISION-MAKING CHALLENGE – CASE STUDY: MANAGING IN CLUB SPORTS

In Anywhere Town, USA, competing recreational opportunities exist for children ages 4 to 16. Today, parents are becoming smart and savvy consumers and want to make sure the cost associated with any program correlates with skill development and positive experience for their children. As an athletic administrator for a club basketball program, you are dealing with an issue of coaches who are not fully trained in the aspects of management. The majority of coaches you have hired are excellent clinicians and run efficient practices. However, these coaches are also required to fulfill managerial roles for the club such as coming up with fundraising ideas, maintaining inventories of equipment, ordering supplies, and managing the facilities where practices are being held. As the athletic administrator, you need to find a way to make sure the operational tasks are completed so you can run a profitable club program and satisfy the needs of the participants. First, prepare an email to send to all staff members outlining the job requirements of coaches in a club sport setting. Second, describe two topics you will cover at the next staff meeting to empower the coaches to take more leadership in the administration of the program. Third, find an article online to share with the staff that depicts the importance of multitasking and understanding the total management of operating a sport team.



DECISION-MAKING CHALLENGE – CASE STUDY: LEADERSHIP STYLE

Youth Sport Club

You are the owner of an Amateur Athletic Union basketball program with 30 teams offered to both girls and boys from third grade to high school. The coaches you have secured range in experience from first-time coaching to those who have been instructing youth players for more than five years. You attended a tournament to observe the styles of the coaches because you were alerted by a few parents that one coach (Coach Freemont) is using punishment by quick substitutions when a player misses a shot, travels with the ball, or makes a bad pass. You have always stressed to coaches that your program is in the reward business when dealing with players, whereby when effort is high, players will play more and mistakes will only be used as a teaching tool. What kind of leader is Coach Freemont—transactional or transformational? What tools can you give the coach to help make the experience beneficial for the players so mistakes are not punishable by quick removal from the court? How will you address these situations with Coach Freemont, the other coaches, and parents?



MANAGERIAL APPLICATIONS

Youth Sport: Policy Development

The town you reside in has a travel basketball opportunity for both girls and boys starting in fourth grade and lasting until ninth grade. The boys' travel basketball program has created a nonprofit association with residents acting as board members and coaches. One resident, Gary Smith, has organized the girls' travel basketball program for more than 20 years with little to no involvement from parents of the athletes participating in the program. Gary Smith does not have any children in the program and has not incorporated the program as a nonprofit even though he is advertising it as such in multiple townwide publications. There is no oversight of the management of the girls' program from the town or parents. In fact, the coaches who are working with the girls' teams do not have experience in coaching or teaching and do not have children on the team. Many residents have suggested the coaches are being paid, which goes against the spirit of a volunteer-based community program.

Because of many complaints and concerns from the girls' parents, the boys' travel basketball entity has reached out to Gary Smith to merge so the girls can have similar training opportunities, gymnasium space, coaching education, and game scheduling. Gary Smith is also the league president handling the scheduling for teams for both the girls' and boys' sides. Gary Smith has refused to merge with the boys' program even though there has been an outcry from residents supporting the merge. Within this town, all sport programs (lacrosse, soccer, ice hockey) combine both the girls' and boys' programs as one entity. One mother, Kathy Stockton, has more than 20 years' coaching experience at the collegiate level and has played on a Division I basketball team; she has requested to coach her daughter's fifth-grade team.

Kathy Stockton sent an email in the spring to Gary Smith giving him plenty of time to strike a dialogue with the girl's organizer so she could be involved in fall tryouts. In October, when tryouts were announced, Kathy Stockton inquired again to see if she could become a coach for the girls' team.

(continues)



MANAGERIAL APPLICATIONS

(continued)

The teams were announced in late October, and Kathy Stockton was never considered for the position of volunteer coach. Instead, the organizer hired his close friend Tom Dalton to coach the team. Tom Dalton has never been a head coach of any youth team and does not have the same qualifications as the interested mother. A formal complaint was filed by the mother and supported by many parents who wanted a female coach with a résumé filled with both athletic coaching and teaching experiences to develop their daughters in a mapped-out progression that includes skill building and character development throughout the season.

