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2011 State Conference

I -nvigorate

A -ctive

H -ealthy

P -repared

E -nergized

R -elevant

The **D-**oorway to the Future of IAHPERD

JOURNAL

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President's Message

2011 State Conference

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The D-oorway to the Future of IAHPERD

To my IAHPERD Constituents:

I am honored and humbled to serve as your 2010-2011 President. I know I cannot fill the big shoes that my predecessors have left behind, but I will do my best.

I want to thank all of you who attended our 2010 IAHPERD State Conference. I hope you participated in inspiring sessions and were able to meet new professionals and reconnect with friends from the past. Your Executive Committee is committed to continued improvements in future conferences. Please do not hesitate contacting me if you have suggestions to make our state conference even better in the future (langerme@iupui.edu).

I want to thank all of you who have been willing to serve on our councils and committees. Without your time and dedication, our state conference would not be the success that is has been. If you know of other energetic professionals who would like to serve on a council or committee, please contact me. (You can find a complete list of councils and committees on the front page of your journal.)

We are living in very challenging times. The economy and status of our educational system in Indiana is forcing us into very difficult situations with difficult decisions. I want to praise Mark Urtel, Past-President, for the countless hours he devoted to advocacy during his time as President. Many people will never know the passion and energy he spent fighting for us. He has graciously agreed to continue supporting our advocacy committee in efforts to promote health, physical education, recreation, and dance at the state and local levels. Next time you see Mark, please thank him for all that he has done.

The theme I have chosen for my presidency is Invigorate – Active – Healthy – Prepared – Energized – Relevant – The Doorway to the Future of IAHPERD. I chose this theme, because while the future can be uncertain and unsettling for our professions, I believe if we work together, we can be a stronger voice in shaping that future. I would like to (a) help our board of directors develop a strategic plan to guide our activities in the next five years, (b) work to create a paid advocacy position in our organization to help us be a relevant player in state politics and negotiations, and (c) work to improve the channels of communication in our organization, so that all members feel that they have a voice and are heard.

I want to thank Keith Buetow, President-Elect, Karen Hatch, Executive Director, Joyce Luecke, Conference Coordinator, and Elise Studer-Smith, Secretary. Their help and support is greatly appreciated.

One of my life philosophies is "We can always be better." Please join me in helping to make IAHPERD the best it can be!

Respectfully yours,

Lisa K. Angermeier, PhD, CHES – IAHPERD President

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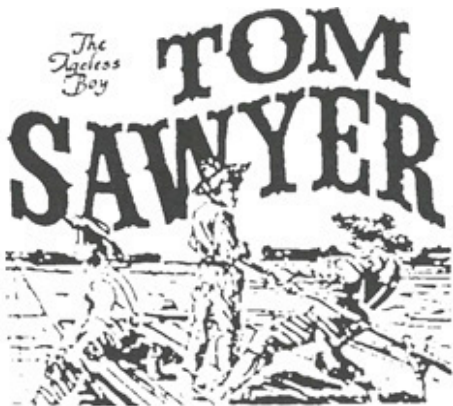
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Becoming a Better Writer

Part 3

This is part 3 of the series providing tips to improving writing skills. It lists the 10 most common reasons why manuscripts are rejected.

10 Most Common Reasons for Rejection of Manuscripts

- The quality of writing is poor.
- It deals with a specialized subject that would interest too few readers.
- It offers no new insights or information.
- It is over-documented to the extent that references hinder the flow of reading.
- The topic is too narrow in scope.
- It is largely a promotional piece for a person, place or product.
- It is a review of information available in other publications.
- The content would not be of interest to HPERD professionals
- It includes information that is inaccurate or outdated
- It is written in dissertation style.

The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.
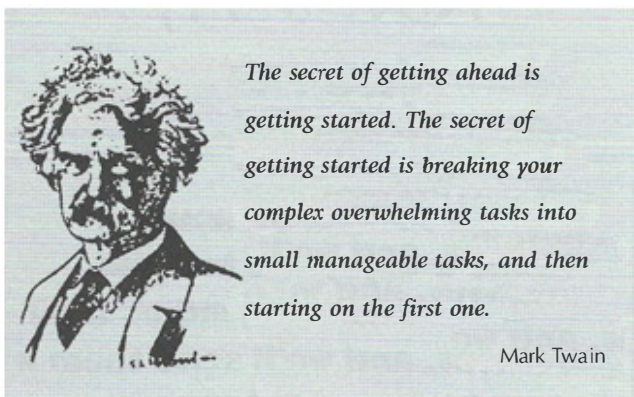
Mark Twain

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Attention IAHPERD Members

As an association, in the future more of our communications will be done through e-mail. If you did not receive an e-mail in January or February from: indianaahperd@aol.com – please update your e-mail address.

This may be done by e-mailing your current e-mail, name, and address to: indianaahperd@aol.com.

Any questions? Contact Karen Hatch, Indiana AHPERD Executive Director at the above e-mail or by telephone at: 765-664-8319.

Thanks for keeping the IAHPERD membership records up-to-date.

Launching Alternative Revenue Generating Programs in Interscholastic Athletics

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Abstract

Interscholastic athletic directors are facing financial difficulties stemming from cuts in school board funding, rising expenses, and the downturn in the economy. The purpose of this paper is to address how the implementation of a philanthropic approach to fundraising can supplement athletic department budgets. Interscholastic athletic directors will be introduced to the most important reasons why people give money to athletics and how to begin instituting a philanthropy program through generating a statement of purpose, establishing goals, identifying prospects, and asking for a donation. The difference between annual funds and major gifts is also addressed.

Keywords: Interscholastic athletics, fundraising, philanthropy

Launching Alternative Revenue Generating Programs in Interscholastic Athletics

Public schools in America over the last few decades have created expansive programming aimed to heighten the overall education experience (Meier, 2004). From the classroom to extracurricular activities, a program exists for almost every student. This programmatic – and problematic – growth has placed budgetary pressures on the students, school administrators, and the federal, state and local government. The United States higher education system has used philanthropy as an alternative revenue stream to help face these challenges, and in the process, higher education has transformed dramatically (Frank, 2004). This trend in higher education is in large part because of the heightened philanthropic awareness in United States. Total United States charitable giving in 1967 was $17.03 billion. By 1997, giving to not-for-profit organizations increased to $144.6 billion and $307 billion in 2008 (Nauffts, 2008).

While the budgetary challenges with the U.S. public school system is universally accepted, there are endless theories as to how financial resources should be allocated. Physical education, extracurricular, and athletic programs in particular seem to be experiencing heightened budgetary pressures. These activities have been the target of frozen or reduced budgets because of the state and federal tax cuts for public academic institutions (McFarland, 2002). The financial structures used in public school systems vary greatly around the country. In general terms, seven percent of a school's budget comes from federal funding, and the remainder is generated through local, state, and sales taxes. The average amount of money provided per pupil varies greatly from state to state (Howell & Miller, 1997). An article in *Time* magazine said, "In an era of property-tax caps and budget cutbacks, no child is entitled to much; these days state and local funding for education is stretched just to cover the basics" (Smolowe, 1995, p. 62). With these increased budgetary pressures, athletic directors and school administrators are challenged to look for alternative sources of revenue to support these programs.

In spite of extracurricular budgets falling short of needed expenses, athletics in America continues to experience increased participation. The National Federation of State High School Association (NFHS, 2009) reported high school athletic participation for the 2008-09 school year set an all-time high of 7,536,753, which marked the twentieth consecutive year increasing participation. The survey revealed that in 2008-09, 55.2 percent of students enrolled in high schools participated in athletics, which was an increase from the 54.8 percent from the 2007-08 academic year.

The increase in athletic participation in the United States, coupled with the budgetary pressures schools are facing, has caused administrators to search for unconventional methods of income. For example, the formal fundraising practices and strategies embraced by most collegiate athletic programs could be transferred to the public school

structure to offset the budgetary differences. With the intensified financial crisis in education, around the country, and globally, new approaches must be implemented to ensure these programs are maintained (Bravo, 2004; Howard and Crompton 2004; Reeves, 2006).

Purpose of the Study

The budgetary pressures within high school athletics show no signs of reversing in the future. School administrators are searching for alternative revenue sources to support the athletic programs at their high schools. The following case study explores philanthropic trends within higher education and how those could be repackaged into tangible plans to counter the financial challenges in interscholastic athletics.

