

Semester-IV - Theory

EC-401 SPORTS MANAGEMENT

Unit-1 Concept of Management

Meaning, Definition, Scope, concept and importance of Sports Management.

Functions of management: Planning, organising, staffing, directing and controlling.

Unit-2 Leadership

Meaning, Definition & Elements of Good leadership. Leadership styles, methods.

Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator. Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

Unit-3 Financial Management

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

Unit-4 Sports Management

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, rewards and punishment system. **Event management:** Organisation of major sports event.

References:

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Unit-1 Concept of Management

Meaning, Definition, Scope, concept and importance of Sports Management.

Functions of management: Planning, organising, staffing, directing and controlling.

INTRODUCTION

The purpose of management is to get the right things done and to get things done right. Management only reason for being is to make the program or the organization effective.

Sports has become a dominant influence in the society. No single aspect of our culture receives the media attention relegate to sports. Sports demands to own section in newspapers and in often the political platform for defectors and terrorists. “Sports talks” is common in corporate Boardroom negotiations and coffee-break conversation. Sports often provide the visibility for athletes to enter politics or become entertainment. Recreational participation in sports also continues to gain popularity each year, because individuals in our society have more time for leisure activities, and more money spending on their own fitness pursuits.

Sports are Big business. The growth of the sports industry in the last half-century has been phenomenal. According to studies sports is a 63.1 billion dolar a year Business making it the faculty second largest industry in the USA. These figures reflect the business of sports in the society, their market is expanding internationally as well.

This multi billion-dollar industry also places unique demands on the management personal. The job requires management as well as marketing, communication, accounting, finance, economics and legal skills applicable to the sports settings and specific to the increasingly complex and multifaceted areas it represents. Hence a new bread of specialists has emerged from the sports management.

Meaning – Definition:

From an applied perspective, sports management has been in existence from at least the time of the ancients Greeks, when combat between gladiators or animals attracted crowds of spectators.

The terms sports management, sports administration and Athletic administration are often used interchangeably, the first most accurately describes this field from a universal or global perspective that is management.

Sport management is composed of two basic elements – Sports and Management. Getting things done with and through other people via planning, organizing, staffing, directing and controlling (Evaluating).

Mullin-defined *“sports management as including the functions of planning, organizing, staffing, directing and evaluating with in the context of an organization with the primary objective of providing sport or fitness related activities, products and services”*.

It is important for persons considering sports management as a career to remember that sports managers are working in a service- oriented, people-cantered occupation. Sports managers should be physically fit and willing to work long hours, often at night or on weekends when many of their friends and family members are off from work. It is important to know that positions in certain geographical locations and in collegiate and professional sport are very difficult to find. Also, sport managers frequently make less money than managers in comparable positions in other business.

Scope of Sports Management

The scope of sports management is very vast as regards the areas. The underlying objective of physical education is to educate people how to be healthy, fit and strong. The major areas of physical education and sports discussed in detail as follows: 1. Personnel: Activities included in the personnel area of sports management are:

- Manpower requirements
- Recruitment and selection
- Development and placement
- Training
- Monitoring
- Behavioural audit
- Participation
- Public Relations

2. Programme: a sound programme is the key to success for an organisation. Activities included in the programming are as follows:

- Training schedules.
- Revision of curriculum and course of study
- Recruiting students or participants
- Maintaining and improving the programme's image and reputation.
- Coordination with other programmes
- Evaluation in terms of achievement of goals and objectives.

3. Finance: Financial management includes following activities:

- Sources of Funds
- Allotments of funds
- Budget planning
- Long and short term Goals
- Basics of planning
- Guidelines
- Expenditure Control measures
- Audit and accounts.

4. Materials: Materials Management is concerned with equipment and materials. It includes the following,

- Equipment needs in terms of objectives and activities.
- Purchasing policies, principles and procedures
- Selecting the equipment
- Care and maintenance of equipment
- Storing (indoors and outdoors)
- Handling security
- Issue and inventory
- Maintenance of registers
- Modification
- Standardization and modernization of equipment and materials
- Disposal procedures.

5. Performance: Performance management deals with the following

- Sports competition

- Preparation and participation
- Prognostics and selective diagnostics
- Performance dynamics and evaluation
- Psycho-dynamics and sports
- Ethical standards for teachers/coaches and athletes
- Maintenance of performance records
- Roll of honors/colours award boards
- Reward-award records

6. Office: Office management deals with fundamentals procedures of office management such as:

- Office administration
- Office Personnel
- Interpersonal relationships
- Staff and management correspondence maintenance of office records, registers and files.

7. Infrastructure: Infrastructure Management concerned with the following:

- Playfield engineering
- Basic concepts and planning
- Construction, upkeep and maintenance of play fields.
- Indoors halls, gymnasium, swimming pools, camps sites etc.
- Security, safety and health considerations for infrastructure
- Multipurpose use of facilities. • Futuristic approach to the construction and use of

sports infrastructure

- Facilities for public

CONCEPT OF SPORTS MANAGEMENT

Sports management is the application of management science to the creation and development of sporting events. In recent years, sports management has emerged as a field of education and vocation concerning the business aspects of sports. It has become a degree program that many consider to be the ultimate way to enjoy their career.