Questions to Consider

1. Identify the current issues within the town when it comes to comparing the boys' and girls' programs.
2. What policies should be implemented for the girls' travel basketball program? Do the parents of the fifth-grade girls' team have a legitimate complaint? From your perspective, what should happen to the girls' program?
3. What are the benefits of using parent coaches for youth sport teams?
4. What kinds of background checks need to be used for adults working with children? Review two sport teams in your hometown and identify the background and coaching certification requirements for volunteers. Did any of the findings surprise you? Why or why not? What changes would you make? What role should the town play in monitoring the programs that are using town facilities?



DECISION-MAKING CHALLENGE

You are currently serving as a member of the board of directors for your town's field hockey youth association. The board has approved \$3,000 college scholarships to 10 worthy applicants from a pool of more than 40 high school students who have participated in the town program as youth members. After a closer review of the applicants, a board member revealed that one scholarship winner posted negative images and words on social media attacking the program and members of the board of directors.

Currently, a policy does not exist regarding social media misuse by applicants. The award winners have not been announced. As the president of the field hockey association, how do you handle this situation? Would your decision alter if the winners were already announced?

CASE STUDY

Managing in Athletic Administration

The NCAA has a policy regarding countable athletically related activities, requiring that student-athletes have one day off per seven-day cycle (<http://www.ncaa.org/sites/default/files/Charts.pdf>). You have an ambitious women's volleyball coach who requires players to attend "walk through" sessions with the coaching staff, demonstrating defensive positioning to prepare for upcoming games even though the team has already been practicing for six straight days. This goes against

NCAA policy and the spirit of allowing student-athletes to rest and recover from the intensity of a college athletic schedule. All of the other coaches in the department take the regulations of the NCAA seriously and literally as their athletes train for six days and are required to take the seventh day off from any athletic-related activities. The morale of the department is affected because one coach has manipulated the regulations for many years. This disregard for the rules has also affected the organizational culture within the department.

The coaching staff is looking for consistency in the message delivered by you, the new director of athletics. Prepare an email to the head women's volleyball coach. In addition, craft a script you will use when you address the entire staff at the next weekly department meeting detailing how you addressed the issue of a mandatory day off and the NCAA's policy of addressing countable athletic-related activities with the women's volleyball coach.

Good Ware from flaticon.com

CASE STUDY

Managing in Athletic Administration

During the fall season, the softball team organizes and operates the concession stand at all of the home football games. The softball team purchases all of the food and drink items to sell at each football event. The attendance at each home game is close to 5,000 spectators. The softball team has been able to raise more than \$12,000 during the season through its promotional and marketing efforts. The football coach has requested that 80% of the funds raised should go to his team because the team is the entertainment that is attracting fans to the campus and leading to the concession sales. The softball program has never shared any of the profits since the inception of the idea of selling concessions at the field five years ago. As the athletic director, how will you handle this issue? Create your response to the coaches of both programs and the entire staff at the next athletic department meeting. Before crafting your response, spend time reviewing what other colleges and universities do when one team is providing concession items to sell during another program's games. Is there a universal policy that can be adopted to ensure both programs are satisfied with the end result?

Good Ware from flaticon.com

Wrap-Up

End-of-Chapter Activities

High School Athletics

1. Your institution currently lacks a policies and procedures manual for student-athletes. Review current policies regulating student-athletes in high school athletic departments. Create a table of contents that reflects all of the content area covered in the manual.
2. Your campus is facing an issue of social media misuse. What are some seminar topics and guest speakers you can invite to meet and discuss these issues with your student-athletes? Craft a clear and concise policy on social media use for the athletic department for staff and student-athletes.
3. You have been asked by the high school principal to create a seminar to address

leadership. The campus has several successful athletic programs, but those student-athletes are not living up to the ideals or expectations of leadership in the classroom or in other school activities outside of athletics. The seminar would be required for all students at the institution. What topics would you include? What themes would you choose to stress to your student-athletes?

Youth Sport Club

Parents who accept a spot on the roster for a club program commit to the rules of the organization. Players in receipt of financial aid from Super Club USA must accept additional terms before they can participate in the program. One specific term relates to paying the full tuition if the player decides to leave the club for any reason other than a documented medical condition. During the season, one scholarship player who is also instrumental on the team practices with another club team and decides to leave Super Club USA. Please find a policy online that relates to this dilemma. How would you construct a policy at your club to avoid this situation?