The need for unconventional revenue for high school athletics coupled with the impact of fundraising in the higher education system has created a ripe environment for the adoption of athletic fundraising at public high schools. This study reinforces the belief that interscholastic athletics is at a tipping point with regards to athletic funding, and that fundraising, event promotion, and a rebranding strategy can generate alternative revenue and serve as a solution to the budgetary pressures school administrators are facing. Given that athletic directors have a limited amount of time to allocate to fundraising, a qualitative study was performed to identify the fundraising practices that have the most significant impact.

Review of Literature

The discussion regarding budgetary challenges for high school athletics must begin with background information in order to accurately define the major challenges facing athletic departments. The following provides information on the current financial climate with in interscholastic athletics and how fundraising practices used within higher education and not-for-profit organizations can help alleviate some of these pressures.

Current Financial Environment of High School Athletics

School administrators spend a significant percentage of their time budgeting and allocating resources, and justifying their actions. The rising cost of public education in the United States coupled with enrollment growth has placed extreme financial pressures on school's budgets and administrators. The federal, state and local taxing structures evolve constantly, further adding to the challenges administrators face in developing relevant financial plans (Burrup, Brimley & Garfield, 1999). Bravo (2004) stated:

> The incidence of demographic change, inflation and taxation has directly affected state funding of public education. Demographic changes have created more needs, inflation has decreased the actual dollar value and new tax legislation has established limits on tax burden. In turn, these forces have affected the funding for interscholastic athletics as well with scarcity of public monies arise, school administrators need to fund primarily the programs mandated by the State Board of Education. (p. 25)

The Value of Athletics

Given the current financial climate in public schools, inevitably the amount of athletic funding schools allocate towards these programs are questioned. For years extracurricular activities have been highly valued as part of the overall educational system (Hoch, 1998). A recent study attempted to challenge the idea that athletics enhance the educational experience provided by public schools. This study looked at 1,924 Texas public schools and found that "Athletics can influence student performance on basic skill exams," yet found "a strong negative relationship exists between athletic budgets and student performance on SAT and ACT exams" (Eller, Marchbanks, Meier, Polinard, Robinson, & Wrinkle, 2004). These two findings contradict each other and do not support the divergent goals theory which states that if two opposing goals are pursued simultaneously, they will have a negative impact on each other. If Eller et al. (2004) was able to show that athletics do not have a significant impact on student athletics, extracurricular activities as a whole could be in jeopardy in the public schools.

As it stands, there is still strong support of extracurricular programming and the impact it has on education. Rader (1999) noted, "high school sports helped to give an identity and common purpose to many neighborhoods, towns, and cities which were otherwise divided by class, race, ethnicity, or religion" (p. 111). This community support is one of the primary factors for the rise in athletic competitions and participation (Covell, 1998).

Funding Structure

The debate over athletic funding in public schools systems and how multiple competing institutional goals can hamper an organization's ability to fulfill its primary mission of educating students, may never end. Gee (2005) suggested:

> Integrating the athletic budget into a university's (or high school's) budget keeps the priorities of athletics in alignment with a university's other strategic priorities. Athletics revenue cannot outrun academics in primacy when it is collected under the same rubric as academic and overseen by the same eyes that oversee academics and student life. In athletics, as in all things, the further one moves from the core and the heart, the more dispersed the original focus become. Pulling athletics into the university's heart makes aligning athletics with a university's greater mission is much easier (p.13).

Gee surmises, this same principle should be applied to the public school system.

The reality for most high school athletic directors is that athletic budgets no longer cover the cost of running the established programs. Passing the additional cost along to the student-athletes is an emerging trend used to counter budgetary constraints in high schools (Brown, 2002). However, it is a practice that has met great resistance (Smith, 2001). According to Pete Bryden, associate director for *ESPN The Magazine* Coaches Fundraising Program, "Fees now account for an average of 20% percent of athletic budgets. The sad reality is that many athletic departments

are not able to make ends meet and 'pay-to-play' has become a necessary evil" (Newell, 2005, p.5). Bryden goes on to explain, "A lot of schools have gone the route of allowing the fundraising part to go to a booster club vs. the sports team, the athletic director, or the individual coach. It just depends on how it is coordinated within the school" (Newell, 2005, p. 3). However, car washes and bake sales conducted by each team may no longer meet the financial needs of high school athletic departments. Instead, a comprehensive, integrated, philanthropic campaign can more effectively meet the needs of athletic administrators.

With the demand for additional revenue increasing, administrators are feeling the effects of these pressures. Each school system has its own philosophy on the role of athletics in education. These athletic philosophies are conceived by school board members, administrators, and local community. The budgetary pressures have the potential to influence the philosophy and organizational structure of athletic and educational programs. Educational institutions across the country are reviewing their athletic organizational structure to ensure it aligns with the broader institutional organizational philosophy. Athletic budgets and programs for years have been allowed to act independently from the school's core function of education (Eller et al., 2004). Colleges and universities are beginning to reintegrate their athletic budgets into the broader school budgets (Donovan, 2008). This has allowed schools to better protect their core purpose of educating students, rather than competing for a higher market share or sponsorship dollars. This emerging trend in higher education has begun to trickle down to high schools as administrators have identified the impact this structure can have on the educational experience.

Philanthropic Trends in Higher Education

From assessment to teaching methods, higher education has served as the testing ground for many educational principles and practices that have then been implemented in the public school. The same parallel exist between higher education and public schools in regards to philanthropic practices because they are both being forced to wrestle with two philosophical questions: 1) How much should be invested in the pursuit of successful athletic programs, and 2) how individual sports are prioritized and supported (Meier et al., 2004).

Smaller colleges and high schools operate under a much different structure, and therefore philanthropic practices must be altered to fit appropriately. In less commercialized settings, success is normally evaluated in terms of indirect value rather than television or ticket sales revenue. The indirect values of a successful program can be found in positive fundraising implications as well as admissions implications (Frank, 2004). A successful program has great impact on the attractiveness of a school and serves as the front porch.

Over the last twenty years athletic fundraising has experienced tremendous growth. (Tsiotsou, 2006). Tsiotsou (2006) found that "Athletic fundraising presents the greatest percentage increase in universities the last few decades" (p.

210). Heightened athletic budgets are evidence of a stronger commitment to athletics within higher education. But with this growth and increase with charitable giving, comes a need for more complex strategies and gifts (Gladden & Mahoney, 2005). It is important to note that while some of the big-time universities may be raising staggering amounts of money, only two percent of a donor base gives a majority of the athletic funds. Of that two percent donor base, most of the donors are not alumni, but rather fans of the athletic program (Stinson, 2004). When comparing athletic fundraising to the broader philanthropic industry in the United States, athletic fundraising, even within higher education, is still rudimentary at most institutions.

Howard and Crompton (2004) found "the motives underlying donations are more altruistic than commercial" (p. 574). However, two recent studies have identified tax deductions, priority seating, professional contacts, membership plaques, decals and hospitality rooms, to be additional motivating factors in supporting athletics (Donovan, 2008, Tsiotsou, 2006). One of the most comprehensive athletic donor motivation studies in this field used prior research to assess why their donors give money and in the process help fundraisers better understand their constituency (Gladden & Mahoney, 2005).

The four primary motivations for athletic donors are philanthropic, social, program success, and personal benefits (Billing, Holt, and Smith 1985). Staurowsky (1996) further explored this topic and found curiosity and power to be additional motivating factors for donor's giving. These two studies provided significant research for the industry in identifying what motivates athletic donors. However, these studies fell short in identifying the *importance* of these different motivating factors. Verner, Hecht & Fansler (1998) assessed these core motivating factors and developed a method of quantifying the importance of these factors. The following six donor motivations, if accurately identified and appropriately leveraged, will result in more gifts, more fulfilled donors, a constituency better primed for future gifts.

Access to inside information. Giving which gives donors access to information not given to non-donors (Verner, Hecht & Fansler, 1998). For example, a parent gives significant money to the athletic department in hopes of being asked onto the booster club, and in turn, gains access to inside information.

Affiliation. Giving because it allows someone to interact and socialize with others as means of belonging (Milne & McDonald, 1999). Some donors give to specific organizations if the will be associated with various causes or people groups.

Altruist. Doing what feels right. Prince and File (1994) discuss the idea that giving is a moral necessary, and is a responsibility duty or obligation. People's personal value systems drive where, when and what causes they give to. For some, this instills a sense of responsibility and causes them to become involved financially.

