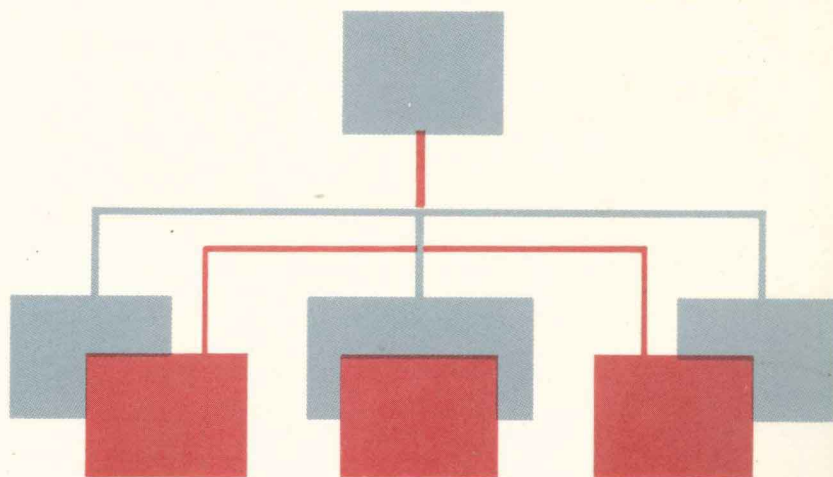


# **MANAGEMENT FOR ATHLETIC/SPORT ADMINISTRATION**

**Theory and Practice**



**Francis J. Bridges with  
Libby L. Roquemore**

**MANAGEMENT**  
**for**  
**ATHLETIC/SPORT**  
**ADMINISTRATION:**  
**THEORY AND PRACTICE**

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**with**

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*Educational Services for Management, Inc.*

**ESM Books**

# MANAGEMENT FOR ATHLETIC/SPORT ADMINISTRATION: THEORY AND PRACTICE

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This book is dedicated to my wife, Virginia;  
and to our children, Cheryl, Stephen and **Brian**,  
all of whom are professional educators.

# PREFACE

**Management for Athletic/Sport Administration: Theory and Practice** is an academic textbook concentrating on the theory and practice of management rather than on technical detail and functional application in the sport world. The philosophical approach of this book is toward teaching a student about the theory, principles, concepts and practices of managers which can be applied in the real world of sport management. Students take many specialized courses in a sport management degree program, all of which provide an abundance of detailed, technical information, valuable to them in their future careers. Often, however, the role and responsibilities of being a professional manager may be overlooked in the quest for specialized knowledge.

Of all the activities in organized life, managing is certainly the most intellectually demanding. The text is fairly comprehensive since for many students it will be their only exposure to the formal study of management. It is important for students to understand that all organizations — profit-seeking and nonprofit-seeking — require effective management to achieve desired goals.

**Management for Athletic/Sport Administration: Theory and Practice** is organized into four parts. The first, consisting of three chapters, is entitled “Past and Present Management;” Part II includes five chapters on the major management functions; Part III has four chapters that deal with “The Human Side of Administration;” and the last part has two chapters on special topics — “Legal Aspects of Sport Administration” and “The Practical Side of Management.”

## Special Features

Each chapter contains a number of special features designed to strengthen a student’s understanding of management and his or her ability to apply this knowledge to the job of a sport manager:

**Knowledge Goals.** At the beginning of each chapter, the goals are presented so that students will know what they are expected to learn and master and perhaps be tested on.

**Summary.** A concise written summary of important points discussed in the chapter is included at the end of each chapter.

**Review Questions** Discussion questions are presented at the end of each chapter to help students assimilate the material presented and prepare for class discussion and testing.

**Student Assignments for Personal Growth.** A special feature in each chapter is the opportunity for students to apply the practical and theoretical concepts studied in the real world of sport administration. These thought-provoking assignments require students to relate the subjects to specific sport management situations. Two student assignments for personal growth accompany each chapter.

**Incidents.** Critical incidents in management that are set in the world of sport are presented at the end of each chapter. These short cases are structured with two questions to guide the student’s analysis of the situation.

