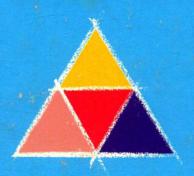
MANAGING Physical Education, Fitness & Sports PROGRAMS



Jim H. & Peggy A. RAILEY

MANAGING PHYSICAL EDUCATION, FITNESS, AND SPORTS PROGRAMS

Jim H. Railey and Peggy A. Railey

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Preface

Effective leadership and management are the most important factors in any organization's success, and this is as true in the field of physical education, fitness, and sports as in any other field. Indeed, the need for skilled leaders and managers in physical education, fitness, and sports has never been greater. As the number of schools with physical education, recreational sports, and interschool athletics programs continues to increase along with the population, and as the number of public and private health and fitness centers and corporate fitness programs also increases, the need grows for young and energetic physical education and fitness professionals who have a sound knowledge of leadership theory and practice. Although in the past, ex-coaches have been promoted to administrative positions without additional training and have done relatively good jobs, this practice probably will not continue. Management has become too complex a job for this outdated approach to be successful anymore.

As we contemplated writing this textbook and noted the number of books on this topic already lining our shelves, we had to ask ourselves why another textbook on administration was needed in our field. Most of the existing books were well written and had gotten excellent reviews from leading professionals in the field. Our answer had less to do with the quality of existing texts than

with changing conditions in our field. Until the early eighties, the existing books were entirely adequate for administration courses in physical education and athletics. But then physical education departments began to offer an option in corporate fitness and sports club administration, and majors began switching out of the teaching option into the corporate fitness curriculum. At that point, the existing texts became inadequate, because they generally addressed organization and administration in school settings only. What was needed was a text that not only addressed the needs of students in the teaching option but that also discussed the application of sound management theory to the fitness programs found in business and industrial settings. We have tried to satisfy that need with this book.

The primary purpose of this text is to present basic information, concepts, and guidelines to assist the aspiring professional in physical education and fitness in becoming a productive member of the management team in whatever setting he or she chooses. Since the majority of undergraduate and graduate students taking an administration course will not soon be program directors or department chairs, although that may be their ultimate goal, the initial value may be in teaching them how to become productive participants in the group or democratic process. The most influential

leadership in a department is not always provided by the person in the power position nor even by the older and more experienced members. We have recently observed a more willing attitude on the part of senior members of management in various organizational settings to not only permit but to encourage the competent younger members to really get involved in the leadership of the organization. Effective leadership depends not only upon knowledge and understanding of organizational and administrative theory and its applications, but also, to a larger degree, upon human relations skills. Being able to relate positively to the people with whom we come in contact in our day-today work often can override some managerial inadequacies.

Five basic features of this book make it different from other administration texts in the field of physical education, fitness, and sports.

- First, we have taken the position that leadership skill is the generic quality that encompasses management skills. We have devoted equitable space to discussion of the tenets relating to each—which in many cases are the same.
- 2. The second unique feature relates to our belief that administration is not only a science, but also an art that requires skill and sensitivity in managing people, and thus requires personal skills extending well beyond the ability to enforce policy and schedule facilities. We have given careful attention to this premise, and have based the entire text on the belief that diverse obligations and tasks of administration must be performed with the welfare and personal worth of staff and clientele uppermost in mind.
- 3. Another unique feature is consideration of how sound leadership and administrative principles apply to various places of employment. School

- physical education and athletics programs are considered alongside business and industrial fitness centers and public and private sports clubs, including the YMCA. Case studies based upon actual occurrences in several different physical education, fitness, and sports settings are included at the end of each chapter.
- 4. The fourth unique feature is the amount of space devoted to the very basic functions and processes of administration and management. Such topics as planning, organization, decision making, communication, and controlling have entire chapters, rather than just a few paragraphs, devoted to them.
- 5. The fifth feature of the text, and perhaps the most important, is the provision of extensive pedagogy. At the beginning of each chapter, objectives are listed to prepare the reader for understanding the most important points covered. At the end of each chapter, key words and phrases are identified, review questions are presented, and an eighteen-to twenty-item objective self-test is offered; in most chapters, two case studies (one from a school setting and one from a public or corporate fitness setting) are featured. A bibliography at the end of each chapter can serve as a guide to further reading.