The success or failure of any sports program depends on how it is planned, executed, evaluated, and corrected. No program can be assured of success in all places at all times even when executed by the **three Ms** such as **materials resources, manpower and method used**.

The intervening variables and the internal as well as the external factors greatly influence the result of the program.

This chapter will be the discussion of the organization and management of sports, which will include the planning of school intramurals and actual implementation of the management of sports.

NEED AND IMPORTANCE OF MANAGEMENT

1. This field shares two basic elements – Sports and Business Administration or Management.
2. To provide management functions as planning, organizing, staffing, directing and controlling.
3. To provide business management functions as Accounting, Marketing, Economics, Finance and Law.
4. Management provides scope on spectator sports industry, consumer entertainment and the fitness industry.
5. Management establishes new area of study in Management courses, Business courses, Application area of studies that build on foundation to sports industry or field experience.
6. Management provides qualified sports managers to administer the programme of activities in physical education and sports.
7. All the sports management students, no matter which setting or focus they select, should complete a professional core of studies that include a strong managerial background.
8. Management provides leadership skills in administration of sports and physical education activities.
9. Management is concerned with directing the resources of an organizations towards the attainment of its goal.
10. A critical task of management is to identify and specify the goals for the organizations and to select the activities or programs that will effectively achieve the specified goals.
11. The organizing process establishes the authority relationships and channel of communication.
12. Managers need to adopt their leadership to the situational and task differences and more important to the individual differences.
13. Management ongoing evaluative process would help in identifying whether and which organizational activities are failing and whether the goals themselves are attainable.
14. Sports and fitness industry is multifaceted; On the one hand, there is considerable funding available for professional and organization of sports.

FUNCTIONS OF MANAGEMENT

The more commonly identified Functions of management are planning, organizing, staffing, directing and controlling.

1.Planning: Planning is the process of logically and purposefully outlining the work to be performed together with the methods to be used in the performance of the work. The total plan will result in the accomplishment of the purposes for which the organization is established.

2.Organizing: Organizing refers to the development of the formal structure of organization, where by the various management coordinating centers and subdivisions of work are arranged in a integrated manner, with clearly defined lines of authority.

The purpose behind the structure is the effective accomplishment of established objectives. Whenever possible, standards should be established for acceptable performance for each duty assignment. A single manager cannot perform all the functions necessary. Hence responsibility must be assigned to other logically.

3.Staffing: The management duty of staffing refers to the entire personnel function of selection, assignment training and maintaining favorable working conditions for all members of the organization. The managers must have through knowledge of staff members. Personnel should posses energy, initiative and loyalty. The duties of each position must be clearly out lined. Work conditions should be made a pleasant and as nearly ideal or possible.

4.Directing: Directing is the responsibility that falls to the manager as the leader. He must direct the operation of the organization. This means making distinct and precise decisions and embodying them in instructions that will ensure their completion. The managers must direct the work in an impersonal manner; avoid becoming involved in too many deals. Success is determined by the ability to guide others successfully towards established goals.

5.Controlling: Controlling consists of several factors. Job standards should be established and methods and procedures for measuring be done in light of the goals of the organization. When goals are not met, corrective action should be taken. Controlling also means interrelating all the various places of work within an organization, therefore the organizations

structure must clearly provide close relationship and competent leadership in the coordinating centers of activity. The manager should meet regularly with chief assistants to make arrangements for unity of efforts so that obstacles to coordinated work can be eliminated. Controlling means that subordinates must be kept informed through regular reports, research, and continual observation.

Members of the organizations must be informed of many topics of general interest such as goals to be achieved, progress being made, strong and weak points and new areas proposed for development.

Unit-2 Leadership

Meaning, Definition & Elements of Good leadership. Leadership styles, methods.

Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator. Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

Meaning of leadership

The action of leading a group of people or an organization, or the ability to do this.
The state or position of being a leader.

Definition of leadership

1. The individuals who are the leaders in an organization, regarded collectively.
2. The activity of leading a group of people or an organization or the ability to do this.
3. The act of inspiring subordinates to perform and engage in achieving a goal.

Elements of good leadership



- Leader - You must have an honest understanding of who you are, what you know and what you can do. To be successful you have to convince your followers not your superiors, that you are worthy of being followed.
- Follower - You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions and motivation

- **Communication**-The nonverbal communication is leading. E.g.- when you set example that communicates to your people that you would not ask them to perform anything that you would not be willing to do. Bad communication harm the relation between leader and employee.
- **Situation**-We must use our judgment to decide the best course of action and the leadership style needed for each situation. What we do in one situation will not always work in another.

Leadership Styles

Leadership styles vary according to organizational structure, people, environment, and task. Leaders promote loyalty among subordinates by keeping an open mind, being self-aware, and being inquisitive.

Awareness is important in working effectively with diverse groups and individuals, regardless of personal bias. Anger and frustration indicate a closed mind. The effective leader asks questions with a genuine interest in learning more, rather than as a probe to expose a mistake or fault. Employee inquiries should be conducted with genuine interest and with demonstrated respect. Even more important is listening to the feedback, so that appropriate action (if necessary) may be taken.

