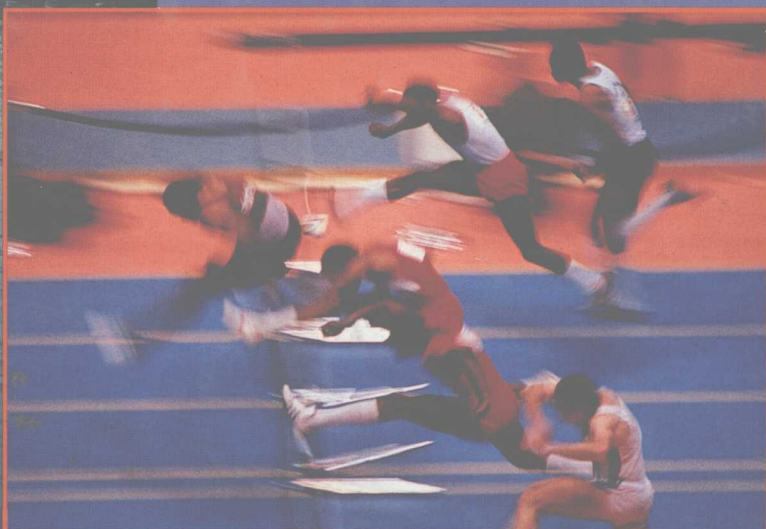


Fourth Edition



# *Administration of Physical Education and Sport Programs*



Larry Horine

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# ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT PROGRAMS

Fourth Edition

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**Larry Horine**

**Appalachian State University**

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## ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT PROGRAMS, FOURTH EDITION

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This book is printed on acid-free paper.

2 3 4 5 6 7 8 9 0 QPF/QPF 9 3 2 1 0 9 8

ISBN 0-697-29504-4

Vice president and editorial director: *Kevin T. Kane*  
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Compositor: *Carlisle Communications, Ltd.*  
Typeface: *10/12 Palatino*  
Printer: *Quebecor Printing Book Group/Fairfield, PA*

Freelance cover / interior designer: *Diane Beasley*  
Cover images: ©*Super Stock, Inc.*

### **Library of Congress Cataloging-in-Publication Data**

Horine, Larry.

Administration of physical education and sport programs / Larry

Horine. — 4<sup>th</sup> ed.  
p. cm.

Includes bibliographical references and index.

ISBN 0-697-29504-4

1. Sports administration—United States. 2. School sports—United States—Management. 3. Physical education and training—United States—Management. I. Title.

GV713.H67 1999

796'.06'0973—dc21

98-36583

CIP

# Preface

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This text emphasizes administrative duties on the public school level in physical education and athletics, and, to an increasing extent, duties in the health-fitness industry, where many graduates now find employment. Much of the material is presented from personal experience. When possible, the hierarchy for selecting material has been: (1) practical; (2) research; and, (3) theoretical. The text is directed toward the undergraduate, but has been effectively used with graduate classes with supplemental readings and research reports.

A major change in this edition was to substitute a case study for the decorative photograph at the start of each chapter. These cases should pique the reader's interest in the material forthcoming in each chapter. At the conclusion of each chapter, a scenario entitled "Critical Thinking" has been added that draws on material in that chapter.

In preparing this edition, I attempted to update and fine-tune all areas. Some data was eliminated, and a modest amount of new material was added on such issues as diversity, employee benefits, marketing, strategic planning, bar-coding equipment, authentic evaluation, and the emerging concept of partnerships. In specific areas such as facility planning, a new trend in changing the concept of locker rooms to team centers has been outlined.

As always, sport law and risk management continue to evolve, as newer social concerns emerge and cases work through the court system. Reflected in this are new cases and information related to warnings, standards, guidelines, and especially the impact of the Americans with Dis-

abilities Education Act of 1996, which expanded the requirements for providing equal educational opportunities for individuals with disabilities.