What is a critical incident? A critical incident is a relatively short summary of a problem situation with the pertinent facts and information included. The incidents end with a decision-making condition facing the manager or key person in the setting. The urgency for a decision makes the incident “critical.”

Students often think that a few paragraphs of information are not sufficient material to

analyze critically a problem situation. On the contrary, if the information provided is used properly without making assumptions and if the information presented is buttressed by good insights from readings, experience, or perhaps other coursework, then there is more than enough information to make sound judgements that lead to decisions.

The critical incident method of teaching and study is one of the most stimulating techniques available. While not new as a pedagogical device, it is not widely used. The traditional forms of teaching, such as the lecture and case method, are excellent for certain purposes and courses, but none excels the incident method when the subject matter is organization behavior and administration. Critical incidents force concentrated attention on immediate issues that demand decisions (action). The effectiveness of the method is directly related to the skill and knowledge of the instructor and the preparation and interest of the students. The basic concerns of this course are the administration of people, employee problems, group behavior, organizational actions, and so forth, and nothing challenges us more than the analysis of our fellow workers within a formal organizational framework. Part of the attraction is based on our understanding of human problems. We have either been exposed to similar problems, observed them, or can empathize with them. Caution should be taken, however, to avoid presenting snap judgements or loose opinions when analyzing incidents. To become proficient as an analyst and to learn lessons from such a study requires a knowledge of organization behavior, a knowledge of management, and the ability to present ideas and findings in a logical and concise manner.

The incident method stimulates study, intense discussion, and a multitude of viewpoints from participants. It provides a ready review and analysis of different problems in different settings. Finally, the student has a laboratory type of exercise in which to apply the scientific approach to problem-solving and decision-making.

**Suggested Readings.** Students who would like to pursue subjects presented in the chapter in more detail have a list of suggested resources for in depth examination. Articles and books listed at the end of each chapter are authored by some of the most distinguished researchers and practitioners in the field of management.

**Glossary of Key Terms.** Another special feature of this text is a list of key topics and their definitions at the end of the text material. Over 200 terms discussed in the subject presentation are defined or explained for a student's ready reference.

## **Special Acknowledgements**

My special appreciation goes to numerous professional colleagues in the United States who made contributions and gave encouragement to the writing of this text.

Specifically I wish to thank Francis X. Rienzo, Director of Athletics at Georgetown University; Robert E. Smith, Athletic Business Manager at the University of Oklahoma; Kenneth E. Farris, Associate Director Emeritus of Athletics at the University of Oklahoma; James E. Murphy, III, Associate Director of Athletics and Chief Financial Officer at Georgia Tech; Dr. Homer Rice, Assistant to the President and Director of Athletics at Georgia Tech for their contributions of materials that are included in this text.

Also I wish to express my gratitude to three professionals in sport administration who reviewed portions of the manuscript and made many valuable suggestions. They are Dr. Guy Lewis, Chairman, Department of Sport Administration, University of South Carolina; Dr. Helen Smiley, Director of Athletics for Operations at Western Illinois University; and Professor Nan Carney-Debord, Associate Director of Athletics at Ohio Wesleyan University.

Many other individuals have provided great insight and encouragement to me over the years in developing materials for professionals in sport administration. Of special significance are Dr. Joseph Schabacher, Professor Emeritus of Management at Arizona State University; Mr. Al Twitchell, formerly of Rutgers University and Biscayne College, and Mr. Michael J. Cleary, Executive Director of the National Association of Collegiate Directors of Athletics. Other close associates who have provided inspiration over the years are John Winkin of the University of Maine; Rex Brumley, retired Athletic Director of Broward Community College; and Vincent Cullen and Don Tencher of Rhode Island Community College.

I would be remiss if I failed to acknowledge the help and insight into sport administration that I have gained from the hundreds of participants in N.A.C.D.A.'s Management Institute. These men and women are the professional teachers and practitioners of sport administration and represent the **best** in the world of sport.