One model for understanding leadership styles differentiates between four types of leaders:

- **Directing leaders** direct subordinates in what, how, when and where tasks should be done. These leaders maintain a standard of performance, and their style is high-directive and low-supportive in nature.
- **Coaching (participative) leaders** welcome input and consult with employees. These leaders are highly directive-oriented, but they are also highly supportive.
- **Supporting leaders** are friendly and show concern for the well-being of their subordinates; they treat subordinates as equals and offer a high-supportive and low-directive environment.
- **Delegating (achievement-oriented) leaders** encourage high achievement and sets challenging goals; the emphasis is on excellence, and these leaders outwardly show their confidence in subordinates' abilities. They operate in a low-supportive and low-directive environment, which allows employees to extend themselves and their abilities fully.²

The leadership style an individual uses is often a reflection of the individual's attitudes about workers, their competence, and how to get work done. Different situations will require different styles of leadership in order to maximize the productivity and well-being of subordinates.

Transformational Leadership

Every leader should strive to become a transformational leader, or a leader that contributes to change. They prompt the highest levels of motivation and commitment among their followers.

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They are able to create an organizational vision so vivid that it elicits followers' loyalty and trust. Martin Luther King, Jr is a good example of a transformational leader. Transformational leaders operate by:

- Generating greater awareness of the goal's importance and purpose
- Inspiring followers to put the organization's or team's interests ahead of their own
- Motivating followers' higher-level needs

Transformational leadership is comprised of:

- Idealized, charismatic influence
- Inspirational (meaningful and challenging) motivation
- Intellectual stimulation (innovation and creative problem solving)
- Individual consideration through listening and constructive feedback

Guidelines for becoming a transformational leader include:

- Developing a clear, colorful, and realistic vision
- Providing a viable strategy for achieving the visionary goal
- Conveying a personal conviction and optimism toward goal attainment
- Conveying confidence in the team's/followers' abilities
- Continuing to build team/follower confidence with graduated milestone celebrations
- Dramatically exemplifying organizational values
- Creating, modifying, or removing cultural forms

Leadership Behaviour

A leader's behavior impacts the environment in which he or she operates, as well as the individuals with whom he or she comes in contact. Simply put, a leader's behavioral style affects work group effectiveness.

Classic styles of leadership behavior are:

- **Authoritarian:** Retains authority and responsibility, assigns people to clearly defined tasks, and communicates downward. This style stresses prompt, methodical, and predictable performance.
- **Democratic:** Delegates much of his or her authority but retains total responsibility, work is assigned on a group decision-making basis, and communication flows upward and downward. Participation is key for personal enhancement.
- **Laissez-faire:** Assumes little responsibility and relinquishes authority to the group with little or no problem-solving support, and communication is horizontal (among peers). Self-starters thrive in this environment without leader interference.

The rule to remember when selecting the best leadership style for any situation is that past performance affects the present and future, and that subordinates' behaviors affect the leader, just as the leader's behavior affects subordinates. The best leadership style is the one in which subordinate and task, as well as the leader and environment, are cohesive. By analyzing past

performances, such as subordinates' abilities and motivation, the present situation and future possibilities become clearer.

This integrative model may be used to determine the best leadership style.

- **Step 1:** Determine the nature of the task to be performed. Is it well structured or changing? Is it ambiguous, challenging, overwhelming, or meaningful?
- **Step 2:** Evaluate subordinates' abilities and motivation. Are the workers motivated? Are they willing to take responsibility for, and control over, their work?
- **Step 3:** Evaluate leadership characteristics affecting the chosen style of leadership. Is the leader self-confident and a good communicator? Is the leader knowledgeable, and does he/she possess expert personal power? Are leader-member relations good?
- **Step 4:** What leadership background is influencing the chosen leadership style? What is the position power? Will the leadership style be dictated by a superior?³

Leaders set themselves apart from managers and others within the organization. They establish and share a vision of their goal for the future of the group, team, or organization.

Leaders enable others to be successful, serve as role models, and create opportunities. They develop action plans that build accountability, reliability, predictability, and persistence. Leaders work hard to develop subordinates so that they may in turn be able to delegate to them. They also follow up delegation with feedback. If mistakes happen, leaders make sure subordinates have learned from the experience.

Leaders challenge the status quo. They are self-confident in their abilities and change things for the better. Leaders develop charisma in the process by developing trust and building power bases that motivate people and get things done.

What are Different Leadership Styles?

We have covered 12 different types of ways people tend to lead organizations or other people. Not all of these styles would deem fit for all kind of situations, you can read them through to see which one fits right to your company or situation.

1. Autocratic Leadership

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership.

Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

2. Democratic Leadership

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this headship is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects.

The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

3. Laissez-faire Leadership

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

4. Benevolent Leadership

The concept of benevolent leadership is distinct from other leadership concepts because of its central emphasis on creating observable benefits, actions, or results for the “common good.” The term common good gained popularity in the last 20 years; as seen in paradigm-breaking books such as “*For the Common Good: Redirecting the Economy toward Community, the Environment, and a Sustainable Future*” (Daly and Cobb [1989](#)) or “Leadership for the Common Good: Tackling Public Problems in a Shared-power World” (Bryson and Crosby [1992](#)), as well as in academic journals such as “Journal of Globalization for the Common Good.”

