

# MANAGEMENT OF

## Physical Education and Sport



Charles A. Bucher

March L. Krotee

ELEVENTH EDITION

# Management of Physical Education and Sport

Eleventh Edition

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## MANAGEMENT OF PHYSICAL EDUCATION AND SPORT

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 DOCDOC 0 9 8 7

ISBN 0-8151-1302-1

Vice president and editorial director: *Kevin T. Kane*

Publisher: *Edward E. Bartell*

Sponsoring editor: *Vicki Malinee*

Developmental editor: *Sarah Reed*

Marketing manager: *Pamela S. Cooper*

Project manager: *Marilyn M. Sulzer*

Production supervisor: *Deborah Donner*

Designer: *Michael Warrell*

Compositor: *Carlisle Communications, Ltd.*

Typeface: *10/12 Times Roman*

Printer: *R. R. Donnelly*

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

Bucher, Charles Augustus, 1912–

Management of physical education and sport / Charles A. Bucher,

March L. Krotee—11th ed.

p. cm.

Includes index.

ISBN 0-8151-1302-1

1. Physical education and training—Administration. 2. Sports administration. I. Krotee, March L. II. Title.

GV343.5.B787 1997

613.7 068—dc21

97-26467  
CIP

*To my wife  
Leslie,  
my two sons  
Chip and Rob, their wives Liz and Kim,  
and their families,  
without whose love and support such  
an undertaking  
would be impossible.*

*I love you.*

# preface

The eleventh edition of *Management of Physical Education and Sport* is designed to provide a comprehensive, contemporary text for administration and management courses dealing with physical education and sport in the educational setting. The text has been carefully revised based on developments and trends that have taken place within our dynamic profession and therefore reflects the most current thinking and research available. As in past editions, seminal works have been maintained and referenced to provide a solid foundation from which newer management concepts, skills, and techniques may be built.

## NEW TO THIS EDITION

This eleventh edition has maintained the conceptual framework of the previous edition; however, the content has been revised and shaped to reflect the most current patterns concerning the organization and management of physical education and sport. Where appropriate, crucial issues such as race, ethnicity, gender, age, and disability have been addressed and contemporary educational initiatives concerning multiculturalism and internationalization have been included.

Changes in the text include the addition of leadership and total quality management (TQM) to the introductory chapter that focuses on the management process. Chapter 2, Management Organization to Achieve Objectives of Physical Education and Sport, has been revised and incorporates new physical fitness development objectives. It also now includes a section on the globalization and internationalization of physical education and sport.

Chapter 3, Physical Education Instructional Programs, includes the timely addition of period

and block scheduling, as well as updated information about teaching and coaching certifications and programs for individuals with disabilities. New participatory information is included in chapters 4 and 5 as is an expanded discussion of Title IX and its effect on physical education and sport programs.

The chapters covering public and private sector physical education and sport programs, human resource management and supervision, and program development (chapters 6, 7, and 8) have been extended in scope. Expanded coverage concerning professional growth and potential employment opportunities, mentoring, and program development assessment and evaluation systems are presented. Chapter 9, Facility Management, has also been expanded and now includes the total facility management package (TFMP) concept as well as the latest information on joint partnering ventures. Chapters 10 and 11 offer the most up-to-date information about fiscal management and purchase and care of equipment. Chapter 12, Management and the Athletic Training Program, expands its previous coverage concerning the important role that athletic training plays for the teacher, coach, and sport administrator. Chapter 13, Legal Liability, Risk, and Insurance Management, has been revised and includes additional court cases, risk management tips, and guidelines for safe and effective teaching, coaching, and supervision. The chapter on public relations has been enhanced to include marketing and its accompanying strategies used to generate support for physical education sport programs. The final chapter, covering office management, has also been refined to make the eleventh edition of *Management of Physical Education and Sport* the

most up-to-date and authoritative text in the profession. More than 100 new photographs have been incorporated for the reader to be able to readily identify with the written content of the text.

## PEDAGOGICAL FEATURES

To facilitate its use by instructors and students, several pedagogical aids have been incorporated into this edition. These include the following:

**Instructional Objectives** Each chapter begins with instructional objectives that introduce the main points of the chapter. Attaining these objectives indicates fulfillment of the chapter's intent.