This book is especially intended for the upperdivision and graduate-level administration courses that are usually required for physical education majors. We hope that it will be a valuable tool in teaching effective leadership and administration in the field of physical education, sports, and fitness management. We also believe that the book can be an excellent reference, offering guidance to professionals already serving in leadership roles.

Several people have provided valuable suggestions during the writing of this book. Specifically, we wish to acknowledge the following manuscript reviewers: B. Robert Carlson, San Diego State

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Jim H. Railey Peggy A. Railey

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Introduction and Overview

Chapter Objectives

After reading this chapter and completing the exercises, you should be able to:

- 1 Define leadership, management, and administration
- Name the two possible sources of a leader's Budget knowledge, Task assignment power
 - 3 Define power and authority and list at least five power enables one to use guttonity resources over which the director has power
 - 4 Name and describe the three traditional styles Democratic, Anarchie, Avocachie of management
 - 5) List the three areas that constitute the scope of Personnell, Amilita Program management controlling Decision matring Diaming
 - 6 Name five basic functions of administration
 - 7 Explain the difference between a principle, a policy, a standard, a procedure, and a rule
 - 8 Give three good reasons why a physical education major should study administration
 - acquire leadership Skills
 - to eain a foundation
 - 40 invove in group top work

This is a text on how to lead, administer, and manage programs in physical education, fitness, and sports. These programs include athletics, intramural competition, and recreation, and are referred to as activity-based programs throughout the text. Leadership is the most important factor in the success or failure of any activity-based program. If a weak link exists somewhere in the leadership or administrative chain, a program can still be successful if some strong and effective leader at some other level can adequately compensate for the weak link. For example, a university with an ineffective president may still be a very successful enterprise if deans and department heads are effective enough to compensate for the weakness of the president.

Because leadership is the central factor in the success of any activity-based program, we begin with a discussion of what leadership is, and how it relates to administration and management.

The Meaning of Leadership, Administration, and Management

Administration and management are often considered synonymous terms. But a survey of more than one hundred sports and fitness program directors throughout the nation revealed that many differentiate between the two terms. Some directors use the term administration to refer to the management function in schools and government agencies, and the term management to refer to the same function in the business and industrial world. One director in a corporate fitness setting referred to top-level management as administrators and lower- and middle-level management as managers. Another director's concept was directly opposite. In this book, the terms are used interchangeably, regardless of the level or setting being considered.

Leadership does differ from administration and management, and in fact can be considered to encompass them. Consequently, we discuss leadership first.

Leadership

Most dictionaries define leadership as the ability to lead, so what, exactly, does *lead* mean? The word *lead* means

- to show the way to, or direct the course of, by going before or along with
- · to conduct or guide
- to direct, as by persuasion or influence, to a course of action or thought.

Based upon the meaning of *lead*, the term *leader-ship* can be defined as the act of guiding or directing others to a course of action through persuasion or influence.

The persuasion or influence exerted by a leader is considered to be intentional; however, leader-ship can occur without intent. For example, suppose that a fitness group meeting for the first time must select its activity leader. Whom are they more likely to select: an elderly, frail, stoop-shoul-dered person or someone who is young, strong, and healthy-looking? The answer is obvious: if the two individuals' physical traits are the only known qualities, there is no contest. The young person will be chosen, even if she or he prefers not to be the leader, because of the charisma often associated with youth and the look of good health.

Leadership is a broader and more encompassing concept than management. All managers or administrators are leaders, but not all leaders are managers or administrators. Coaches, for example, are readily recognized as leaders by anyone who knows anything about athletics, but they are not considered managers or members of the administrative team even though they perform many managerial functions. For this reason, this text is intended not only for those who will be managing but for those who will be performing in other leadership roles as well.



WE'RE NOT GETTING ANYWHERE THIS WAY



I THINK I KNOW THE PROBLEM... EVERYBODY OUT OF THE CAR!





OK! YOU TWO PUSH & YOU TWO PULL. THERE... NOW WE'RE MOVING!