Benevolence is defined as a philosophic belief in the potential goodness of humanity and the corresponding belief that humans have an obligation to use their natural instincts and developmental attitudes of love and charity; an inclination to do good, kind, or charitable acts. This study introduces a conceptual model of benevolent leadership based on four streams of common good in organizational research:

1. Morality paradigm, which is based on business ethics, leadership values and ethics, and ethical decision making literatures (the focus is on leaders' ethics and values);
2. Spirituality stream, which is based on spirituality at work and spiritual leadership literatures (the focus is on the inner landscapes and spiritual actions of leaders);
3. Vitality stream, which is based on positive organizational scholarship and strength-based approaches (the focus is on how leaders create positive change in organizations and the world); and

4. Community stream, which is based on corporate social responsibility and corporate citizenship literatures (the focus is on leaders' contribution to society and community service).

5. Dictator leadership

The leader or manager using this style operates like a dictator. He or she makes all the decisions about what, where, when, why, how things are done, and who will do them. Employees failing to following directions are usually severely disciplined or given cause for "early retirement" (as recently happened to a friend of mine).

The dictatorial leader traits are: all decision-making power is theirs, unrealistic in demands, uses excessive discipline and punishment, does not allow others to question decisions or authority

A more passive style of this is: all decision-making power is theirs, unrealistic demands clouded in humor, subtle forms of discipline and punishment, allows questions about decisions (on the surface) but ignores them, pretends to be your friend only to get their way

Qualities of administrative leader

Communication

Effective team leaders communicate clearly. Quality verbal and written communication skills allow leaders to present expectations to team members in a way workers can understand. Effective communication skills also allow team leaders to listen to the input of others.

Organization

Effective team leaders possess exceptional organizational skills. Organizational skills help team leaders plan objectives and strategies, which allow team members to perform optimally. Organized team leaders put systems in place that maintain order and guide team members toward meeting company goals and objectives.

Confidence

An effective team leader is confident in his abilities, as well as confident in the abilities of his team members. A confident leader is secure in the decisions he makes that affect his team. A self-confident team leader also reassures team members of his authority within the organization.

Respectful

A quality team leader is respectful of his team members. A respectful leader empowers employees by encouraging them to offer ideas about decisions that affect them. This lets team members know that the leader respects their input and opinions.

Fair

A quality team leader treats team members fairly. He is consistent with rewards and recognition, as well as disciplinary action. A fair leader ensures all employees receive the same treatment.

Integrity

An effective team leader is honest and open with his team members. Leaders who possess integrity gain the trust of team members because he does what he says he will do and treats others the same way he wants to be treated.

Influential

Influential leaders help inspire the commitment of team members to meet company goals and objectives. Influential leaders also help manage change in the workplace by gaining the confidence of workers through effective decision making and communication.

Delegation

Effective team leaders know how to share leadership through delegation. Delegating certain tasks to trustworthy team members allows the leader to focus on improving workplace functions and production.

Facilitator

Effective team leaders are powerful facilitators. As a facilitator, team leaders help workers understand their goals. They also help organize an action plan to ensure team members meet their goals and objectives more efficiently.

Negotiation

Team leaders utilize negotiation skills to achieve results and reach an understanding in the event of a workplace conflict. Team leaders who negotiate effectively streamline the decision-making process, as well as solve problems for the best interest of everyone involved.

Preparation of administrative leader

Context for Change in Leadership Preparation

The Department requests sponsoring organizations to assist in raising the level of expectations for candidates seeking administrative leadership licensure in Massachusetts by accepting the challenge to create rigorous, challenging, practice-based programs that reflect an outcome-based curriculum with key assessments that engage the candidates in real-world classroom-based experiences. These might include project-based learning, case studies, role-play, etc. as well as extended field-based experiences and practice that addresses the spirit and intent of the standards and indicators. The purpose is to enable candidates to demonstrate exceptional competence as they address all the 2011 *Professional Standards and Indicators for Administrative Licensure*.

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Sponsoring organizations must develop admissions criteria that are rigorous with more extensive criteria used in the selection process.

The Department expects sponsoring organizations who seek to offer administrative leadership preparation programs beginning July 1, 2013 to engage in the study of current literature and contemporary research focused on creating effective leadership preparation programs to ensure that highly competent and skilled program completers will be eligible for Massachusetts licensure. The Department expects that program completers can and will effectively lead the public schools and districts in the Commonwealth.

The Department, with the assistance of the UMass Amherst research team, conducted reviews and accessed many other resources in the development of the 2011 *Professional Standards and Indicators for Administrative Leadership*. Many of these resources are included in *Appendix C* as references.

Additionally, other rich resources continue to emerge on the national and international level, including research and case studies conducted by Stanford University, the Council of Chief State School Officers (CCSSO), ISLLC Standards 2008, Bank Street College of Education, The Wallace Foundation, Southern Regional Educational Board (SREB), McREL, National Association of State Boards of Education (NASBE), American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP). See *Appendix D* for web links to these resources.

Indicators for Administrative Leadership

When the Board first approved four overarching professional standards for education leaders in 2009, it charged the Commissioner to develop performance indicators that would provide the impetus for re-visioning and redesigning the preparation of administrative leaders, capturing essential learning from contemporary research and documented best practice. The Department now requires all administrator leadership preparation programs to make significant structural, content, and pedagogical changes. These changes are necessitated by the expectations articulated in the Indicators (*Appendix B*) that identify the knowledge, skills and behaviors all candidates must demonstrate prior to eligibility for licensure, and for the program to achieve approval status by the Department. New *Guidelines for Program Approval* will identify additional changes for approval of new educator preparation programs, including administrative leadership.