**Introductory Paragraphs** A short introduction begins each chapter. This provides students with a transition when progressing from the previous chapter.

**Summaries** Each chapter ends with a brief review of the critical material presented in the chapter. This summary assists students in focusing, understanding, and retaining the most important concepts covered in the chapter.

**Self-Assessment Activities** Each chapter includes a set of activities that enables students to determine whether they understand the main points in the chapter. This activity serves as an evaluation for both the student and instructor.

**References** Each chapter provides both foundational and contemporary references that may be used to acquire further information about the materials presented.

**Suggested Readings** Additional readings have been selected and, where appropriate, annotated for students to further inquire into related material.

## SUPPLEMENTS

An Instructor's Manual/Test Bank is available to qualified adopters and provides instructors with additional material to facilitate the conduct of the

course. The Instructor's Manual contains the following features for each chapter:

**Chapter Overview** This overview provides a brief review of the main points covered in the chapter.

**Instructional Objectives** These objectives provide a framework for preparing lesson plans. They are designed to focus on the objectives and competencies to be achieved by the student.

**Topical Teaching Outlines** These outlines provide a point of reference for organizing lectures, class projects, and presentations.

### *Multiple Choice and Discussion Test Questions*

These questions are based on the objectives and competencies presented in each chapter. An answer key is also provided for use by the instructor.

## ACKNOWLEDGMENTS

I would like to thank Paul F. Blair, Leslie L. Krotee, and Jonathan Sweet for their assistance in the preparation of the manuscript. Special thanks are also accorded to Vicki Malinee and Sarah Reed of McGraw-Hill for their confidence, patience, and diligence while bringing this project to completion. In addition, I would like to personally thank the reviewers of this and previous editions who have provided invaluable input in order to ensure the integrity of the text:

**Frank Ashley**  
Texas A&M University

**Charles Chase**  
West Texas A&M University

**Maureen Fitzgerald**  
University of Missouri

**Mark Fohl**  
University of Minnesota—Morris

**Diana Gray**  
Indiana University

**Graham Hatcher**

University of North Carolina—Wilmington

**Erica Knowles**

Walsh University

**Keith Lambrecht**

Northern Illinois University

**Kathleen McCann**

University of North Dakota

**Rick W. Nelson**

Northland Community College

**James Reynolds**

Jacksonville State University

**Ralph Sabock**

Pennsylvania State University

**Vernon Vradenburg**

University of Wisconsin—Platteville

**Victor Wallace**

Lambuth University

**Jim Wasem**

Eastern Washington University

I would also like to acknowledge Gerry Vuchetich, Women's Intercollegiate Athletics, University of Minnesota; Wendell Vandersluis, Men's Intercollegiate Athletics, University of Minnesota; The School of Kinesiology and Leisure Studies, University of Minnesota; The Department of Recreational Sports, University of Minnesota; The Department of Dance, University of Minnesota; The University of Nevada at Las Vegas; Minnesota State High School League; AAPHERD; NASPE; PCPFS; The Cooper Institute for Aerobics Research, Dallas, Texas; Alan Blum and Eric Solberg, DOC, Baylor School of Medicine, Houston, Texas; Special Olympics International, Washington, D.C.; Donald Krotee Partnership, Planning, and Architecture, Santa Ana, Calif.; Joanne Lombardo, Comprehensive

Planning Services, Newport Beach, Calif.; Hellmuth, Obata, and Kassabaum, Inc., Sports Facilities Group, Kansas City, Mo.; Grafton Adams, Photograph, Sports Photography; Mary Ann and Gerard Knight, Waymouth Farms; Mike Mularky, Pittsburgh Steelers, Wayzata, Minn.; P. A. Rull, Leisure Policy Division, Urban Services Division, Hong Kong; Trina Tinti, Department of Intercollegiate Athletics, University of California at Berkeley; Jerry Yeagley, Department of Intercollegiate Athletics, Indiana University; USA Basketball; Garth Weiss, United States Tennis Association; Tom Snicker and Heidi Martin, Wayzata School District, Wayzata, Minn.; and Dr. Thomas C. Slettehaugh, Commissioner, Minneapolis Arts Commission, for their assistance in securing photographs and materials for this eleventh edition.