Information related to the reports from the U.S. surgeon general and from the Centers for Disease Control and Prevention has been included. These reports call for greater physical activity for all citizens and will be very important documents in the coming decade. Whether physical activity or sport can or should contribute to character development is also addressed.

Editing the chapter on data processing is always dangerous. Any facts or figures presented will be outdated before reaching print. With this in mind, the attempt has been to restrict the material to broad-based concepts of design and use. For anyone associated with sport administration, computer literacy is an absolute necessity.

Concluding the text is a new chapter on the future in sport administration and management. Writing this chapter was a daunting task. But facts and figures reveal that more resources are being devoted to sport, physical activity, and sport business each year, so the immediate future for positions in sport administration looks very bright.

This edition is dedicated to my wife, who has wholeheartedly supported the project, and to my ever-increasing family: Stace and Sheila Horine and their three daughters, Mattie, Katherine, and Hannah; Sherwood and Joni Horine and their two sons, Zakary and Joshua; and Mary Sheryl Horine. Thanks for your love and support!

*Larry Horine*

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## The Nature of Administration and Management in Sport and Physical Education

### CASE STUDY A Glimpse at an A.D.

For several years Jane has served as a high school athletic director (AD), and she enjoys her responsibilities. Manuel, a physical education teacher, inquires about the AD position opening at another school in the district. He mentions to Jane that some of his friends have advised him not to apply because the salary does not compensate the immense workload and problems involved with the job.

Jane replies that money is not the only reward. She feels fulfilled when solving problems or launching a successful innovation. Watching the school's teams win is just as exciting as if she had coached the team herself. When sport is administered properly, it is a powerful builder of character and framework for self-discipline, and

it gives an athlete the opportunity to strive to attain the highest level of performance.

In Jane's experience, whether teams win or lose, an open-door policy allows coaches to voice their concerns. If coaches ask for more resources or money, they can sit down with the AD and talk about solutions. They sometimes compare their budgets with the budgets of other schools in the conference.

As in any job, things will not always be perfect. Jane encourages Manuel to see problems as challenges, not as nuisances. If he can involve others in finding solutions, he will be ready for administration. After Jane's explanation, Manuel decides to apply.

---

## Management Thought

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*A teacher affects eternity; no one can tell where his influence stops.*

Henry Adams

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## Objectives

---

*The reader should be able to:*

1. State why a student of sport management or physical education or one who expects to coach should study administration, and assess the benefits and problems associated with administrative positions.
  2. Establish the need for an administrator to be guided by a philosophy, and the importance of ethics in administrative decisions in physical education and sport.
  3. Describe the traditional types of administrators and how each functions.
  4. Compare the qualities or skills that will enhance one's chances of being selected for an administrative position, and those necessary for sustained success.
  5. Identify how the student of sport management or physical education or one who expects to coach should start preparing for future administrative posts, and what the duties and roles will be in these positions.
- 

### ■ IMPORTANCE OF ADMINISTRATION

Experience shows that the critical factor in promoting excellence in sport management, physical education, or athletic programs has been the quality of the head administrator. One can see at every corner examples of programs being "turned around" from mediocrity to excellence with no basic change in structure or support other than that generated by the leader. In industry, it is common practice to consider the money spent to employ the best available leader as the most profitable use of funds. Just as the body follows the head in gymnastics, so do the faculty and quality of the program follow the leader in administration.

### ■ LEADERSHIP AND ADMINISTRATION

Railey and Tschauner (1993, p. 6) suggest that leadership, management, and administration are interchangeable. They report that leadership is

the "act of guiding or directing others, to a course of action through persuasion or influence." Some believe that managers and administrators *get the right things done*, while a visionary leader will *do the right things* (Mobley, 1997).

### Leadership or Administrative Titles

**Management.** The term *management* may be used interchangeably with *administration*. *Management* frequently relates more to the technical functions of administration. All administrators will accomplish managerial duties, but few managers will function as administrators. It would be proper to consider the head of one swimming pool as a manager, whereas the person responsible for the operation of several swimming pools would be more likely an administrator.