The Indicators for Administrative Leadership serve to:

- ☐ Provide guidance on the development of curricular content and learning experiences by leadership preparation programs as they assess, redesign and develop new leadership preparation programs
- ☐ Provide criteria for performance assessment of leadership candidates
- ☐ Enable the Department to authentically assess program effectiveness and quality, and
- ☐ Assess candidate competency.

While the standards approved by the Board in December 2011 are identical to the *Standards of Effective Administrative Leadership Practice* approved by the Board in June 2011), the distinction in purpose (preparation vs. evaluation) is addressed in the *Indicators for Administrative Leadership*. The intent of these indicators is to challenge all leadership preparation providers to engage in the re-visioning and redesign of preparation, thus contributing to the development of more highly effective district and school leaders in the Commonwealth.

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Unlike the Evaluation Indicators, the *Indicators for Administrative Leadership* do not appear in regulations; rather, they are contained in these Guidelines. A complete set of the *Professional Standards and Indicators for Administrative Leadership* may be found in *Appendix B* of this document.

Overall, the Professional Standards and Indicators for Administrative Leadership also function as:

- ❑ a guide to clarify role expectations for individuals who aspire to seek administrative licensure and become district or school leaders
- ❑ a guide for licensure decisions regarding candidate qualifications for any administrative leadership license offered by the Department, and
- ❑ criteria to assist school district administrators responsible for hiring administrative leaders as they determine applicant preparedness and other qualifications needed for a specific district or school setting.

The Department will provide technical assistance to all sponsoring organizations who intend to offer an administrative leadership preparation program using the 2011 *Professional Standards and Indicators for Administrative Leadership*. Please contact the Office of Educator Policy, Preparation, and Leadership for further information about the program approval process that includes:

- ❑ Needs Assessment Template
- ❑ Matrix for Professional Standards and Indicators for Administrative Leadership
- ❑ Other technical assistance support regarding program submission requirements, timelines, and required templates.

Unit-3 Financial Management

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

INTRODUCTION

The financial management of the department is one of the most important duties of the physical education administrator. The Physical Education section of a school or college spends more money in any other department. It is a privilege indeed, but it carries with it a very heavy responsibility. The financial management is one of the most important duties of a physical education teacher. It is a sacred trust and it must be handled with utmost care and devotion. Budget involves meticulous planning in advance of the income and expenditure for the year.

Meaning: The word of Budget derived from the English word Bougett. A budget is simply a written estimate of anticipated income and expenditures. Some experts refer to the budget as a numbered plan - a plan that serves as an essential instrument of financial control subject to the organized plan.

Financial Management in physical education & Sports

Fiscal management deals with decisions related to finances. It can be said as a statement of the manner in which resources are allocated to achieve the goals. Fiscal management is an important administrative task. The competence of the administration is judged by efficient fiscal management. It costs money to operate any programme. Every addition of staff members, every kilometre travelled, and every equipment purchased every paper or pad used - add to the amount expended. As such it requires meticulous planning and preparation of budget, careful control of expenditure and consistent management of finances.

Games Budget: Majority of schools the budget for the services of intramural and extramural programmes is prepared for smooth functioning. A budget has to include specific heads of income and expenditure. A Budget has first to be prepared. Presented to the games committee and after approval the execution takes place. There must be a periodical check-up of expenditure at least thrice a year and this would clearly indicate the budget position for the season to come.

Different Sources of Income:

1. Games fee shall be collected in every institution at such rates as may be fixed by the management/authority.
2. Games fund--contribution made by the Management. Government or by Private persons.
3. Income through gate receipts.
4. Income through Athletic association membership fee.
5. Students activity fee i.e. Swimming pool, Indoor facility, Gymnasium etc.

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6. Income through rental of playfield etc providing during non working days 7 Income through utilization of Human resource from the Department of Physical education

Purpose of Financial Management: The purpose of financial management is as follows:

1. To prevent misuse and waste of funds
2. To help coordinate and relate the objectives with the money appropriated for achieving such out comes
3. To make greatest use of all resources, personnel, facilities, equipment etc.
4. Finances should be secured from proper sources-expended for proper purpose and accounted for item by item.

Types of Budget:-1. Short term-for one year. 2. Long term - for 5 to 10 years. Mostly we prepare short term or annual budgets.

Based on finance: 1. Surplus Budget 2.Deficit budget 3.Balanced Budget

Criteria for a good budget:

1. Budget should clearly present the financial needs of the entire programme.
2. Key persons in the organisation shall be consulted
3. The budget should provide a realistic estimate of income to balance the anticipated expenditure.
4. Should reflect equitable allocation for the programmes of boys and girls
5. Budget should have flexibility - possibility should be there for emergencies
6. Shall be prepared well in advance giving ample time for analysis.
7. Budget requests should be realistic not padded
8. Shall meet the essential requirements of the students, faculty and administration.