Helping student-athletes. Some donors, highly value interscholastic athletics and feel called to help

support student- athletes through providing scholarships opportunities. This type of giving typically has student-athletes' education and well being at the center of their giving (Verner, Hecht & Fansler, 1998).

Public recognition. Giving which expects a public response from the organization or program who received the gift. Most donors state they do not need public recognition, but internally are flattered if recognition is given (Verner, Hecht & Fansler, 1998).

Support and improvement of athletic program. Unrestricted giving which helps advance the athletic program, including recruiting capital projects, equipment and specific coaches and programs needs (Gladden & Mahoney, 2005). These donors give to improve the athletic program as a whole, rather than what they want to do.

Understanding donor motivations and realizing that each person in a donor constituency has their own unique motivations that need to be factored into the relationship.

Applicable Fundraising Concepts and Models

Due to the direct and indirect value of a successful athletic program, it is clear why most higher education institutions are pouring resources into these extracurricular activities. The challenge is these intuitions do not have unlimited resources. For this reason schools are partnering with alumni and friends to up underwrite the cost of the athletic programs.

Philanthropy is part science and part philosophy. The scientific part involves statistical analysis, examination of industry trends, and prospect research. The philosophical side includes the development of relationships, and understanding donors' motivations and other theories of human behavior. It is the application of these concepts and models that have legitimized athletic specific fundraising over the last few years (Donovan, 2008).

In the world of philanthropy, the terms development and fundraising are sometimes confused. Development is the time spent strategizing, maintaining your organizational plan, and aligning fundraising goals to meet the need of an institution. Fundraising, on the other hand, is cultivating, soliciting, and stewarding donors and prospects. Development and fundraising are not independent of each other but rather go hand in hand. Depending on the size of unit, employees will take on multiple responsibilities, often filling both development and fundraising responsibilities (Donovan, 2008). The following are fundamentals of any philanthropic endeavors, aimed to provide athletic administrators with the tools to maximize your fundraising results and in turn provide more funds for programming.

Statement of purpose. Just as a mission statement is foundational for any successful business, so is the *statement of purpose* for your fundraising program. A statement of purpose clearly articulates the need, the impact that a gift will have, and why your donor should be involved (Donovan, 2008 p.14). In practically terms, this means a fundraiser needs to ask for the right gift, for the right program, at the right time, in the right way

A statement of purpose serves as a catalyst for fundraising initiatives and should align with the school's strategic plan as well as overall mission (O'Brien, 2005). The following stakeholders should be involved in the development of the case: administrators, athletic directors, booster club members, and coaches. Organizational buy-in is paramount if you want donors to embrace the case. A failure to include key stakeholders with the development of the statement of purpose will result in frustration from both donors and employees (Gee, 2005).

Establishing goals. Overall fundraising goals need to be well defined prior to the start of any project. The goal typically includes the dollar amount as well as a timeframe of when the funding should be completed. Without these defined benchmarks your donors will not rally behind your cause (Gee, 2005). In addition to overall fundraising goals, individual goals should be established for each person who has fundraising responsibilities. Clear expectations need to be laid out for those responsible for funding and for how much they are responsible. This accountability will serve as a great motivator and ensure that the fundraising ball is not dropped amongst the other responsibilities (Aschbrook, 2008).

Prospects. In fundraising, information equals more money. Prospect research is the process of capturing information that help: 1) assess giving capacity, 2) assess affinity or inclination. This information can be acquired through electronic screenings, peer screenings, past giving, and level of involvement. The ideal prospect should have high giving capacity and a high affinity with an organization or institution (Tsiotsou, 2007). Two decades ago Jerold Panas discovered that approximately twenty percent of the donors give eighty percent of the funds. Since his original study he has proven that one percent of Harvard University donors give ninety percent of the funds (Panas, 2005). These donors have high capacity and affinity. The prospect research process should reveal who are the best prospects and on whom the fundraisers need to focus (Donovan, 2008).

Fundraising Philosophies. Asking for money is uncomfortable to most people. But for those who are in the industry and understand donor's motivations, it is much more than just asking for money, it's about relationships. Cultivating and maintaining relationships as well as creating a bond between a donor and an organization are key (Maehara, 2002). Donors give to people and vision, not to a need. The more a fundraiser can build genuine relationships with donors and between your organization, the more inclined your donors will be to support your cause. According to Matheny and Stearman (1999), "People give to people, not to organizations, not to institutions, not to positions. People give to a vision rather than a financial need, you must have a clear purpose statement" (p. 12).

Core Programs

The demand for effective revenue development is growing rapidly and in turn there is a heightening the need for formalized fundraising strategies for interscholastic athletics. These strategies must be both effective in generating revenue and feasible to implement. Athletic directors and school administrators are limited by the

amount of time they can allocate to fundraising, the following two strategies are suggested to maximize results while minimizing the time required to implement.

Strategy 1: Annual funds. Annual funds are the foundation of any successful fundraising program (Howard & Crompton, 2004). While these programs do not raise large sums of money, they are crucial for several reasons. First, annual funds generate needed gift income to help offset the operational costs. Secondly, the annual fund, more than any other development program, introduces people to giving and helps develop the habit of philanthropy (Aschebrook, 2008). Although there are exceptions, a donor's first give to an institution is generally to the annual fund. Thirdly, the annual fund helps build a relationship between the donor and the organization which deepens donor commitment and involvement. Lastly, the annual fund prepares donors for a major gift. As Donovan states, "The best prospect for a big gift is one who has given before, there may be no better means for identifying potential major gift donors than careful analysis of past annual giving results" (Donovan, 1996, p. 24).

Strategy 2: Major Gifts. Knowing that most of the money is given by a few people, Mathney & Stearman (1999) suggested that not all donors are created equal and should not be treated as such. For this reason, engaging major gift solicitations is one of the interesting and challenging aspects of development work. Donovan (2008) says it generally takes ten to twelve personal visits over a twelve to eighteen month period before a donor is ready to make a major gift. Knowing that major gifts take a significant amount of time to develop, it is vital that the best prospects are identified.

The fundraising concepts and models discussed provided a basic working knowledge of philanthropy for an athletic director. While there is no shortage of other responsibilities an athletic director must oversee, fundraising *strategically* can help generate additional revenue with minimal time or resources.

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2010 IAHPERD Showcase
Graduate Abstracts

College Athletic Budget Strategies: Maintaining Fiscal Responsibility in 2010

Kevin Lanke – Indiana State University
Faculty Sponsor: Dr. Kimberly J. Bodey

Currently, major NCAA Division I programs spend $40 million annually, but only 20 to 30 percent of these institutions balance their budgets. Controversial facility upgrades are playing an increased role in balancing budgets, and significant fiscal pressure occurs at NCAA Division I institutions due to a lack of available resources, increased operational costs, and the increasing relationship between wins and fund raising potential.

The current financial situations at Arizona, North Alabama, St. Cloud State and Winston Salem State illustrate the fiscal challenges present within college athletics today. Despite Arizona's presence in the financially stable Pacific Ten conference, projections include a $5 million deficit by 2011 for an athletic department that generates profits in only football and men's basketball. The institution relies on $15 million in gifts annually to turn a profit and trimmed their staff by 32 in 2006. At North Alabama, the university is considering moving from NCAA Division II to Division I. Expected potential revenue increases include sponsorship, student fees and attendance at games, with increased expenses expected for conference affiliation, NCAA application fees and the addition of sports to the portfolio. St. Cloud State University, a Division II institution, currently loses $400,000 per year on athletics. Eliminating football or eight other sports will take place within the next year to balance the budget. Men's hockey remains the most profitable sport at St. Cloud State, with women's hockey enduring the most significant losses. Increasing student activity fees represents a potential solution to balance the athletic budget. Winston Salem State initiated the move from Division II to Division I before retracting the idea due to significant financial losses. The move resulted in a $6 million deficit in 2009, with projected deficits of $15 million annually by 2012. This financial reality caused an institutional transfer back to Division II.

Recommendations for college athletic director actions include joining economically viable conferences, reducing overall athletic related costs, and increasing the presence of guarantee games. Division I institutions must analyze conference affiliation in terms of television revenue, Division II institutions seeking Division I status must analyzes the overall costs related to the potential conference move, and Division III institutions must seek geographically sensible associations. The need for increased efficiency results in universities eliminating sports or jobs, and could result in coaching salary reductions at the Division I level. Increased guarantee games serve as a rationale for the move from Division II to Division I, and also help Division III institutions generate departmental revenue.