Leaders don't push, they steer.



Coaches are leaders even though they do not belong to the management team.

Basically, there are two distinctly different types of leaders: the charismatic (natural) leader and the positional (appointed) leader. The most preferred leadership situation occurs when the charismatic leader is also the positional leader.

Charismatic Leaders Charismatic leaders can be an influential force in the organization because people informally endow them with leadership power. This type of leader may or may not have made an intentional effort to be placed in the influencing role. In its purest form, the leadership role results totally from charisma. The person may be charismatic because of charm, wealth, wit, appearance, intelligence, or a combination of these qualities. Charisma sometimes escapes explanation and understanding, so that we may not always know why certain people are identified by their peers as the ones who guide and direct. However, positional leaders are unwise to ignore the reality that charismatic leaders do exist within their groups. Natural leaders, if properly recognized,

can be of tremendous assistance to administrators, but if ignored, may be their downfall.

Positional Leaders The positional leader is placed in a power position as the result of an election or appointment. The classic example of a positional leader is the prince who inherits a throne because he happened to be the firstborn son of a king or queen. A more familiar example for Americans is the leader we often must tolerate when the owner of an enterprise places a son or daughter in an authoritative position regardless of personal qualifications or ability. Because of the power assigned to the position, the person in the position has persuasive and influencing ability. When the positional leader has the expertise to manage and also possesses the power and influence derived from being the "people's choice," successful administration is likely to result.

Administration/Management

The terms *administration* and *management*, as previously stated, are considered by us to be synonymous and are used interchangeably throughout this text. In its simplest form, management is the act of arranging and organizing materials and conditions so that the goals and purposes of an organization may be achieved. It is both an art and a science and consists of leading and working with people, planning for and providing resources, and then organizing and controlling those resources toward desired outcomes.

In considering management as both an art and a science, we can compare it to a two-sided coin. On the *art* side of the coin, management is the specific skill of adept performance, conceived as requiring the exercise of intuitive faculties that cannot be learned solely by study. Although management skills cannot be learned by study alone, they certainly can be improved by studying and employing a system of principles and methods. As a musician who is born with specific intuitive faculties in music



Leadership opportunities in sports and fitness are many and varied.

may become a better musician through hard work and study, so can the person who has specific intuitive skills in working with people become a more effective administrator through extended study and practice.

On the *science* side of the coin, management is classified as a social science, not an exact science. Through studying the existing system of concepts, premises, principles, and expert opinions, a person can more confidently and successfully relate to other people, which is absolutely essential in achieving worthy organizational goals. By using the logical reasoning and analytical methods of the scientific approach to problem solving, a manager can be most effective.

Leadership Opportunities in Activity-Based Programs

From the beginning of recorded history, competent leaders have been needed. During the cave dwellers' times, leaders emerged to direct their tribes in the search for food and shelter, battles against other tribes, and the simple activities of government. Competition for leadership positions was an ever-present reality. As long as the leader was competent and held a concern for his constituency above his own personal desires, dislodging him was difficult. But if personal greed became an important priority and his leadership was without

justice, then he was soon replaced by whatever means were necessary—usually, a fight unto death. Opportunities always have existed and always will exist for well-prepared, competent, and dedicated leaders.

In the field of physical education, fitness, and sports, the opportunities are more challenging than ever. The need for directors, department chairs, and coaches in the school systems will continue; and as the population increases, so will the need for leaders. Besides this continued need, the exploding concern of Americans about personal health and fitness has created a job market for physical educators and fitness experts unparalleled in history. The need for program and executive leaders or directors is so great now that the industry is hiring people with management training in executive roles whether they have adequate preparation in exercise science or not. The health and fitness industry needs executives and administrators with strong backgrounds in both exercise science and management. That need is not going to diminish, because fitness is not a passing fad. The benefits of exercise have been established. and the general public has been educated to understand those values.

Power, Authority, and the Director

Power and authority are tools of both charismatic and positional leaders and are directly related to their performances. For a director to be effective, power and authority are absolute essentials. Without authority, a director is only a record keeper and messenger between the organizational unit and the one who does hold authority. To understand the reality and importance of power and authority in the director's role, an in-depth discussion is needed.