I would also like to thank the many friends and professional colleagues who helped in many ways with the revision of the eleventh edition—from answering crucial questions to proofing to loaning reference books. Thus, the eleventh edition is truly a team effort by professionals who continue to pursue excellence and strive to provide a quality educational experience for both students and teachers.

Finally, as you know, this text will be the second edition that will go to press without a good friend and colleague, Charles Bucher. Charlie did much to shape the roots of the profession, specifically management and administration of physical education and sport, and through his dedicated career, touched the lives of many young aspiring professionals. For this, I dedicate the eleventh edition to him and hope that “our” text continues to reflect the spirit of this truly great man.

**March L. Krotee, Ph.D.**

Fulbright Professor  
University of Minnesota

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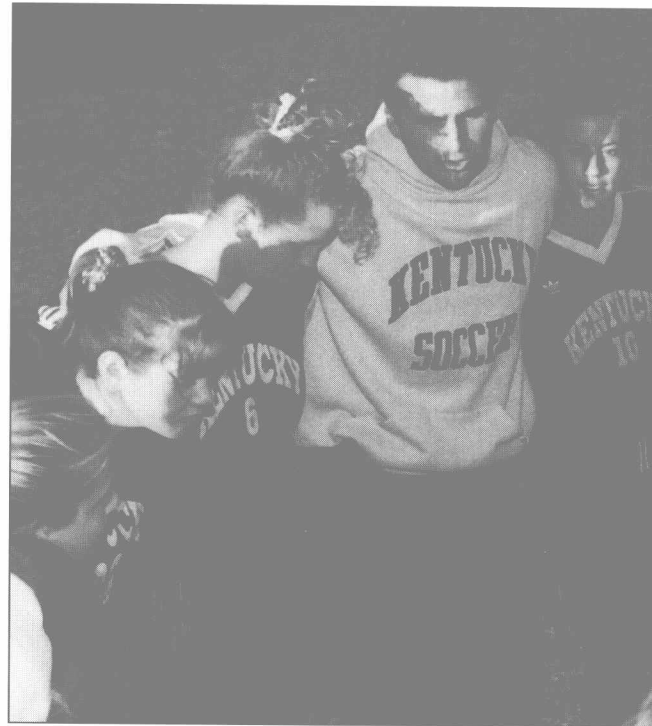
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part

# The Management Process

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- 1** The Management Process
  - 2** Management Organization To Achieve Objectives of Physical Education and Sport
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## The Management Process

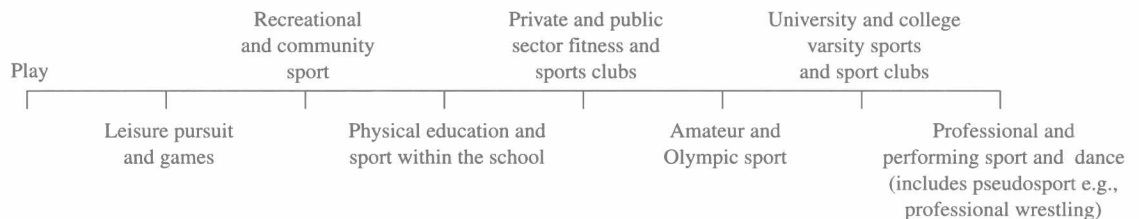
### Instructional Objectives and Competencies To Be Achieved

*After reading this chapter the student should be able to*

- Describe and contrast the traditional and modern views of management.
- Appreciate the advantages and problems associated with a democratic and participatory management.
- Discuss a modern philosophy of management.
- Identify the factors and qualifications essential for effective physical education and sport management.
- Enumerate the major duties of a manager in a physical education and sport setting.
- Outline the preparation necessary to be an effective manager.
- Explain why the study of management is important to the physical educator, athletic and activities director, or sport manager.
- Identify issues relevant to modern physical education and sport management.