Identifying and Managing Perceived Stress in Intercollegiate Athletics

Tonya Gimbert, Emily Sheppard, & Jordan Bailey – Indiana State University
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Stress is the body's natural reaction to the demands encountered in the environment. Scholars reported college students differ in the amount of perceived stress and the management of perceived stress based on a variety of factors such as gender, race or ethnic background, and institutional size and composition (Gadzella, 2006; Negga, 2007). Moreover, the source of perceived stress varies among individuals and may include academic, social, and personal pressures faced in the typical college setting. Unlike the typical college student, student-athletes have an additional source of stress related to intercollegiate sport participation.

College students may positively manage stress through active, healthy interactions with other students as well as participation in a variety of social recreation activities available on campus. Conversely, students may negative manage stress through self medication with drugs, alcohol, tobacco, and food (Sources of Stress, n.d). Thus, it is important to identify the perceived sources of stress and appropriate techniques to manage perceived stress among college students.

This presentation reported the findings from a needs assessment (N=235; 14 varsity sports) conducted at a mid-major institution to identify (a) perceived stressors experienced by student-athletes and (b) educational seminars desired by student-athletes to manage perceived stress.

The survey instrument, developed for this project, included 51 items pertaining to current stress level; perceived stress in sport, academics, and personal life; and preferred educational session topics. Demographic variables included gender, sport, academic status, and scholarship status.

The top five stressors among all student-athletes included (a) pressure to perform from coaches (69.4%), (b) pressure to win (68.8%), (c) pressure to perform

from teammates (61.7%), (d) amount of time spent at practice/training room (61.2%), and (e) pressure to maintain a particular body image (54.5%). Recommendations for the athletic department personnel include (a) coaches should be aware of student-athletes perceived stress and monitor stress levels throughout the academic year; (b) coaches should have an open door policy to allow student-athletes to discuss perceived pressure to meet practice demands, perform, and win; (c) athletic department should provide support services (e.g., sport psychologist, nutritionist, counselor) to assist student-athletes manage identified stresses; and (d) athletic department should sponsor bi-annual forums for coaches to share issues, concerns, and best practices for assisting student-athletes manage stress.

Student-athletes indicated they wanted more education about (a) how deal with the media (72.7%), (b) nutrition/supplements (70.8%), (c) coping with sport burnout (68.5%), (d) coping with stress/anxiety (64.1%), and improving communication skills (62.7%). Recommendations for athletic department personnel include (a) athletic department should provide regular programming related to performance nutrition, managing stress, and speaking with the media for student-athletes in all sports, (b) athletic department should sponsor bi-annual forums for student-athletes to share issues and concerns with staff members, and (c) coaches should review their practice, travel, and workout schedules with their respective teams throughout the course of the academic year.

UNDERGRADUATE ABSTRACTS

The Development of a Sport Management Club

Cassie Parsley, Kyle Gengelbach, & Justin Fehn – University of Southern Indiana
Faculty Sponsor: Dr. Glenna Bower

The planning, organizing, leading, and implementation of a sport management club can be time consuming for the faculty advisor and the students involved. One potential solution is to introduce a project to develop a sport management club within a class. This is exactly what the University of Southern Indiana Sport Management program implemented when a faculty member led a group of students through a class project to develop a sport management club. Students from a Principles and Application of Sport Management class learned how to plan, organize, lead and implement the club over a 16-week period.

During the first 10-weeks of the course students formed groups to complete eight parts of a group project which would ultimately lead to a new sport management club. The eight parts of the group project included the development of a strategic/operational plan (mission statement, goals/objectives), organizational structure, marketing plan, budget, events, and professional development opportunities. Each group submitted parts of the projects throughout the semester. Class meetings were held to make final decisions about ideas, and concepts on the future of the sport management club. For example, the faculty member collected group proposals on their thoughts about what the organizational structure of the club should look like. All proposals were presented and the students voted on which one was best for the club.

During the final 5 weeks of the course students voted on the Board of Governors (BOG) and submitted paperwork for approval of the club. The club was approved during the spring of 2010 and is playing a crucial role in the professional development of the University of Southern Indiana sport management students. Students are provided numerous opportunities to obtain leadership skills and network with professionals within the sport management industry. The club is continuing to build with the continuation of events they are hosting in collaboration with the sport event management class. The two main events for the students are a 5k road race and a golf scramble. All the proceeds go to sport management scholarships and professional development funds for the club. This is another way to help the sport management club to thrive with a faculty member infusing a project into a class. The class not only allows for hands-on experiences but for an increase in student memberships to raise money for sustainability of the sport management club.

The Implementation of a Golf Scramble

Michael Gibbs, Sallie Jung, & Thomas Lovvom – University of Southern Indiana
Faculty Sponsor: Dr. Glenna Bower

The Sport Event Management class lends itself to some wonderful opportunities for students to gain hands-on experiences. In addition, events are an excellent opportunity to raise funds for student scholarships, profession development, and future functions. For example, students enrolled in the Sport Event Management class at the University of Southern Indiana were given the task of planning, organizing, leading, and implementing a golf scramble during the spring of 2010. The students were asked to design, coordinate, set-up, and run every facet of a golf scramble that was implemented at the end of the semester.

The students within the sport event management class worked in their groups for the full semester leading up to the golf scramble. There were update committee reports following each class. The students were divided into seven committees including the Operations, Appreciation, Awards & Auction, Hospitality, Promotion & Publicity, Registration, and Sponsorship. A leader was chosen for each committee and responsibilities were given to guide students throughout

the process. Students were asked to obtain sponsors, design a risk management plan, promote and market, coordinate with the golf pro, obtain and assign workers and secure all the supplies that were needed for the event. Students were expected to actively contribute to the activities related to their committees both in and outside the classroom.

Some of the preliminary work was done with a sport marketing class that was offered during the fall of 2009. Basically, a marketing plan and a sponsorship proposal were developed in the class because these two areas were crucial in the success of the golf scramble. If students were to wait for the sport event management class to develop these two items it may not have been a success. Students within the promotion and publicity and the sponsorship committees were able to evaluate the marketing plan or sponsorship proposal to make changes as they see accordingly. The sponsorship proposal packages were actually changed with the consensus of the whole class. The golf scramble was a success in that the students successfully implemented the event and raised $2414.00 to go towards the sport management scholarship fund.

The Anthills are Coming! Utilizing Guerilla Marketing Campaigns in Professional Basketball

Audrey Siebrase, Ben Ogden, & Mike Pownall –Manchester College
Faculty Sponsor: Dr. Ryan Hedstrom

In the context of an Advertising class, Students at Manchester College were assigned the term project of developing an advertising campaign for a local organization. One small group worked with the Fort Wayne Mad Ants, a member of the NBA Development League located in Fort Wayne, Indiana. Students met with the organization to discuss the marketing and promotions objectives. The organization identified fan awareness and commitment as a need from the students over strategies for increased ticket sales and sponsorship. Fort Wayne already has two established professional sports organizations in the Komets (Ice Hockey, CHL) and the Tin-Caps (Minor League Baseball, Midwest League). The Mad Ants wished to solidify its organization in a city that has been named one of the best minor league sports markets by *Street & Smith's SportsBusiness Journal*.

After researching and meeting with team executives, students completed a situational analysis and marketing strategy plan to meet organizational needs. Based on potential target markets, the students felt it best to focus on children in the community. Targeting this group accomplished the objectives of conviction and desire; promoting the Mad Ants games as a family-oriented event. The Mad Ants also approved of this approach because it targeted a different demographic than the other local teams. By focusing on this group of potential fans, the organization could expand its target market, but keep the market of adults because of the children's' influence over family resources and activity. To accomplish the advertising objectives of awareness and comprehension, students created a guerilla marketing campaign using roaming "Anthills" (strategically using various children-oriented locations in Fort Wayne). These were large (five foot by four foot) movable statues. These promotional aids were complete with team logo, game schedule, and variations of the Mad Ant mascot. The students identified that this innovative guerilla campaign would be an effective complement to the Mad Ants' traditional marketing efforts with print and media. As part of the term project, the student group made a full advertising campaign presentation to the Mad Ants' staff, including the Vice President of Sales & Marketing. The campaign was very well received by the organization; plans for implementation were forwarded to the organization's executive staff.