End-of-Chapter Questions

1. Use the *SportsBusiness Journal* “Forty Under 40” or “Thirty Under 30” lists to review leaders in the athletic administration field. Select four sport executives from these lists and describe their educational background, experiences, and current position. Indicate in your review why their story appealed to you and what you learned from their experiences.
2. Select a leader who has had an impact on your personal life. Please describe the person and how they influenced you. What characteristics resonate the most with you from this person?
3. Based on the readings in this chapter, write a document expressing your perspective on leadership, characteristics you most value in leaders, and how would you like people to describe you as a leader in athletic administration 10 years from now.
4. As a student, you have worked or volunteered in a variety of settings. Create a list of both positive and negative characteristics of a manager you are familiar with. If you do not have work or volunteer experience, think about an athletic team you were part of to complete this question. To which management approach did this person subscribe? What advice would you give to this manager to help him or her improve his or her effectiveness in dealing with the staff?
5. If you could invite any athletic administrator to be a guest in your class, who would it be and why? What message do you think this administrator would communicate to the class, and what do you think the students will learn?
6. Indicate the theory of management that best describes you as a future athletic administrator. Why did you select this theory over the others? How will you demonstrate and communicate your philosophy of management to your staff?
7. Describe your management style, leadership style, motivational style, decision-making process, and methods of policy development. Indicate in each area how you will engage your staff.
8. As the administrator, what steps will you take to make the daily tasks of your staff operationally easier?
9. After conducting online research, describe the following management styles: authoritarian, democratic, and laissez-faire. Which style best aligns with your personality and why?
10. List the essential steps in decision making. How long should the decision-making process be in a routine athletic department situation?

11. In your own words, define *management*. How can you apply your definition to the athletic administration domain?
12. Describe the following functions of an athletic administrator: planning, staffing, organizing, reporting, and budgeting.
13. Create a specific athletic situation in which the authoritarian management style is the best way to handle the situation. Why is it better than the democratic style?