**Director.** In physical education and sport, the title *director* is frequently associated with the head of the athletic program as the AD, or the athletic director. In junior or senior high schools, the AD

usually reports to the principal. In higher education, the AD usually reports to the president or chancellor. In some cases, the title *director* may refer to the head of campus recreation.

**Coordinator.** Frequently, the title *coordinator* belongs to one who does not have the authority or responsibility to supervise or direct other professionals. This person will usually be on the staff of an administrator, such as the superintendent of schools, and work with principals, athletic directors, or heads of physical education departments to coordinate the programs among several schools. In higher education, coordinators frequently serve under the chairperson and are responsible for one given subarea, such as the activity service curriculum.

**Supervisor.** *Supervisor* is an appropriate title for a person who has the direct authority over other professionals. Frequently, the position entails more responsibility over people rather than technical aspects. The titles *supervisor*, *director*, and *manager* could easily be interchanged.

**Chairperson or Department Head.** Depending on the size and complexity of the department, the chairperson could function as an administrator, manager, or coordinator. This person leads the academic faculty in a given area.

**Sport Management.** Sport management is a specialization within sport administration that has been evolving for some time. Many students interested in administration of sport outside the school or higher education setting have found employment in clubs, fitness/wellness centers, the leisure industry, and commercial sport organizations such as professional sport franchises, ski areas, golf clubs, and tennis centers.

Through the leadership of the National Association for Sport and Physical Education (NASPE), standards and guidelines for degrees in sport management have evolved. (NASPE-NASSM, 1993). Students planning to major in sport management can use NASPE's latest standards and guidelines to evaluate the programs

at the schools of their choice. (To contact NASPE: 1900 Association Drive, Reston, VA 20191; telephone 800-213-7193; FAX 703-476-8316; <http://www.aahperd.org/naspe.html>).

**Wellness Program Director.** Wellness centers in industry, agencies, and colleges have grown in great numbers, creating a need for specialized administrators. Many large commercial fitness clubs have recognized the advantages to branching out and incorporating wellness programs. According to human-resource managers, wellness programs will be one of the most sought-after fringe benefits in the workplace in the future ("Trade talk," 1993). One large company reported a 14 percent decline in absenteeism after the initiation of a wellness program ("Inside Fitness," 1993).

## ■ WHY STUDY ADMINISTRATION?

Students might logically wonder why they should study administration. Most students are probably more concerned about finding a position in the immediate future than about envisioning administrative responsibilities. However, even in their first position, persons in physical education or sport find themselves thrust into administrative situations. Some of the administrative duties even first-year teachers or coaches could find themselves involved with are listed in table 1.1.

The study of administration will include material related to interviewing persons for positions. Obviously, the more familiar one is with the interviewing process, the more favorably one can project oneself in job interviews. Education is a bureaucracy. The better the teacher's or coach's understanding of the system from the administrative perspective, the more efficiently he or she will be able to function within the system and in working with administrators. Although this text primarily focuses on the administration of educational programs, keep in mind that a growing number of administrative positions are available in health and fitness in public, private, commercial, and industrial centers, as well as in recreation and professional sport.

Table 1.1 Common Administrative Duties of Many Teachers/Coaches

1. Directing intramurals or recreational sports	12. Representing school at athletic meetings
2. Managing swimming pool	13. Training student leaders
3. Participating in parent conferences	14. Advising sport clubs, or cheerleaders
4. Writing standard operating procedures or policy statements	15. Writing press releases and newsletters to sport supporters
5. Serving on committees	16. Speaking to service clubs, pep rallies, and through the media
6. Writing curriculum revisions	17. Organizing, accounting, and directing ticket sales
7. Inventorying equipment	18. Assisting in promotion of ticket sales or booster club revenues
8. Ordering equipment	19. Arranging for support services for contests such as food concessions, ticket takers, ushers
9. Inspecting facilities for safety	20. Scheduling classes, contests, and officials
10. Supervising the maintenance or repair of equipment and facilities	
11. Organizing or directing playdays, tournaments, meets, or public performances	

**WHAT ARE THE PROS AND CONS OF BECOMING AN ADMINISTRATOR?**

**Advantages**

The challenges, rewards, and excitement that await the administrator in physical education and sport are numerous. See table 1.2.