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The Chase Charlie Races at Ball State University

Tucker Florea – Ball State University
Faculty Sponsor: Dr. David Pierce

The Chase Charlie event, planned and executed by Ball State students enrolled in the undergraduate event management class, is a great example of immersive learning. Through the duration of this project students have gained knowledge and implemented all aspects of event management. Students in the class were divided into the following functional groups: marketing, public relations, sponsorship, operations, creative services, finance, and registration. Each functional group developed a critical task analysis that is used to complete tasks necessary for the success of the event. Not only does this project provide students with knowledge of event management, but it also allows students to experience the implementation of these new concepts in a real world setting.

Our event has generated support from Ball State Athletics. This support has developed into a great working relationship with the administration. By working with athletics we engage the students in actively pursuing a professional meeting with administrators within our industry. These meetings have resulted in securing PA reads addressing our event at home football games, 30-second commercials during football broadcasts, a scrolling link to registration on the athletic department website, and complimentary tickets to the Ball State football game for all participants in the Chase Charlie event.

In order to fund this event outside funding was needed. Our faculty was able to prepare several applications to various granting agencies. These agencies include; the Ball Brothers Foundation, Pacers Foundation, ING/ NAPSE Run for Something Better, and Saucony. In 2010 we received grants from both the Ball Brothers Foundation and ING/ NASPE run for something better valued at over $2,000.

With the majority funding coming in the form of grants, this is a non-profit event. The class has decided to take a percentage of the revenue generated and donate these funds to the Muncie Family YMCA to support youth fitness initiatives in the community. Not only are we providing a percentage to the Muncie Family YMCA, but we hope to address the issue of childhood obesity through executing our event. These philanthropic concepts help encourage our students and local communities to engage in such an event. The mission of the annual Chase Charlie race is to provide a place for social and physical growth to help fight childhood obesity in Eastern Indiana. We are grateful as students that we can actively participate in this cause while engaging in course work here at Ball State University.

Applied Event Management: The Special Olympics State Youth Basketball Tournament

Johnny Henry – University of Indianapolis
Faculty Sponsor: Dr. Jennifer Vansickle

The 2010 Indiana State Special Olympics Youth Basketball Tournament basketball tournament, hosted at the University of Indianapolis and planned by UIndy Sport Management students, created a win-win situation for both Special Olympics Indiana and the University of Indianapolis as a whole. Students were required to interview for one of the six tournament management positions and jobs with accompanying descriptions were assigned accordingly. Planning meetings were conducted twice a week beginning January 12th and continuing to the tournament date of March 27. Post event meetings were held for the four weeks following the tournament. After creating an organizational chart, students began the planning process. Court captions, referees, scorekeepers, medical staff, announcers, awards volunteers, ancillary events volunteers, and other operational volunteers were recruited and assigned. Ancillary events were planned, the facility layout was determined and a youth rally was planned. Equipment needs were established and secured and the tournament schedule was established.

On March 27, 2010 the official Special Olympics Indiana State Basketball Tournament was underway. Teams from all areas of Indiana arrived at 7:45 am for team registration in anticipation for a chance to win a state championship. Thirty-two teams were split into nine divisions. Games started precisely at 9:00 am and continued until the start of the planned youth rally at 1:00. Noted motivational speaker Kevin Wanzer addressed the crowd of athletes and their parents. Immediately following the rally at 2:30 pm the basketball games resumed. All games concluded at 6:30 pm and a total of nine state championships were awarded to different teams.

The results of the Special Olympics event could not have been more positive for the first time host University of Indianapolis, the athletes, the volunteers, and individuals that witnessed the event. Operations were smooth and efficient which earned participant comments such as, "This has been the best Special Olympic event that I have attended", and "This facility set up was outstanding." Overall, 320 athletes on 32 teams competed, ranging in age from 8 to 16. Approximately 24 area high school referees volunteered and approximately 300 spectators were in attendance. Additionally, over 255 volunteers assisted on event day as court captains, announcers, official scorers, timers, results coordinators, hospitality coordinators, parking coordinators, registration staff, referees, cheer teams, merchandise sales, awards presenters, merchandise sales, lunch sales, and with ancillary events. Finally, 12 ancillary events ran during various times throughout the day to provide athletes with an enriching experience and were administered by various UIndy groups. These included a youth rally, kickball, individual skills competition, cornhole, obstacle course, ring toss games, bubble games, Wii bowling, health screenings, UIndy football practice, UIndy baseball game, and UIndy campus tours.

Stretching Research and Current Practices: Why the Disconnect?

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Abstract

With so much conflicting information available, coaches searching for pre-activity warm-up and stretching recommendations may stumble upon more misinformation than solutions. Sport governing bodies, in an effort to properly train coaches, have developed coach certification and continuing education programs. Although these programs exist to guide coaches through the myriad of available information in an effort to recommended best practices, questions remain as to what extent certification classes actually impact coaching practices upon completion of the training. Some coaches become entrenched in traditional dogmatic practices and are hesitant to change established personal methodology. With so many resources leading coaches astray with unsubstantiated or outdated information, it is critical that educational materials be scientifically based with easily understood messaging to increase the likelihood of practical application. This article pinpoints scientifically supported pre-activity warm-up/stretching variations from the types and trends, to the current research-suggested protocols. It also presents types of certification programs available and research conclusions regarding their impact on the coaching community.

Introduction

As new and different methods are continually tested and evaluated for stretching techniques, research recommendations based on those evaluations have shifted as well (Anderson, 1980; Anderson, Beauliue, Cornelious, Dominquez, Prentice, & Wallace, 1984; Holcomb, 2008; Stone, Ramsey, O'Bryant, Ayers, & Sands, 2006). A well informed coach follows the research recommendations as the type of stretching and warm-up pre-activity selected is critical to preparing an athlete for physical movement. An effective warm up will reduce the likelihood of injury and improve performance by creating an efficiency of physiological responses through increased muscle temperature and compliance. (Ce, Margonato, Casaco, & Veicsteinas, 2008; Holcomb, 2008; Little & Williams, 2006; Nadler, Malanga, DePrince, Stitik, & Feinberg, 2000; Safran, Garett, Seaber, Glisson, & Ribbeck, 1988; Sahlin, Tonkonogi, & Soderlund, 1998; Shrier, 1999). Incorrect pre-activity preparation strategies, on the other hand, can cause season-ending or even career-ending injuries especially in physical sports like football. Fortunately, coaching certification programs are making an impact on this issue by teaching safe and effective coaching methods. Unfortunately, however, it is unclear how well coaches are keeping up with appropriate techniques following initial training throughout the duration of their coaching careers.

What does it take to be a successful athlete in today's competitive environment? A solid training program is essential but the components of that plan will determine the actual effectiveness. Athletes and coaches can look on the internet for solutions and find an abundance of misinformation for designing pre-activity warm-up and stretching protocols but misinformation can lead them down the wrong path. Peer-reviewed research articles often examine training techniques with high scrutiny and are considered a respected source of information for coaches (Craig & Judge, 2009). Certification programs should have, and often do promote having, a program grounded in research principles (National Strength and Conditioning Association, 2010). Translation of this information from the certification courses to the field, however, is what makes the difference for the individual athlete. It is not just important to assess how effective coaching certifications are on educating coaches to utilize proper techniques and practices, but it is just as important to understand how the certification programs impact coaching behavior and ultimately what actually happens on the field.

How well do coaches with or without coaching certification adhere to research suggestions for pre-activity stretching practices and do the

certification programs make a difference on the adoption of recommended practices? This is a significant topic for certification programs and the health and performance of athletes. The purpose of this article is to jumpstart a crucial conversation among academia about 1) types of pre-activity stretching; 2) current research suggested stretching protocols; 3) available football coaching certification programs; and 4) general certification program impact, both general and specific, on pre-activity stretching protocols.

Types of Stretching

Flexibility is defined as the static maximum range of motion (ROM) available about a joint. From performance enhancement to injury prevention and recovery, enhanced flexibility has a number of perceived benefits (Anderson et al., 1984; Fradkin, Zazryn, & Smoliga, 2009). Alter (1996) suggests that the active ROM can be improved by any kind of active movement through the available active range of motion. As a result, numerous stretching routines have been explored throughout the years with the hopes of increasing flexibility. Before investigating the reality of stretching benefits, it is crucial to have a firm grip on the different types of stretching. Each type delivers a particular physiological result (Safran et al., 1988). Researchers have separated stretching into four different types or categories: static, ballistic, proprioceptive neuromuscular facilitation (PNF), and dynamic stretching (Safran et al., 1988).