Budget Making Process / Preparation: Budget making process involves the following stages.
1) Planning 2) Coordinating 3)Interpreting 4) Presenting 5) Approving 6)Administering and 7) Appraising

1. Planning: Administration uses the brain power of the staff members and community in creative planning.
2. Coordinating: Administration coordinates and integrates staff members and community suggestions and recommendations into a unified whole.
3. Interpreting: To have a support for the budget proper interpretation of plans and actions are a continual part of the budgetary process.

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4. Presenting: The administration presents the budget in a simplified version so it can be readily understood.

5. Approving: Adoption of the budget is but the formal approval of many projects that have been studied and considered throughout the year. The administration is continually planning, researching and studying various budgetary items.

6. Administering: The budget when approved serves as an administrative guide throughout the year as to how monies will be spent and what activities will be conducted.

7. Appraising: Appraisal is a continuous process indicating how the budget is functioning. Methods used include daily observation, cost accounting, records and reports, surveys, audits, checklists and staff studies.

The following four general procedures are to be considered in budget planning for physical education.

1. With the cooperation of the staff, list the estimated receipts, expenditure and other information.
2. Present the budget to the authority to review it along with the group
3. After the approval use as a guide for the financial management.
4. Provide critical evaluation to determine its effectiveness in meeting the present needs and helping to make the budget for next year.

Model budget for a school

Guidelines for preparation

On the income side:

1. How was money collected and spent during the last three years.
2. What is the actual income for the current year
3. What are the sources of probable income

On the Expenditure side:

1. Is the same programme going to be continued this year.
2. Is there any new project this year?
3. On what items of expenditure last year better financial control and check up could have been effectively set up to economize.

The basic of budgeting is to avoid waste and mishandling of money. It helps to tap all available sources of income and to regulate the expenditure on approved items.

Model sports budget of school

S.n	Income	Amount	S.n	Expenditure	Amount
1.	Balance brought forward	5000	1.	Equipment and Games materials	20000
2.	Subscription and Donations	10000	2.	Repairs and of maintenance of play fields	6000
3.	Actual Receipts by fee	30000	3	Intramural Competitions	10000
4.	Grant in aid		4.	Extramurals Competitions	10000
	A. Games material	10000	5.	Remuneration to	12000
	B. Play Grounds	5000	6.	special activities	3000
	C. Any other items	2000	7.	First Aid	2000
			8.	Affiliation Fee	1000
5.	Any other receipts	17000	9.	Contingencies&Miscellaneous	4000
			10.	Balance in hand for emergency	5000
	Total:	79000		Total:	79000

Secretary/Physical Director
Games committee

President/Head of the Institution Games
committee

Points to be remember while operating Budget:

1. Finalize your petty cash accounts daily and see whether the balance on hand is correct
2. Receipts must be numbered and filed accordingly for each payment.
3. Stamped receipts for all expenditure above Rupees5000.
- 4 Check whether the expenditure is authorized and if so under what head it could be included
5. Do not keep cash more than what is absolutely necessary for current expenditure
6. Avoid advance payments
- 7 Purchases or equipment always call for quotations and then select the lowest/best equipment.
8. All the commissions must be clearly indicated in the bill itself.
9. Maintain a petty cash book for daily incidental expenditure.
10. A separate a account is necessary for stationary, contingencies and miscellaneous expenditure.

The accounts must be audited properly by registered auditor at the end of each year and put up before the games committee for approval and ratification

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THE PURCHASING PROCESS

In order to purchase the goods, definitely there is a process to be followed. The following are the various steps to be followed in order to obtain the desired equipment by a physical education teacher or a coach.

- 1) The need of the equipment must be established. By planning the programme the need of the equipment may be emphasised.
- 2) The immediate supervisor, Head of the Department or so must be consulted and explained.
- 3) A requisition is completed and signed by the higher authority usually head of the department or Principal.
- 4) Inviting the sealed quotations from various sports companies/suppliers.
- 5) Preparing a comparative statement recommending the company/supplier.
- 6) Submitting this comparative statement for the approval of the Principal/Secretary of management.
- 7) After obtaining the approval, preparing the purchase orders company wise and mailing them.
- 8) As the equipment is supplied, checking them first and storing them after labeling.
- 9) Entries are to be made into stock register.
- 10) The invoice are signed and forwarded to the financial authorities for payment.

Records and Registers:

One of the very progressive steps taken for the promotion of physical education in recent times is de emphasis placed on de maintenance of meaningful registers and records on the physical education department i.e., student related performance abilities and achievement. These records must serve to indicate not only the pupil's progress but also the value of the teacher's work

There is no meaning in keeping registers and records just for the record sake unless it is made use as for educational needs. These records must be conveniently filled so that references could be easily made when it requires At the end of the year these records must be serve to analyze the effectiveness of the work turned out during the period.

The following Registers and Records to be maintained in the Department of Physical Education.

1. Stock Register Games and Sports material
2. Issue Register-Games and Sports material
3. Cash Register Games fund.
- 4 Physical Education Students Attendance Register
5. Fundamental skills and physical measurements Register (Boys)
6. Fundamental skills and physical measurements register (Girls).

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- 7 Performance Registrar for the year.....
8. Student Physical Examination Record.
9. Student Medical Examination Record
10. student Health Education Follow-up Record

UNIT-4 Sports Management

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, rewards and punishment system. **Event management:** Organisation of major sports event.