References

- Baghurst, T., Murray, E., Jayne, C., & Carter, D.R. (2014). Leadership and management skills of junior college athletic directors. *The Sport Journal*, <http://thesportjournal.org/article/leadership-and-management-skills-of-junior-college-athletic-directors/>.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31. Retrieved from <https://chaos.endicott.edu/cgi-bin/genauth/ecidbauth.cgi?url=http://search.ebscohost.com.proxy18.noblenet.org/login.aspx?direct=true&AuthType=ip&db=bth&AN=9607211357&site=ehost-live&scope=site>.
- Beyer, J. M., & Hannah, D. R. (2000). The cultural significance of athletics in U.S. higher education. *Journal of Sport Management*, 14, 105–132.
- Bottomley, K., Burgess, K., & Fox, M. (2014). Are the behaviors of transformational leaders impacting organizations? A study of transformational leadership. *International Management Review*, 10(1), 5–9.
- Bravo, G., Won, D., & Shonk, D. J. (2012). Entry-level employment in intercollegiate athletic departments: Non-readily observables and readily observable attributes of job candidates. *Journal of Sport Administration & Supervision*, 4(1), 63–78. Retrieved from <https://chaos.endicott.edu/cgi-bin/genauth/ecidbauth.cgi?url=http://search.ebscohost.com.proxy18.noblenet.org/login.aspx?direct=true&AuthType=ip&db=s3h&AN=92948828&site=ehost-live&scope=site>.
- Brockner, J. (2006). Why it's so hard to be fair. *Harvard Business Review*, 84(3), 122–129.
- Burton, L. J., & Peachey, J. W. (2009). Transactional or transformational? Leadership preferences of Division III athletic administrators. *Journal of Intercollegiate Sport*, 2, 245–259.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Chelladurai, P., & Danylchuk, K. E. (1984). Operative goals of intercollegiate athletics: Perceptions of athletic administrators. *Canadian Journal of Applied Sport Science*, 9, 33–41.
- Chelladurai, P., Inglis, S. E., & Danylchuk, K. E. (1984). Priorities in intercollegiate athletics: Development of a scale. *Research Quarterly for Exercise and Sport*, 55, 74–79.
- Davenport, T. H. (2009). Make better decisions. *Harvard Business Review*. <http://hbr.org/2009/11/make-better-decisions-2>.
- Davis, D. J. (2002). An analysis of the perceived leadership styles and levels of satisfaction of selected junior college athletic directors and head coaches. *The Sports Journal*, 5(2), 13–17.
- Drucker, P. (1963). Managing for business effectiveness. *Harvard Business Review*. <https://hbr.org/1963/05/managing-for-business-effectiveness>.
- Gallo, Amy. (2012, July 26). Why aren't you delegating? *Harvard Business Review*. Retrieved from <https://hbr.org/2012/07/why-arent-you-delegating>.
- Gibson, J. L., Ivanenich, J. M., Donnelly, J. H., & Konopaske, R. (2006). *Organizations: Behavior, structure, processes* (12th ed.). Chicago: Richard. D. Irwin.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78–90.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*, January, 1–10.
- Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. *Harvard Business Review*, 85(11), 100–109, 153.
- Green, G., & Reese, S. A. (2006). Job satisfaction among high school athletic administrators. *Education*, 127, 318–320.
- Hatfield, B. D., Wrenn, J. P., & Bretting, M. M. (1987). Comparison of job responsibilities of intercollegiate athletic directors and professional sport general managers. *Journal of Sport Management*, 1(2), 129–145. Retrieved from <https://chaos.endicott.edu/cgi-bin/genauth/ecidbauth.cgi?url=http://search.ebscohost.com.proxy18.noblenet.org/login.aspx?direct=true&AuthType=ip&db=s3h&AN=17567939&site=ehost-live&scope=site>.
- Judge, L., & Judge, I. (2009). Understanding the occupational stress of interscholastic 137 athletic directors. *Journal of Research*, 4(2), 37–44.
- Kalahar, G. (2011, February 20). Job of high school athletic director evolving into multiple duties, resulting in increased burnout and turnover. *Jackson [Michigan] Citizen Patriot*. Retrieved from http://www.mlive.com/sports/jackson/index.ssf/2011/02/job_of_high_school_athletic_di.html.
- Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: Do traits matter? *Academy of Management Executive*, 5, 48–60.
- Kruse, K. (2013, April). What is leadership? *Forbes*. <http://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/#44b6172713e1>.
- Lewinter, G., Weight, E. A., Osbourne, B., & Brunner, J. (2013) A polarizing issue: Faculty and staff perceptions

- of intercollegiate athletic academics, governance, and finance post-NCAA investigation. *Applied Journal of Sport Management*, 5(4), 73–80.
- Lumpkin, A., Achen, R. M., & Hyland, S. (2015). Education, experiences, and advancement of athletic directors in NCAA-member institutions. *Journal of Contemporary Athletics*, 9(4), 1–17.
- Rubin, E. N. (2013). Assessing your leadership style to achieve organizational objectives. *Global Business & Organizational Excellence*, 32(6), 55–66. <https://doi.org/10.1002/joe.21515>.
- Soucie, D. (1994). Effective managerial leadership in sport organizations. *Journal of Sport Management*, 8, 1–13.
- Spink, K. S., Ulvick, J. D., McLaren, C. D., Crozier, A. J., & Fesser, K. (2015). Effects of groupness and cohesion on intention to return in sport. *Sport, Exercise, and Performance Psychology*, 4(4), 293–302.
- Sullivan, G. S., Lonsdale, C., & Taylor, I. (2014). Burnout in high school athletic directors: A self-determination perspective. *Journal of Applied Sport Psychology*, 26, 256–270.
- Trail, G., & Chelladurai, P. (2002). Perceptions of intercollegiate athletic goals and processes: The influence of personal values. *Journal of Sport Management*, 16, 289–310.
- Toma, J. D. (2010). Intercollegiate athletics, institutional aspirations, and why legitimacy is more compelling than sustainability. *Journal of Intercollegiate Sport*, 3(1), 51–68.
- Wallace, N., & Mello, J. (2015). Collaborative culture: The new workplace reality. *Foresight: The International Journal of Applied Forecasting*, 39, 31–35.
- Williams, J., & Miller, D. (1983). Intercollegiate athletic administration: Preparation patterns. *Research Quarterly for Exercise and Sport*, 54, 398–406.