Finally, I wish to thank and acknowledge the academic input of Professor Glenn Wong, Department Head of the Sport Management Program at the University of Massachusetts at Amherst, and Ms. Libby Roquemore, formerly Associate Director of Intercollegiate Athletics at Georgia State University, for their chapter contributions in this text. My special thanks also goes to Ms. Mary B. Brown who did an excellent job on the graphic illustrations.

To you who teach this course, I hope you find *Management for Athletic/Sport Administration: Theory and Practice* a useful resource for explaining a difficult subject to your students.

Francis J. Bridges, Ph.D.

## ABOUT THE AUTHORS

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Professor Wong has been an invited speaker at over 50 national and local conferences on sports law and labor relations issues. He is a consultant for various athletic organizations and has served as a salary arbitrator for Major League Baseball.

# CONTENTS

## SECTION 1: PAST AND PRESENT MANAGEMENT

<b>Chapter 1: The Professional Perspective</b>	<b>1</b>
An Overview. The Sport Management Curriculum. The Study of Sport Management. The Need for Professionals in Management. Test of Sincerity About a Career in Management. The Management Movement. Pioneers in Management. Summary of the Development of Management Thought. Contributions of F. W. Taylor, Frank Gilbreth, Lillian Gilbreth, Henri Fayol and Elton Mayo. Nature of This Book.	
<b>Summary and Review Questions</b>	
<b>Assignments for Personal Development</b>	
<b>Incident:</b> Should He or Not?	
<b>Suggested Readings</b>	
<b>Chapter 2: The Management Process</b>	<b>19</b>
The World Without Management. Requirements for Management. Management Defined. Management Titles. Levels of Management. General Skills Needed by Managers. Duties of Managers. The Management Process and Functions. Management As a Career. Fundamental Concepts in Management. The Synergistic Management Concept. Management Is by Objectives. Management Is a Science and An Art. Management Is Decision-Making. Management Is a Basic Process.	
<b>Summary and Review Questions</b>	
<b>Assignments for Personal Development</b>	
<b>Incident:</b> Promotion of a Peer	
<b>Suggested Readings</b>	
<b>Chapter 3: The Management Environment and Management's Ethical and Social Responsibilities</b>	<b>39</b>
Definition of Environment. Environmental Constraints on Management Authority. Changing Ideas About Work and Authority. The New Breed Work Force. Intervention in Business-by-Government. Women in Management. Expansion of Markets Internationally. The Rise of Consumerism. Demographic Changes in the U.S. Shift to a Service Economy. Ethics Defined. Current Emphasis on Ethics. Making Ethical Decisions. Ethics and Legality. Social Responsibility of Management. Definition of Social Responsibility. Social Responsibility of Organizations. Critical Problems Facing Management in the 1990s.	
<b>Summary and Review Questions</b>	
<b>Assignments for Personal Development</b>	
<b>Incident:</b> Crossing the Line	
<b>Suggested Readings</b>	

## **SECTION 2: MAJOR MANAGEMENT FUNCTIONS**

### **Chapter 4: The Function of Planning**

**67**

Importance of Planning. The Purpose of Planning. Overall Benefits from Planning. Types of Plans. Strategic, Operational and Functional Plans. Short-Run and Long-Run Plans. Organizational Guidelines. Planning and Control. The Gantt Control Chart. The Planning Process. Fourteen Steps in Planning. The Importance of Ideas. Risks and Uncertainties. Conducting Necessary Research. Establishing Time Standards. Evaluating Planning Efforts.

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** Opportunity Unlimited

#### **Suggested Readings**

### **Chapter 5: Strategic Management**

**85**

Strategic Management Defined. Short-Run Versus Long-Run Planning. Strategy Formulation and Implementation. Meaning of Strategic Planning. Benefits of Strategic Planning. The Strategic Planning Process. Importance of the Mission of an Organization. Comparing Current Strategy Against Current Information. How to Evaluate Strategy. Examples of Employee Guidelines to Accompany Strategy. Implementing and Controlling the Strategy.