The term "stretching" usually connotes static stretching. For example, a static stretch (Figure 1) would involve focusing on one or two muscle groups, where the athlete reaches and holds a stretching position with minimal movement for ten to thirty seconds in an effort to relax and lengthen the intended muscle group (Mann & Whedon, 2001). Static stretching has many benefits. *A static stretch can help improve range of motion, help create an awareness* of tightness in a particular area, and sets a baseline for future comparison. It can also create awareness of appreciable asymmetries between functional units of the right and left side of the body.

Figure 1   An example of a static stretching exercise

Ballistic stretching mimics the positions of static stretching but instead of reaching and holding the stretch, ballistic stretching involves a bouncing (Mann & Whedon, 2001). With this type of stretch, athletes reach to stretch the muscle, then retract three to six inches and reach again creating a succession of quick bouncing movements (Mann & Whedon, 2001). Ballistic stretches will also develop the active ROM and are endorsed by sports coaches because they have the advantage of being executed at sports-specific speeds. But ballistic stretches must be performed with extreme caution or they can cause muscle or tendon-strain injuries. If you use ballistic stretches, make sure you begin slowly and with a small ROM, building up speed and full ROM only towards the end.

This ballistic-style of stretching popular in the 1960s was slowly replaced in the early 1980s with a focus on proprioceptive neuromuscular facilitation (PNF) stretching. Proprioceptive neuromuscular facilitation (PNF) stretching strikes a balance between static stretching and ballistic stretching. In PNF stretching, the athlete will hold a stretching position for about ten seconds then contracts the stretched muscle while the partner resists. After the resistance, the athlete relaxes the muscle into a deeper stretch. Two to three rounds of stretch, resist, and relax are completed until the athlete feels they have reached a stretching limit (Mann & Whedon, 2001). PNF stretching techniques are commonly used in the athletic and clinical environments to enhance both active and passive range of motion. PNF is considered the most effective stretching technique when the aim is to increase the range of motion (Sharman & Cresswell, 2006). While PNF stretching is a good protocol for athletes to use for increasing range of motion and decreasing muscle soreness, it can be a very complicated procedure and may not be appropriate unless the athletes are properly trained to administer the technique (Mann & Whedon, 2001).

To The pre-activity routine should contain exercises that address the concept of movement pattern specificity to most effectively prepare strength or power athletes for a specific sport activity. Although similar to ballistic stretching, dynamic stretching avoids the bouncing of ballistic stretching and can include movement specific to a sport or movement pattern (Baechle & Earle, 2008). Most often, dynamic stretching consists of sport-specific movements (Figure 2) and increases range of motion and core temperature as the athlete moves through these positions in a dynamic manner (Baechle & Earle, 2008). Dynamic stretching has the potential to bolster the execution of activities that involve jumping or rapid body movement. Dynamic stretching is the most newly developed of the four types of stretching protocols (Yessis, 2006), and with the innovation of each style of stretching, historically, the trends for pre-activity stretching have also evolved.

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Figure 2   An example of a dynamic stretching exercise

Recommended Stretching Trends

The need for a warm-up before activity remains the only true consistency among the history of stretching trends (Safran et al., 1988). A review of the pre-activity warm-up and stretching research shows that some of the activities suggested a few decades ago, such as ballistic style stretching, have been slowly replaced with a focus on static and/or PNF stretching (Anderson, 1980; Anderson et al., 1984; Holcomb, 2008; Stone et al., 2006). The current status of recommended stretching practices has indicated that the execution of a dynamic flexibility routine prior to an exercise requiring maximal force and power output may enhance an athlete's performance. The shot put event in the sport of track and field is an example of a strength-power event that can benefit by a pre-activity dynamic warm-up and stretching routine (Figure 3).

Current research supports dynamic flexibility as the ideal pre-activity stretching program (Bazett-Jones, Gibson, & McBride, 2008; Ce et al., 2008; Egan, Cramer, Massey, & Marek, 2006; Fredrick & Szymanski, 2001; Laroche, Lussier, & Roy, 2008; Mann & Jones, 1999; Siatras, Mittas, Maneletzi, & Vamvakoudis, 2008; Torres et al., 2008; Winchester, Nelson, Landin, Young, & Schexnayder, 2008; Yamaguchi & Ishii, 2005). Furthermore, research shows that gains in range of motion can be achieved if static stretching is performed consistently during post-activity as a part of the cool down. This research supports the concept that static stretching tactics are better suited following activity, not before it (Mann & Whedon, 2001). PNF stretching should not be used pre-activity for many of the same reasons as static stretching, because it lacks the ability to increase muscle core temperature (Sharman & Cresswell, 2006). Although this stretch does not increase core muscle temperature, PNF is effective in creating increased range of motion and should act in a supporting role post-activity (Sharman & Cresswell, 2006; Baechle & Earle, 2008). Although ballistic stretching does elevate

muscle group temperature, this type of stretching is not recommended because of its injury causing potential and lack of muscle relaxation production, and should not be used pre-activity (Baechle & Earle, 2008; Bazett-Jones et al., 2008; Ce et al., 2008; Laroche et al., 2008; Siatras et al., 2008; Winchester et al., 2008). One study did, however, support the use of pre-activity ballistic stretching (Woolstenhulme, Griffins, Woolstenhulme, & Parcell, 2006). Data from Woolstenhulme et al., 2006 indicated that ballistic stretching demonstrated an acute increase in vertical jump 20 minutes after basketball play.

In summary, the literature dealing with pre-activity flexibility suggests that athletes should perform a period of aerobic exercise, followed by dynamic stretching, and ending with a period of sport specific movement (Fradkin, Zazryn, & Smoliga, 2009). Dynamic flexibility exercises emphasize progressive, whole-body, continuous movement. Although research supports dynamic warm-up/flexibility over other forms of pre-activity procedures (Stone et al., 2006), it appears that many coaches are reluctant to totally discontinue traditional methods like pre-activity static stretching prior to practice and competition (Judge, Craig, Baudendistal, & Bodey, 2009; McMillian, Moore, Hatler, & Taylor, 2006). Most of the individuals employing these pre-exercise static stretching routines have fallen prey to the misconception that increasing flexibility prior to an exercise will bolster performance and decrease an athlete's risk of sustaining an injury (Stone et al., 2006).

Coaching Certifications

Coaching education/certification programs provide educational opportunities for all levels of coaches, from grass roots to the elite level. National sport governing bodies (NGBs) have taken significant steps to educate coaches by conducting face to face training sessions, organizing seminars, preparing resource material, and implementing other coaching education endeavors. Topics covered in typical coach's education/certification courses include biomechanics, technique, tactics, teaching methodology, physical training, and applied psychology. Coaches' education and certification programs for sport coaches, strength and conditioning coaches, and athletic trainers should provide a solid physiological basis for stretching protocols. The 2006 NASPE National Standards for Sport Coaches (NSSC) were designed to ensure coaches and coaching education programs meet the core requirements for creating sport environments that function in the best interest of the athletes' personal and sport development (Judge et al., 2010).

To design an effective training program for a particular sport, coaches must understand the scientific foundations (i.e. metabolic demands required for competition) of the sport. Coaches interested in a higher level of education/certification in the physical preparation of athletes have the opportunity to obtain various strength and conditioning certifications. Created in 1985, the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (CSCS) trains professionals to effectively apply strength and conditioning programs for

athletes in a team setting (NCSA, 2010); the certification has been nationally accredited since 1993. The certification process claims to produce a higher level of competence among strength trainers which subsequently allows for higher quality strength and conditioning programs for athletes. Over 21,000 professionals currently hold the highly respected CSCS certification. As a prerequisite, candidates must have earned a bachelor's degree or be enrolled in an accredited institution.