Sports Management in school

School Physical Education Programme

School level can be considered as the final stage of direct instructional programme in physical education. The programme at this stage should build on the base provided at the elementary school level. The final aim is to develop a young generation with all round and wholesome personality.

The tasks at secondary school level include improving of physical fitness, development of advanced motor skills and techniques - development of strategies. Development of self-confidence and respect for others, sportsmanship qualities, development of positive thinking and good conduct on and off the field.

The activities should consist of gymnastics, individual and dual activities, minor recreational games and preparatory games, team games and sports, marching, mass activities and displays, intramurals and extramural, hikes for short distances. Good health habits in respect of eating, sleeping, rest and leisure.

There should be a place for everyone in the activity and everyone should be in his/her place. That is to say a game for everyone and everyone in a game.

The programme of the elementary level may also be continued because most of the activities are useful at this level also specially in the beginning. Knowledge of the impact of physical exercise on various organic systems in the body may be developed by the end of this stage.

Related Matters and Problems in the Management of Physical Education Programme

1. Scheduling: Scheduling of Physical Education classes should be done as per a definite plan. The manner in which physical education is scheduled reflects the physical education leadership. Physical Education will be more meaningful when the schedule reflects the interests of the participants rather than the administrative convenience.

Physical Education should not be inserted wherever there is time left over after all the other subjects are provided for. It should not be handled on a hit and miss basis. The three important items to consider in scheduling classes are 1) the number of physical education teachers available 2) the number of teaching stations available and 3) the number of students.

1.Equipment:

In scheduling special attention should be given to weak and handicapped students. Availability of facilities, equipment and weather conditions also should be considered in scheduling.

2 Dress: Dress does not have to be elaborate. In general dress/uniform should ensure safety and convenience. Footwear should be appropriate. Uniform should be clean.

3 Time allotment: Time allotments vary from school to school or place to place. For physical education to be of value it must be given with regularity, that means daily. Some feel that programmes cannot be adapted to a fixed time schedule. There should be regular instructional and participation or practice periods. Time allotted should be sufficient for dressing and washing along with the activity.

4. Class Size: Some administrators feel that the physical education classes can accommodate more students than the academic classes. Classes in physical education should be approximately of the same size as classes in the other subjects. This is essential for effective teaching, individual instruction and progression. Suitable size can be 35 to 40 but normally it is better not to exceed 45 to 50 students for one teacher.

5. Instructional loads and staffing: It is very important that the load be adjusted so that the physical educator is not over worked. Staffing should be provided as per the strength of the students. A daily load of 200 students per teacher is recommended and never shall exceed 250. The number of working hours for week should also be reasonable considering the nature of activity and work in the physical education class.

6. Differentiated Staffing: Responsibilities should be given to various staff members depending on their specialization, experience and competency. Differentiated staffing allows the teacher to be free to teach and not involved in clerical or other responsibilities. The benefits are better in differentiated teaching.

7. Taking roll: Roll taking or attendance is essential for all physical education classes. The method of taking roll if follows three criteria it is usually satisfactory. 1). It is efficient-roll taking should not consume too much time. 2). It is accurate-it is important to know who was present and who was not and who came late or left early. 3) It should be uncomplicated-any system that is used should be easy to administer.

8. Selecting Physical Education Activities: Physical Education activities represent the heart of the programme. They are the means for achieving the objectives and goals. As they are very important they must be selected with care. Activities should be selected in terms of the value. They should be interesting and challenging. They should be adaptable to the growth and development needs of children. Activities should be modifications of fundamental movements such as running, jumping, throwing, walking and climbing. Activities should be selected in light of the facilities, equipment and resources available. Health and safety factors also should be considered in selecting the activities.

Selected Management problems in Physical Education Instructional Programmes:

Usually the manager of Physical Education instructional programme faces many problems and questions. Some such problems are given here.

1. Should Physical Education be required or elective?

General agreement is that physical education is required at the elementary and secondary school levels. Physical education is a basic need of every student. As a required programme physical education should meet the physical, social and cognitive needs of the students. A good basic programme of physical education at the elementary level may motivate the students to take it up voluntarily at the secondary school and college levels rather than make it required.

2. Should substitution be allowed for Physical Education?

A practice exists in some schools that allow the students to substitute some other activity for physical education. Some of the activities used for substitution are Dance, A.C.C, N.C.C, Scouts, Band, gardening, carpentry etc. There is no substitute for a sound physical education programme. It helps for the all-round development of the individual. It develops many skills that can be applied throughout life.

3. Should credit be given for Physical Education?

This is another problem that generally comes up. Some feel that the joy of the activity and values derived from participation are sufficient in themselves without giving credit. Some others feel that physical education is the same as any other subject in the curriculum and should be given just credit as for the other subjects as it enriches a person's education.

4. What policy should be established on class attendance?

As students attend the school regularly they should attend the physical education classes also. Regular participation in physical education classes is essential. Therefore there should be a clear policy on attendance. The regulations must be few and clear. Perfect or centpercent attendance need not be stressed. There should be provision for make up of the activity missed due to absence. Accurate and up to date attendance records should be maintained.