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** Critical Juncture

#### **Suggested Readings**

### **Chapter 6: Solving Problems and Making Decisions**

**101**

Distinction Between Problem-Solving and Decision-Making. Decision-Making Responsibility. Types of Decisions. Conditions of Uncertainty. The Nature of Problems. Decision-Making Approaches. Quantitative Methods. The Intuitive Approach. The Rational Approach. Steps in the Rational Approach. Group Decision-Making. Creative Decision-Making. Brainstorming. Planning Tools to Aid Decision-Making and Problem-Solving. Forecasts. Management By Objectives. Budgets. Zero-Base Budgeting. Management Information Systems. Components of MIS.

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** Frustrated A. D.

#### **Suggested Readings**

### **Chapter 7: The Function of Organizing**

**117**

Importance of Organizing. Benefits from Organizing. History of Organizing. Taylor's Functional Foremanship. The Human Element and the Social Environment. Theories of Organizing. Classical, Neoclassical and Modern Theory. Principles of Organization. The Formal Organization. Structuring the Organization by Departments. Functional Departmentation. Major Organization Structures. Line and Staff and Matrix Structures. The Mission Statement. Line and Staff Personnel. Steps in Organizing. Activating Authority

and Responsibility. Barnard's Acceptance Theory of Authority. Meaning of Delegation. Vertical and Horizontal Organization Structures. Graicunas' Theorem and Its Value. Coordination of Organizational Resources.

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** Disgruntled Employees

#### **Suggested Readings**

### **Chapter 8: The Control Function 143**

Origin and Meaning of Control. The Control Process. Need for Control. Factors Affecting Need for Control. How Much Control? Quality Control Circles. Planning and Control. Types of Controls. Incoming, In-Process and Final Stage Controls. Characteristics of Effective Control. Employee Resistance to Control. Overcoming Employee Resistance to Control. Organization and Control. Controlling Controls.

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** A Smoking Gun!

#### **Suggested Readings**

## **SECTION 3: THE HUMAN SIDE OF ADMINISTRATION**

### **Chapter 9: Staffing the Organization 159**

Personnel Management and Human Resource Departments. Line and Staff Conflict. Staffing and Personnel Management. Human Resource Planning. Auditing Human Resources. Staffing and the Legal Environment. Major Federal Legislation Which Affects Staffing. Acquiring Human Resources. Inside and Outside Sources. The Recruitment Process. The Selection Process Defined. Steps in the Selection Process. Assessment Centers. New Employee Orientation and Objectives. Benefits of Orientation. Developing Employee Potential. Training Defined. Types of Training. Performance Appraisals. Promotion, Transfers and Disciplinary Action. Maintaining the Work Force. Compensation and Benefits. "The Peter Principle."

#### **Summary and Review Questions**

#### **Assignments for Personal Development**

**Incident:** How to Recruit!

#### **Suggested Readings**

### **Chapter 10: Motivation, Morale and Leadership 181**

The Meaning of Motivation. Motivation as a Psychological Process. Theories of Motivation. Traditional Theory. Maslow's Hierarchy of Needs. Herzberg's Motivation—Maintenance Theory. Theory X and Theory Y. Preference-Expectancy Theory. Skinner's Reinforcement Theory. Value of Theory to Practicing Managers. Morale Defined. Morale and Employee Performance. Motivation and Morale. The Hawthorne Studies. Job Satisfaction and Performance. Meaning of Job Enrichment. Leadership Defined. Formal and Informal Leaders. Leaders and Managers Distinguished. Situational Leadership. Theories of Leadership. Characteristics of Effective Leaders. Factors Affecting Leadership. Practicality of Leadership Theories.

## **Summary and Review Questions**

## **Assignments for Personal Development**

**Incident:** Student Petition

## **Suggested Readings**

### **Chapter 11: The Communications Process 201**

Importance of Communication. Communication Skills and Managerial Functions. The Essence of Delegation. Value of Effective Communication. Interpersonal Communication. Communication Defined. Steps in the Communication Process. Barriers to Effective Interpersonal Communication. Resistance to Change and Others. Overcoming Barriers in Interpersonal Communication. Principles of Effective Communication. Communication and the Formal Organization. Communication Networks. Lateral Communication and Fayol's Bridge. The Grapevine and Its Characteristics. Importance of External Communication.