The Nature of Power and Authority

Authority is defined as the right or power to control use of resources, to set program direction, and to enforce the established policies and regulations of the organization. The director gains authority through the process of delegation. In a school setting, the board of education is empowered by the state legislature to operate and control the school system. In turn, the board delegates the responsibility and authority to the superintendent to serve as the chairman of the board, and the superintendent passes the authority to operate a particular school down to the principal. The principal who is responsible for the school delegates the power that originated in the state legislature to the physical education and athletics directors.

Corporate fitness directors and directors of private fitness clubs or YMCAs are officially granted their authority in a similar fashion, although in a smaller operation, the route from owner to director may be a one-step authorization. The amount of authority that a director has is limited by the amount that the director's immediate superior has and by how much of that authority and responsibility the superior wishes to release. It may range from no power to full power.

Since power is attached to authority, we should examine it more closely. Power can be defined as the ability or official capacity to exercise control or authority. That control may be over things or people: and in the case of a director, it should be over personnel, program, and facilities, which constitute the full scope of administration. Power provides the director the capacity to influence and make changes within the scope of the assigned responsibilities. It usually is related to either possessing resources that others desire or having access to those resources. The greater a director's ability to satisfy the needs and desires of others, the more power he or she has. As mentioned earlier, the power may come from the position, or it may result from having a following. Ideally, the director has power from both sources.

Also noteworthy is that the director's influence downward is proportional to his or her influence upward. The more influence the director has with his or her superior, the more influence he or she will have with subordinates. This balance is always maintained. To illustrate, if a superior delegates only a small amount of authority to the director, the director does not have much influence downward. because he or she has not influenced the superior to the degree needed to gain more power; also, if the director is originally delegated a large amount of power but cannot use that power effectively in influencing subordinates, then his or her influence on the superior proportionately diminishes, and the power may be withdrawn. Bob Hayes, former dean and president of Marshall University, stated that power and authority cannot be delegated, but the right to assume power and authority can be. In other words, it takes action on the part of a director to use the power available.

Resources over Which the Director Has Power

As mentioned earlier, a director has power because he or she possesses something, or has access to something, that others desire. A look at the resources a director controls should provide a better understanding of the statement.

Knowledge Knowledge is power, and the director is usually the first in a department to know what the future holds in regard to program budget, new positions or cutbacks, available funds for pay increases or new equipment, and the priorities of higher-level authorities. These normally are items of interest to every employee. The news that the director possesses may be good or bad, and properly sharing the information takes a certain degree of skill. For example, if funds are not available for pay increases for the following year, the director should not try to blame the misfortune on some specific person. Being quick to lay blame is an

indication that the director may be insecure in his or her own position, and it serves no other purpose than to create a negative attitude in the minds of the other personnel. The director has an obligation to shape attitudes in a positive direction, and that may require highlighting the good things about the organization in hopes that they overshadow the negatives. Similarly, if the news is good, the director should share the information in such a way that subordinates believe they are responsible for the success.

Budget The allocation of department funds concerns every employee. The director controls the allocation and has a responsibility to share funds equitably. Salary increases, equipment purchases, funding for special-interest programs, and professional travel funds are four budget items that hold the interest of subordinates. Those affected (which includes everyone) should have input in establishing guidelines for resource allocation, but the final decision rests with the director. On the surface, the director may appear to have an easy way out: equally dividing the resources among the employees. The problem with this procedure is that the only ones who are pleased with it are those who know that they are not as deserving as others. For example, those who best represent the organization at professional meetings should get a larger slice of travel funds, and the innovative and productive staff member should get a larger raise than the one who just fulfills minimum requirements.

Task Assignments Productive employees should be rewarded with prime assignments. The employee as well as the organization reaps the benefits when this occurs. On the other hand, non-preferred tasks should not be assigned in a vindictive spirit. The director must have the courage to inform the less-productive or nonproductive staff person why assignments are made as they are, and to encourage the person to lift himself or herself up to a deserving position for the preferred assign-