Football is a sport with a high level of visibility across the sport landscape in the United States. Sport specific education/certification opportunities for football coaches have been deficient until recently. In 2008 USA Football enacted a sport-specific certification process for youth football (USA Football, 2010). New coaches can take the Level 1 course which includes topics such as coaching theory, all player skills, understanding the game, positions, and responsibilities. Level 2 is the next step in the USA Football program covering the fundamentals for each position. Both courses are available online. In addition, the American Football Coaches Association (AFCA) and the American Football Coaches Foundation (AFCF) have partnered with Michigan State University (MSU) and the American Sport Education Program (ASEP) to offer coaches the chance to further their knowledge through collegiate undergraduate, graduate, and continuing education (American Football Coaches Association, 2010). This program, however, offers no certification.

The one certification required for all NCAA coaches regardless of sport before coaching at the collegiate level is the NCAA Coaching Certification (NCAA, 2010). This certification, specific to the NCAA, ensures that coaches properly understand the rules of recruiting and legislation. In some cases, certain sports will have additional requirements to the standard NCAA certification test. The AFCA also requires that football coaches know the code of ethics. Though not mandatory, the NCAA provides continuing education in the form of seminars, workshops, conferences, and internet information for certified coaches.

Even with the proliferation of coaches' education and certification programs that emphasize research in this area, it is uncertain if certification is actually impacting the training of athletes. While some coaches are cognizant of current research trends in sport science, many old practices are still carried forward by coaches who remain unaware of current scientific understandings (Craig & Judge, 2009; Judge, Craig, Baudendistal, & Bodey, 2009; Swanson, 2006). Generally, there is a lag between the knowledge within the sport science community and the implementation of generally accepted practices among coaches (Craig & Judge, 2009). Most of the individuals employing these pre-exercise static stretching routines have fallen prey to the misconception that increasing flexibility prior to an exercise will bolster performance and decrease an athlete's risk of sustaining an injury (Stone et al., 2006). According to Stone et al., (2006), the belief that a direct positive relationship exists between pre-exercise static stretching and muscular performance is inherited by many

coaches and strength training professionals, rather than backed with scientific evidence (Judge et al., 2009).

Certification Effectiveness

The theory of reasoned action, proposed by Ajzen and Fishbein (1988), suggests that a person's behavioral intention depends on the person's attitude about the behavior and subjective norms. In simpler terms, the reason a person behaves in a certain way is the sum of beliefs about a particular behavior weighted by evaluations of these beliefs and the influence of people in the coach's environment and the weight attached to their opinion (Becker, Randall, & Riegel, 1995). The certification process battles these accepted norms and influences learned from prior coaches while attempting to effectively change a coach's behavior. For example, a coach may feel significant influence from a previous coach who utilized static stretching and prefer to continue the practice.

Results show that certification programs are not always successful with respect to actually changing coaching behavior (Craig & Judge, 2009; Judge, Bodey, Bellar, Bottone, & Wanless, 2010; Judge et al., 2009; Swanson, 2006). A study of pre- and post-activity stretching perceptions and practices in NCAA Division I volleyball programs revealed that even though static stretching and ballistic stretching should not be performed prior to activity, 42% (22 out of 50), used a combination of these types of stretching pre-activity (Judge et al., 2010). In addition, there was no relationship between certification and the type of pre-activity stretching practice employed; in other words, coaches who were certified were no more likely to employ pre-activity stretching practices in line with current research than coaches without certification.

Many coaches also held incorrect beliefs about stretching practices. The majority of coaches in the Judge et al., 2010 study believed that pre-activity group stretching prevented injury (75%) and improved performance (69.6%) even though current research studies show that there is little connection between stretching and typical sports injuries (Herbert & Gabriel, 2002; Pope, Herbert, Kiwan, & Graham, 2000) or increased performance especially in an explosive sport like football (Behm, Button, & Butt, 2001; Nelson & Kokkonen, 2001; Rosenbaum & Henning, 1995).

A similar study to Judge et al., 2010 evaluating the pre- and post-activity stretching practices of Division I and Division III football players in the Midwest revealed similar results (Judge et al., 2009). Out of 20 coaches participating in the study who reported that they used some form of pre-activity stretching, only 3% indicated that they used dynamic flexibility stretching exclusively (Judge et al., 2009). The other coaches operated against research suggested practices and used a combination of warm-up, static, dynamic, and PNF stretching before practice. Once again, no significant relationship between certification and type of pre-activity stretching practice was found. This study, however, only explored the issue with coaches in the Midwest with 20 participants. Further research examining pre-activity practices with a larger sample size to conclude more applicable results is needed.

Conclusion

Research regarding the four types of stretching shows that not all stretching practices lead to the same physical result (Mann & Whedon, 2001). As previously stated, dynamic stretching is the preferred method among current research conclusions (Bazett-Jones et al., 2008; Ce et al., 2008; Egan et al., 2006; Fredrick & Szymanski, 2001; Laroche et al., 2008; Mann & Jones, 1999; Siatras et al., 2008; Torres et al., 2008; Winchester et al., 2008; Yamaguchi & Ishii, 2005). The question remains: how many coaches are currently utilizing the proper pre-activity warm-up/stretching protocol? Although various certification programs have been studied, the relationship between certification and its impact on coaching behavior remains an area for future investigation. Judge et al. (2010) discovered in collegiate volleyball programs that coaching certification did not increase the likelihood of conducting pre-activity stretching practices according to suggestions by research literature. And although Judge et al. (2009) found very similar results in a study of NCAA Division I and III football programs, the sample size was limited.

Coaches are creatures of habit and often become entrenched in traditional dogmatic practices and are hesitant to change established methodology. As the knowledge base for stretching and warm-up strategies continues to evolve, coaches must adapt their practices to ensure their athletes are being properly prepared for training and competition. Coaches must always consider scientifically supported pre-activity warm-up/stretching variations when preparing their athletes. Peer-reviewed research articles are considered a respected source of information for coaches but must also include understandable practical applications for coaches so the message travels from the laboratory to the field. Certification and training courses must concentrate on delivering effective messaging and emphasize research based content that changes misconceptions of traditional lines of thought.

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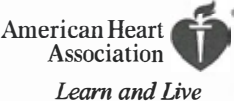
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2010 Indiana AHPERD

High School Scholorship Awards

Amber Clark graduated from Angola High School. Amber has won many awards in cross country and track and field. She was involved with Junior Leaders, 4-H, Academic Bowl, La Societe Honoraire de Francais, National Honor Society and Kids on the Block. Her teacher writes, "Amber is a true leader in athletics and in our school."

Nolan Fife graduated from Seymour High School and is majoring in physical education and mathematics at Indiana University. Nolan has been involved in Student Government, National Honor Society, Running Club, Cross Country, Spanish Club, Track and Field and Basketball. He was also a Hoosier Boys State Delegate and DARE Role Model. He has participated in numerous community activities and is a member of Cornerstone Community Church in Seymour. His teacher writes, "His willingness to work hard and desire to improve his performance makes him an outstanding role model and winner."

Keith Thrasher graduated from Muncie Southside High School. Keith is active in soccer and baseball. Keith is a volunteer firefighter and is certified in CPR, First Responder, Haz-Mat Awareness and Operations, and Fire 1 & 2. The principal of the school writes, "He is an outstanding citizen of our school." His teacher writes, "Keith possesses the critical values of honesty and integrity."

Jillian Ward graduated from Madison Consolidated High School. She currently attends University of Southern Indiana where she is majoring in Physical Education. In high school, she was involved in soccer, member of Pride and school representative to the ISHAA Leadership Conference. Her volunteer experience includes working at a soccer camp, assisting with a 5K race and supervising activities for the Girls Inc. of Jefferson County. Her teacher writes, "Jillian is goal-driven, motivated and works hard."

Jean Lee/Jeff Marvin Collegiate Scholarship Awards

Justin Cortez is involved in a variety of levels within the local and university community. Justin is a member of IAHPERD and attended the 2009 IAHPERD Sport Management Conference. He has volunteered to strength train the University of Southern Indiana men's and women's basketball team. In addition, Justin volunteered to work the Division II Cross Country National Championships, to work for the University of Southern Indiana Ticket Office and a coach for a local high school team. In addition Justin helped with the plans for the new Sport Management Club where he will eventually step into Vice President of Professional Development.

Will Delgado is majoring in Physical Education at Indiana State University. Upon completion of his degree he intends to pursue teaching and coaching high school basketball and hopes to pursue a graduate degree. Will is also a member of IAHPERD, Indiana and Illinois Basketball Coaches Associations (IBCA) and the National Association of Basketball Coaches (NABC). He is also a clinician and coach at the famed 5 Star Basketball Camps and Snow Valley Basketball School. In addition to those duties, he also serves as the President for Organization for Students in Physical Education (OSPE), guiding nearly 50 student members to campus and community events, like Relay for Life, Community Health Fair, and Indiana Special Olympics.