The administrator in physical education, athletics, or sport will receive additional compensation—an immediate advantage. And most teachers and coaches admire and respect leaders. It is highly rewarding to receive this respect from professionals. Frequently, the leader will be asked to speak to various groups and will be recognized professionally in other ways. The leader in any phase of education is recognized by the public and socially rewarded. Such rewards can include being invited to join social or service clubs or to attend special social or professional gatherings.

Some educators seek and are selected for administrative positions for the same reason mountain climbers ascend a steep slope—because of the challenge. This type of professional wonders how well she or he would function in a given situation. Could it be done better, they might ask themselves? Influencing the fate and future of other professionals is a rewarding aspect for a well-balanced leader, although a dangerous reason for an insecure person to seek an administrative posi-

tion. Perhaps the most important reward and reinforcement for continued service in administration is the achievement of positive change. Leaders are nurtured by seeing the program improve, the facilities and equipment upgraded, the staff become more competent, or the students achieve a higher level. The administrator has the opportunity to create, to be a catalyst, to envision projects or programs, and to see them grow to fruition. A pleasant reward for most administrators is the opportunity to meet with, and frequently develop friendships with, other leaders.

**Disadvantages**

Table 1.2 also presents some of the disadvantages of entering the world of education administration. The tasks of the administrator are never finished. It is very frustrating for the administrator to find that no matter how many hours are worked, there are always more things that need to be done. In addition, “the unfinished task” increases the stress and anxiety administrators feel.

The administrator does not have as many opportunities for close associations with students. Physical education teachers and coaches often have substantial rapport with students. Administrators lose this feeling of closeness. On the college level, many of the people selected for administrative positions have been very active in research or speaking engagements. It is difficult



**Table 1.2 Advantages and Disadvantages of Holding an Administrative Position**

Advantages	Disadvantages
<ol style="list-style-type: none"> <li>1. Increased financial rewards</li> <li>2. Professional prestige</li> <li>3. Social prestige</li> <li>4. Professional challenge</li> <li>5. Personal power</li> <li>6. Professional achievements</li> <li>7. Opportunity to effect positive change</li> <li>8. Association with other high-quality leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Pressures of insufficient time to accomplish tasks and long work hours</li> <li>2. Loss of personal relationships with students</li> <li>3. Reduce time for research and teaching</li> <li>4. Pressure of responsibility for programs and personnel</li> <li>5. Changes in personal associations with faculty and coaches</li> <li>6. Pressure of professional and public scrutiny of decisions and programs</li> </ol>

for administrators to continue with these types of endeavors. Usually they miss the professional satisfaction attained by these activities.

The administrator carries great responsibility. The teacher or coach should ask, "Do I want to be responsible for the problems, both professional and personal, of every person on the staff?" "In various meetings, have I spoken up to volunteer for the most demanding of tasks and then enjoyed carrying them out?" "How will I react if there is a serious injury to one of our students?" The teacher or coach can always say, "We had too many students," or "The proper equipment was never supplied." "How will I feel if the physical fitness scores are lower several years after I am responsible for the program?"

Another thing teachers should ask themselves before taking an administrative position is this: "Do I have the courage to take a stand against a popular, winning coach who refuses to do an acceptable teaching job?" Frequently, the good and poor administrators are identified not by successful programs, but by how they have "weathered" storms. The courage to do what is right, when it will be unpopular, is a very real test, one every aspirant to an administrative position should consider. The administrator must relate to all staff members in such a way that each serves with maximum effectiveness—frequently a lonely assignment. It is usually difficult for the

administrator to maintain the friendships of colleagues after assuming a supervisory position over them. Lastly, many administrators feel a great deal of pressure because their programs are constantly being judged by higher officials and the public.