5. What about excuses?

A request for excuse from physical education classes should be granted depending on the merits of the requests. Excuses should not be granted for minor reasons even if it has the recommendation of the parents and family doctor. Physical education teacher should use his discretion while granting excuses.

6. Who should conduct the elementary school Physical Education Class?

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The class room teacher will be having only limited professional education in physical education. Some class room teachers may not be interested in handling physical education classes. It is always better that a specialist takes over this responsibility. Therefore trained physical education teachers should conduct physical education classes at elementary school level also. But when such provision is not available the class room teachers may be asked to conduct these classes.

7. Dressing and showering: The problem of dressing and showering does not exist much at the elementary school level. But at the higher level it exists. Physical education activity results in perspiration. In the interests of comfort and hygiene it is better to provide for special clothing and showering. But the time allotted is too short to have special dressing and showering for physical education classes. At the same time it is good to provide facilities for dressing and showering.

8. Records: Records are essential in keeping valuable information regarding the participants. They should however be kept to a minimum and should be practical and functional. All necessary records should be maintained but at the same time physical education teachers should not always be busy maintaining records and keeping files.

Guide lines for College & University Physical Education Programme

Students come to colleges and universities with widely diverse physical education backgrounds. At college and university level physical education programme should be made available to all students. The programmes should consist of a broad spectrum of activities with different levels of entry. It should offer more advanced skills and techniques. It should provide for electives and greater specialization. Physical education programme at this level should be voluntary. But good incentives should be offered to promote better participation in these programmes. Emphasis should be on recreational and fitness activities. Proper facilities and equipment should be provided so that the programme can be very effective.

1. PLANNING: Planning is to decide or determine a future course of action to achieve the desired goals. For effective management planning is very essential. Planning is a continuous process. It involves selecting the objectives, policies, procedures, programmes methods, standards and rules. Planning is to choose the best out of the several alternatives. The function of planning is not performed only by the top management. It is the responsibility of individuals at every level. Hence it is a collective function.

2. DIRECTING: Directing involves informing the staff of the functions they have to perform. Knowledge of the policies, objectives, positions and people in the organization. Directing is the ability of the manager as a leader to guide the staff successfully towards the goals. The staff should be motivated to work with zeal,

confidence and enthusiasm. It is essential to instill faith in cooperation, in the achievement of personal ambitions and in the joy of success.

CONTROLLING: Controlling is the process of getting the activities performed in the same way as per the planning. It includes fixing appropriate standards for measuring the performance, and comparing the actual and planned work. Controlling is a continuous process. It is a future looking process because one can control only future happenings and not the past. Controlling also includes coordinating. Coordinating is the essence of management, which can also be a characteristic of directing. Control keeps a check on other functions for ensuring successful functioning of management. Controlling in away leads to evaluating.

EVALUATING: Evaluating is comparing the results with the performance standards as per the plan, finding the variances between the two and reasons for the variance and taking corrective actions. In fact it is actually assessment of the whole programme, procedures, functions, actions and results, Evaluating helps

- a) to improve individual performance
- b) to coordinate programme development
- c) to have a basis for external criticism
- d) to provide the feed back necessary to take corrective actions
- e) to set alternative and realistic standards.

BUDGETING: Budgeting is the formulation of a financial plan in terms of the work to be done and services to be rendered. Though budgeting is being discussed as a separate function of management, it can be regarded as part of both planning and controlling. Budgeting is allotting appropriate funds for meeting the anticipated expenses in accomplishing the tasks of the organisation to achieve the goals. Budget can also be said as an estimate of future needs arranged according to an order covering the activities of the enterprise for a definite period of time. Budgets have to be planned and prepared in advance. Budgets can be of different types as follows.

- a) Short and long term budgets on the basis of time
- b) Master and functional or subsidiary budget on the basis of functions.
- c) Fixed or flexible budget
- d) Traditional and zero based budget
- e) Performance or costs & results budget.

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Factors effecting the planning:

- Vision/Destination: No point planning until you know where you want to end up. Clear, identifiable targets. "To be the best dry cleaning shop in town" is a rubbish vision because the target is too vague. "To have a 98% Customer Satisfaction Rating" is a clear target.
- See possibilities: Many people defeat themselves by reducing their options. Then, when a way ahead is blocked, they're stymied. Look for all options, especially unusual ones. The unusual paths are less trodden so you have less competition and more advantage.
- Identify Immediate Actions: If you need resources you don't have, the first action has to be get those resources. I can't believe the number of people who talk about budget or resource restraints as reasons for not doing things. If you can't move something because you need a van, then "get a van" is your immediate action.
- Get Feedback: Mike Tyson said "Everybody has a plan 'til they get punched in the mouth." A plan no matter how brilliant will not be able to take into account all the possible futures so you need critical feedback in order to re-align your plan where necessary. And you need it often - real-time would be preferred

Steps in Developing Performance Standards

A. Identify the top 3-5 primary job responsibilities of the employee • Use the employee's current job profile • Identify those duties for which the employee devotes the greatest percentage of his/her effort to complete B. Identify the performance indicators that will signify satisfactory performance of the 3-5 job responsibilities (i.e., Compared to what measurement will you and the employee know that he or she has achieved a satisfactory level of performance?) • Review the employee's primary job responsibilities • Identify the basic activities necessary to perform each one • These are the performance indicators