**T**his text is concerned with the study of management as it is applied to the domain of physical education and sport.\* Although management skills and concepts are applicable over this

\*For the purposes of this text, the terms *physical education* and *sport* include a comprehensive spectrum of movement as adapted from the Physical Activity and Sport Continuum developed by Krotee in 1980. The continuum, illustrated here, ranges from play to professional and performing sport and dance.





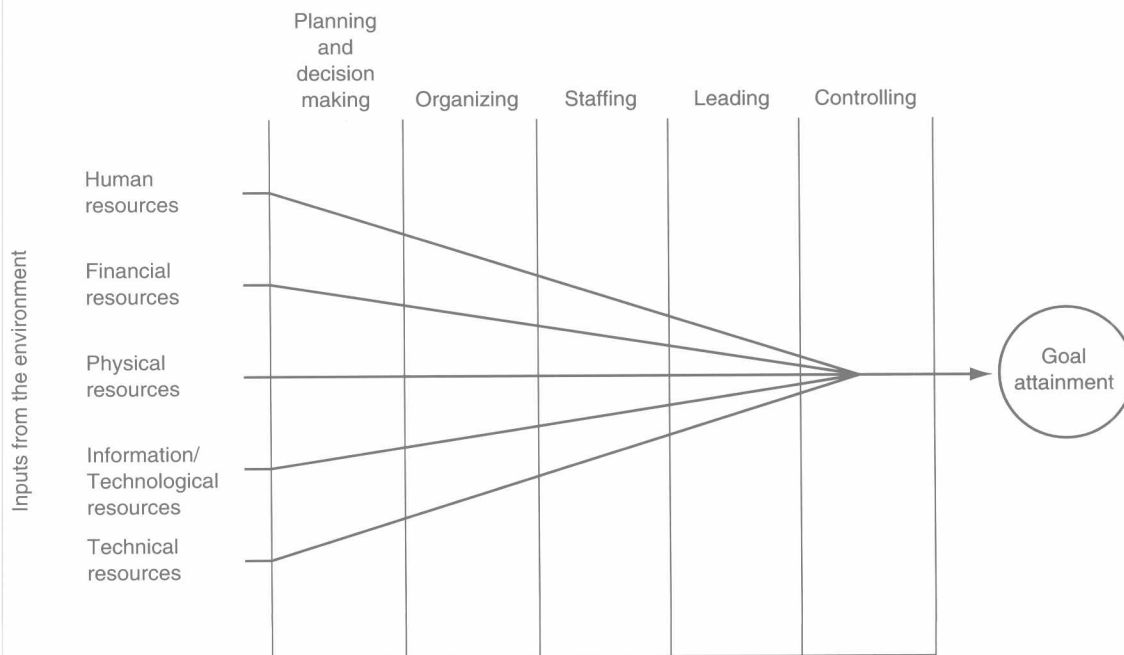
broad continuum of organizational and institutional settings, the primary focus of the text remains the management of the traditional delivery systems of school physical education, interscholastic, intercollegiate, and recreational sports. Management is a crucial ingredient in any physical education or sports program and must be soundly implemented if that program is to be conducted in an effective, efficient, and meaningful fashion. Management involves the interaction between those who administer and those who participate in the physical education and sporting processes. It involves, but is not limited to, such important matters as personnel, long-range planning, programming, facilities, budget, legal liability, marketing, and public relations. This text explores these managerial dimensions and examines ways in which they can be effectively and efficiently employed.

### WHAT IS MANAGEMENT?

DuBrin, Ireland, and Williams (1989) define management as the coordinated and integrated process

of utilizing an organization's resources (e.g., human, financial, physical, informational/technological, technical) to achieve specific objectives through the functions of planning, organizing, staffing, leading, and controlling (see figure 1-1).

Hersey and Blanchard (1982) note that management is "working with and through individuals and groups to accomplish organizational goals." The American Association of School Administrators (1955) describes management as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise." The National Association of Sport and Physical Education (NASPE)—North American Society of Sport Management (NASSM) Joint Task Force on Sport Management Curriculum and Accreditation (1993) further identifies sport management as "the field of study offering the specialized training and education necessary for individuals seeking careers in any of the many segments of the industry.



**Figure 1-1.** The management process