## **Summary and Review Questions**

## **Assignments for Personal Development**

**Incident:** Which Way To Go?

## **Suggested Readings**

### **Chapter 12: Organizing Work Effort of Individuals and Groups 221**

Organizing Jobs. Definition of Job Design. Factors Affecting Job Design. Meaning of Job Depth and Job Scope. Job Design Methods. Job Rotation and Job Enlargement. Meaning of Job Enrichment. Implementing Job Design. Purpose of Job Description and Job Specification. Organizing Groups. Formal and Informal Groups. Value of the Work Group to the Members. Special Groups — Task Forces and Committees. Advantages and Disadvantages of Committees. Suggestions for Improving Committee Effectiveness. Individuals and Groups as a Source of Creativity. Crisis and Purposeful Creativity. Establishing a Climate for Creativity. The Creative Process and Sources of Ideas. Managing Change. Overcoming Employee Resistance to Change.

## **Summary and Review Questions**

## **Assignments for Personal Development**

**Incident:** The Dysfunctional Committee

## **Suggested Readings**

## **SECTION 4: SPECIAL TOPICS**

### **Chapter 13: Legal Aspects of Sport Administration 247**

Overview of Sports Law. The Court System. The Trial System. Contract Law. Tort Liability. Agency Law. Constitutional Law and Professional Sports. Due Process. Sex Discrimination. Title IX and Its Applicability. Equal Rights Amendment. Criminal Laws. The Antitrust Laws. Amateur Athletic Organizations. Labor Law and Professional Sports.

## **Summary and Review Questions**

## **Cases**

## **Suggested Readings**

**Chapter 14: The Practical Side of Management** **279**

Should You Go Into Management? Opportunity Is Unlimited in Management. Universal "Charge" to Managers. Developing a Personal Philosophy of Management. Eighteen Concepts About Management Generally. Seventeen Concepts About Managers Specifically. Twenty-one Concepts About the Employees You Manage.

**Summary and Review Questions**

**Assignments for Personal Development**

**Incident:** At the End of Her Rope!

**Suggested Readings**

**Glossary of Key Terms** **309**

**Name and Subject Index** **319**

# CHAPTER 1

## THE PROFESSIONAL PERSPECTIVE

After studying this chapter, **you will know:**

- About the growing interest in careers in sport management
- About the expanding opportunities and problems in the study of sport management
- The definition of management
- The need for professionals in management
- How to test your sincerity about a career in management
- Something about the development of management as an academic subject and about modern day pioneers
- The nature of this text

### An Overview

Over 150 colleges and universities in the United States offer undergraduate and/or graduate programs in Sport Management. While the title of the program varies considerably, the emphasis is the same in each curriculum: prepare students for careers in the world of sport.

In just twenty-five years, academic programs in Sport Management have grown from one to over 150. Many more colleges and universities are planning to introduce majors in this field in the near future. Also, such programs already exist in other countries like Canada, Korea, Japan, Taiwan, Australia, France and England.

Interest in sport activities is at an all-time high in the United States. Millions of people directly participate in recreational activities, are members of teams, and enthusiastically become spectators at sporting events. The economic impact of the sport industry on the total economy is staggering. If you consider monies spent for equipment, travel, tickets, injuries, admissions, insurance, supplies, memberships, etc., the sum annually is enormous. It is estimated that sport is a \$65 billion industry here in the United States now and growing all the time.

As interest in sport has grown along with the sport industry, a need for competent people

to fill a wide variety of jobs at every level of all types of sport organizations has arisen.

An article in the national newspaper *USA Today* (see Figure 1-1) illustrates the public's interest in turning a curiosity about sport into a career in sport.

This growth in excitement about careers in sport management has a direct impact on the development of sport management programs at academic institutions.