Sattler and King (1997, p. 22) suggest that you ask yourself the following five questions to determine whether you are ready to be a leader: "(1) Do you have the desire to lead? (2) Do you hunger for greater challenges? (3) Are you willing to limit your technical, hands-on time? (4) Are you able to work with all types of people? (5) Can you organize, motivate, delegate, and oversee?"

## PHILOSOPHY AND ADMINISTRATION

"Without philosophy, coaches and physical educators are 'unguided missiles,'" states Earl Zeigler (1980, p. 122). The sport administrator must develop a sound philosophy for guidance in making difficult decisions. The following incidents describe situations in which the philosophy (and thus value system) of the coach, teacher, or administrator will dictate a course of action.

We have read the accounts of college administrators and coaches "doctoring" transcripts to falsely establish eligibility, or double-charging travel expenses to gain more take-home pay.

Countless cases of similar tampering occur at high schools and even middle schools, although these incidents have not generated national attention. With opportunities to violate principles and regulations within athletics, the teacher in physical education, and particularly the administrator, will have opportunities to stray. What will be your position?

If you are the coach or AD, what will your decision be in this situation: Your best running back has suffered a concussion in the first two games and the doctor says he could play but probably should not. Both the player and the parents insist he is fine and ready to play.

Or suppose you are an athletic director faced with a winning coach who has not met his physical education classes regularly or followed the approved curriculum program in spite of several requests to do so. What course of action will you take?

Or suppose you are a recreational sports director and you have sent out bids to cover the purchases of all the equipment to be used next year. One of the suppliers tells you that they will personally back up their order with prompt replacements for defective or broken items; another supplier says that if their firm gets the bid, they will “throw in” a set of golf clubs for you. The bids are not significantly different. What would you do?

### Basis for Philosophy in Administration

Students should gain an understanding of the various traditional philosophies in general education courses as well as “major” courses in philosophy of physical education and sport. The administrator’s actions spring from values that are established by philosophy.

**Eclecticism.** Following an eclectic approach means adopting parts of several philosophies rather than adhering to just one. Almost all administrators must become eclectic to some degree because of regulations or conditions beyond their control.

Every administrator, especially those in the emotionally charged and dangerous areas of

sport, physical education, or recreation, must have a workable philosophy. Our coaches and leaders need a philosophy that consistently points the direction for important administrative decisions. To set sail as an administrator before arriving at a workable philosophy is to be set adrift in a sea of crosscurrents without a compass—your ship will, sooner or later, end on a reef or in court.

**Idealism.** In idealism, *reality* depends on the mind and spirit; *truth* is gained from ideas; *values* are foundations for life and remain static and unchanging. The administrator who emphasizes this philosophy would build programs that develop the spirit and mind through the body. The emphasis would be on consistently following traditional paths, even if they are temporarily unpopular. Change would be resisted. Rules and regulations would be rigidly enforced.

Sportsmanship would be held in high esteem and sports or programs that promoted better school attendance or showed that participants earned higher grades would be supported. Frequently, sports or activities thought to require mental discipline would be given more attention. Students would be required to wear clean physical education uniforms and shower after class. Since the idealist is more interested in developing character and citizenship, which would be difficult to measure objectively, he or she would probably evaluate programs and individuals subjectively.

**Realism.** In the philosophy of realism, *reality* is based on science; *truth* is gained through the physical world by experimentation; *truth* is found with material things and nature with its laws and orders, and *value* is something objective. The administrator following the tenets of realism in sport and physical education would support activities and programs that develop the body in measurable ways. Numbers of participants would be important. Testing would be vital. This administrator would probably organize systematic health and fitness testing through computer processing and judge the effectiveness of that component of the program on the comparative statistics.