## **The Sport Management Curriculum**

Most sport management programs today are housed in the department of physical education and/or recreation, but it is not inconceivable to forecast that programs in the future may be initiated by Colleges of Business or by other units such as Public and Urban Administration. Colleges of Education might decide that sport management majors fit best into their Education Administration programs. Because of the popularity of sport management programs, the specific location of these programs may produce some real competition between academic departments and colleges on campuses.

An area of concern among academicians in the sport management field is the lack of a standardized core curriculum. Professional organizations such as the National Association for Sport and Physical Education (NASPE) have developed guidelines, but programs vary widely among schools. This problem should be expected since the academic discipline is still in an infancy stage. An effort to form an accrediting body that recommends required courses and audits member programs for compliance is underway.

A second problem with sport management programs involves the staffing of courses with qualified personnel. Financial restrictions often require professors who are highly specialized and competent in one field to teach a course in sport management. In a typical scenario, the teacher may be only a few pages ahead of the student in the textbook — if there is a textbook!

In the future more teachers will be hired who are specialists in aspects of sport management. By the year 2000, this problem should be minimized as graduates of sport management programs today pursue advanced studies and return to the teaching field.

Textbooks themselves are a third problem area. Few textbooks have been written just for the major in sport management. Today the field is called multidisciplinary because of this. Students may be required to take courses in finance, marketing, management, public relations, etc., which are not usually offered by their own College of Education. Students must go to another department or even another school on campus to get these required courses. This calls for intricate cooperation between departments and between schools since many of these courses require prerequisite business courses that a typical sport management major will not have taken. As the academic field of sport management grows, more specialized textbooks and research materials will be available to students. While sport management will always draw on knowledge from other fields and be a multidisciplinary **practice**, students will eventually have more books written specifically for the sport management major.

## More fans line up for careers in sports

Rich Ronsheimer swears he loves his job managing a bank branch in a small town in northern California. It pays well and lets him live in a lovely part of the world, about 40 miles from San Francisco. He's not bored, and at 44, he admits to no midlife crisis.

Still, he spent three vacation days recently, and maybe \$1,000, at a job conference in search of other work that would pay him less, force him to move, and probably require him to do tasks many consider menial.

Ronsheimer is considering a career in sports. Not playing center field for the Dodgers, but working in the front office, most likely for a minor league club in a small town.

The kind of job described by Craig Pletnik, general manager of the minor league baseball Phoenix Firebirds as, "A lot of nonsense, low pay, long hours and groveling."

"I know it sounds crazy," Ronsheimer concedes, "but I always had an inkling to get into sports. I figured I might as well sniff around and find out what it's all about."

Ronsheimer is not the only one sniffing around. By all accounts, interest in sports careers is soaring, outpacing the rapid growth in the number of sports-related jobs. One sign was the turnout at the Sports Careers Conference in Phoe-

nix Ronsheimer attended: More than 400 people showed.

Enrollment in college sports administration programs also is rising. Dr. Charles Higgins, coordinator of Ohio University's program, says his school is receiving "twice as many applications as a decade ago." He estimates more than 150 schools now offer classes.

The reason is simple, says Jeff Wasson, sales manager for the Sports Careers Conference. "These are people whose passion is sports. They eat, sleep, breathe and drink it. They'll do anything to get a job in it."

\* \* \*

Unfortunately for job seekers, the sports industry is a buyer's market. The number of sports jobs is growing, but there are still too many interested people chasing too few openings. Jim Foster, commissioner of the Arena Football League, received 250 applications in one week when he advertised one opening for media relations director. Skip Lei, an executive with Nike, says the shoe company got 35,000 unsolicited resumes last year, for everything from secretarial to sales to administrative jobs.

"If you don't want the job, 10 other people out there do," says Jon Boos,

24, who, after a six-month search, found a job with Triple Crown Sports. The firm promotes amateur softball tournaments in the USA.

Mark Tudi, a sports executive careers recruiter, figures there are about 4.5 million sports jobs today, covering five major areas: marketing (1.5 million); entrepreneurship (1.15 million); administration (500,000); representation (370,000); and media (300,000). Those categories encompass jobs such as player agent, broadcaster, sporting goods sales representative and corporate health and fitness workers. About 720,000 other sports-related jobs don't fit these categories.

Tudi says it's hard to land a sports job because: Few openings are advertised; an Old Boy network makes personal contacts critical; experience is essential, but hard to come by; and competition is "brutal." On the plus side: "The number of job opportunities continues to grow," thanks to the increasing appetite for sports.

Still, the work often isn't glamorous. Many jobs in sports are no different than those in other industries. Teams, leagues and sports marketing companies need sales people and accountants, just like non-sports businesses.

And the pay is low. En-

try-level jobs working for a minor league baseball club typically pay about \$1,000 a month. Even a general manager at the Double-A level—two stops below the major leagues—might make only \$40,000 a year. Major league teams pay better, with some top administrative level posts paying in the \$50,000 to \$80,000 range, and executive jobs paying more than \$100,000. These jobs, however, are few, and even at the major league level most positions pay less than \$40,000. College athletics jobs generally are in the \$20,000 to \$40,000 range, with experience driving up salary levels.

Sales jobs at sports marketing companies and apparel makers can pay considerably more, exceeding \$100,000 annually in some cases, because of commissions. But a salesperson who doesn't sell might earn nothing at all.

Overtime pay is virtually non-existent, though evening hours and weekend work are common. Many sports team employees work all day in an office, then have duties to perform during games at night.

Even Ronsheimer is put off somewhat by the pay. That doesn't tend his dreams, though. "If I didn't look into this now," Ronsheimer says, "two years down the road I'd be thinking, 'I should have given it a shot.'"

FIGURE 1-1: FIELD OF DREAMS: SPORTS CAREERS

Source: Excerpted from "More fans line up for careers in sports," David A. Markiewicz, *USA Today*, Wednesday, July 30, 1991, p. 7B.

## The Study of Sport Management

The study of management as applied in the sports world is the same as the study of management as applied to running IBM. There are many myths or misunderstandings about the meaning of management. For example, we read about sport management jobs such as facilities manager, marketing (ticket) manager, equipment manager, spa manager, recreation manager, business manager, etc. These are misleading job titles because the only thing one manages is **people**. Managers often have **responsibility** for the control and use of facilities, monies, equipment and other resources, but you management **people**. The most challenging job in any organization is that of a manager who is held totally responsible for results as he or she tries to use human and other resources effectively and efficiently.

**Management is defined as the achievement of predetermined objectives working through others (employees).** This is a hint that just being a knowledgeable specialist in any given field, such as a certified public accountant, does not directly correlate with being an effective manager.

The subject of management is broad and includes hundreds of topics. Not everyone succeeds in management and not everyone should be a manager. But if you are willing to study and prepare; you enjoy a challenge and excitement; and you want to be different, perhaps a career in sport management is for you.

Figure 1-2 presents fifteen questions testing your sincerity about a career in management. Answer each question objectively and honestly with a “yes” or “no.” Most people taking this test will have a few “no’s;” however, the real world of management is fifteen “yes’s.” Not everything that happens in management is pleasant; but once you understand what is happening and why it is happening, you can accept the situation better and move forward. This is the ultimate reason for studying the subject of management.

## The Need for Professionals in Management

Historically over ninety-eight percent of all first time managers are placed in their first supervisory jobs without being trained to manage first. This “sink or swim” approach is inexcusable and happens in organizations throughout the world everyday. Can you imagine hiring a head football coach who has no knowledge of the game? Also, about eighty percent of all first time managers are promoted upward from the ranks of nonmanagement employees. The best of nonmanagement employees tend to be selected for new management jobs, often leaving the organization shy one excellent employee and not happy with the new manager’s performance. The failure to train people to be **professional** managers is the number one cause of management failure in the United States. This practice is common in the world of sports as well as in business and government. It behooves student to learn all they can about the subject of management. Knowing the subject does not guarantee success when one graduates and goes into a sport management position, but it gives one a distinct “edge” over those recently hired or promoted who lack management knowledge.