Annual Awards

Taryn Peck attends IUPUI and is majoring in Sports Management. After graduation, Taryn would love to get a job working for a professional sports team. She has been involved in PESO, a club for students in the Physical Education Field. She keeps very busy with tumbling and swimming. One of Taryn's professors writes, "In addition to being a great student and worker, she is also involved in the community via volunteer work."

Brandon Schwoch is currently attending school at Ball State University in Muncie, IN and working toward his degree In Sports Administration. Recently, Brandon Schwoch joined the Embry-Riddle Sports Marketing Department in Daytona Beach, Florida as an intern for the 2010 fall semester. He has also been an intern at Ball State University in the ticket sales department during the summer of 2009.

Outstanding Student Award

Jordon Knox is in his senior year at Manchester College. While at Manchester Jordon has pursued a degree in Physical Education Teacher Education. He has been a leader on campus by serving two years on Manchester's Sport, Health, And Physical Education (SHAPE) club's officer board (Student Government Association Representative and Secretary). Jordon has served as an instructor in the department's Physical Education Program (PEP), teaching home school students physical education once a week. Jordon was able to balance an academic career with an athletic career by being a two year varsity letter winner for the Spartan wrestling team. Jordon has spent three years volunteering his time with Special Olympians in the community, both as a coach and an assistant administrator for the North Manchester area.

Pathfinder Award

Lynn Griffin joined the Cobras' staff as the Director of Athletics in the summer of 2010. Griffin comes to Coker after spending the past seven years at the University of Indianapolis serving as the Senior Associate Director of Athletics/Compliance Coordinator and Senior Woman Administrator. The 2008 National Association of Collegiate Women Athletics Administrators (NACWAA) Administrator of the Year, Griffin has more than 12 years collegiate administrative experience, including the direct oversight of 11 sports at Indianapolis, with nine of those teams winning Great Lakes Valley Conference (GLVC) Championships, or advancing to the NCAA post season during her time. Griffin is also a member of two NCAA committees (women's basketball and swimming and diving), as well as being an active member of the National Association of Collegiate Directors of Athletics and the NACW AA.

Special Contributions Award

C'Motion is being recognized because of the company's, and Jason Meier in particular, active involvement with IAHPERD throughout the years, as well as during the planning and execution of the 2010 AAHPERD national convention in Indianapolis. Jason and his colleagues have worked with IAHPERD in many capacities over the years. C'Motion has been an enthusiastic supporter of the state conferences providing a wide variety of entertainments and attendee goodies among others. Jason has served as a Council Vice President as well as served on several program councils and task forces. Most recently, Jason served as Chair of the Exhibitor Demonstration Committee with the Local Arrangements Committee for AAHPERD as well as facilitating C'Motion's sponsorship of the volunteer t-shirts for the national convention.

Young Professional Award

Ryan Hedstrom is an Assistant Professor in the Exercise & Sport Sciences Department at Manchester College. Ryan is the program coordinator of the Sport Management major. At Manchester, he serves as the co-chair of the Sports, Health, and Physical Education (SHAPE) Club. Ryan's service activities also include co-chair of the Welcome Committee at the 2010 AAHPERD Conference, IAHPERD's Sport Management Council, and AAHPERD Midwest District's Marketing Committee. His research interests are based in leadership and coaching development and effective practices in higher education pedagogy. He has presented at both IAHPERD and AAHPERD on these topics. Ryan writes articles on various topics in leadership and coaching for the Association of Applied Sport Psychology's online resource center. He also has a forthcoming entry in the Encyclopedia of Sports Management and Marketing.

2010 Indiana AHPERD
Annual Awards

Sport Management Professional of the Year

Jennifer VanSickle is an Associate Professor of Sport Management and Coordinator of Sport Management program at the University of Indianapolis. Before moving to Indianapolis, she earned her Doctorate degree from the University of Kentucky and was the head softball coach at Morehead State University for ten seasons, where she was named conference coach of the year in 1999. Jennifer earned her Master s degree in Health, Physical Education, and Recreation from Morehead State University and Bachelor's degree in Secondary Health and Physical Education from Union College in Barbourville, KY. She spent 6 years teaching and coaching at the secondary school level before joining the athletic department staff at Morehead State. Jennifer is a member of the North American Society of Sport Managers (NASSM), the American Association of Health, Physical Education, Recreation and Dance (AAHPERD), the Indiana Association of Health, Physical Education, Recreation, and Dance (IAHPERD), and serves on the IAHPERD Sport Management Council.

Recreation Professional of the Year

Mindy Mayol graduated from Indiana University in Bloomington, Indiana, with both a Bachelor of Science with an emphasis in Exercise Science and a Master of Science in Kinesiology. Since 2003, Mindy has taught in the Department of Kinesiology for the University of Indianapolis. Currently, Mindy serves as Faculty Instructor, the Student Wellness Course Coordinator and Exercise Science Internship Advisor. Mayol is the author of "Wellness: The Total Package" (2008, Kendall/Hunt Publishing Co.), a multidimensional-based wellness textbook, and recently presented on her distinctive course curriculum and accompanying textbook at the 2010 AAHPERD conference in Indianapolis.

Health Educator of the Year

Gary DeHaven graduated from Huntington High School in 1966 and from Taylor University in 1970 majoring in physical education and health, and driver's education. He received his Masters degree in 1976 from Indiana/Purdue of Ft. Wayne in education. His teaching career started in 1970 and has just completed his 40th year in health and physical education. He has taught over 8,000 students during these past 40 years. Along with teaching students about the values of health education and physical activity, he has supervised and mentored student teachers from Taylor University, St. Joe College, and Purdue University. Along with teaching health and physical education, He has been the head baseball coach for 35 years along with serving on various committees for the Indiana Baseball Coaches Association. He addresses our Health and Kinesiology Future Professionals Club and speaks with them about their future as a quality educator as well as coaching.

Physical Education Teacher of the Year:
Elementary School

Jo Ellen Earhart has taught elementary physical education for 14 years at Huntington Community School Corporation (HCCSC) after teaching 5 years for K-8 at Huntington Catholic. She also coaches elementary cross country and offers after school clubs such as jump rope, volleyball, tumbling, and racket sports. She was teacher of the year for HCCSC in 2006, inducted into Huntington University's Athletic Hall of Fame in 2005, and presented an integrative lesson for physical education, science, and health for the SEE conference held in Huntington County Schools in 2009.
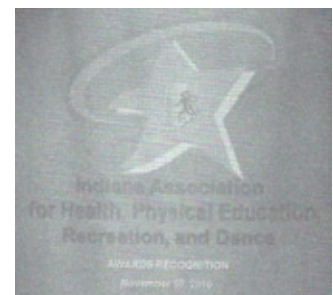
Physical Education Teacher of the Year: Middle School

Alicia Breedlove never dreamed of being teacher of the year. She just wanted to teach and help kids facing childhood obesity to learn the concepts to maintain a healthy life. She is currently at George .Washington Community High School. Alicia has worked very hard to fund her ideas by winning a Jordan Foundation Grant and has had projects funded through Donors Choose and a few other small grants here and there to keep her ideas rolling. She has been Co-Chair for her school for the Alliance for a Healthier Generation taught 6 classes at the state level, attended 3 years of the National Conference, member of the founding curriculum team for Indianapolis Public Schools, member of the curriculum mapping team for Indianapolis Public Schools, designed the Rubicon system for Physical Education for middle and high school, built Indianapolis Public Schools Wellness website and maintain it.

Leadership Award

Audrey Satterblom has served as the Indianapolis Public School Wellness Supervisor since 2004. She was a teacher in the Indianapolis Public School from 1995-2004. She was IPS top ten teacher of the year. In 2004, she successfully wrote and received IPS first PEP grant. Audrey has since been successful in 2007 and 2010, bringing total PEP grants to 3.2 million dollars. She has been the president of IAHPERD in 2005-2006, Chair of several IAHPERD committees, and on the Board of Directors from 2004-2007. She has served on the NASPE Physical Education Steering Committee and is a reviewer for NASPE Stars Awards. Audrey was the conference coordinator for IAHPERD in 2007 and served as equipment coordinator for the 2010 AAHPERD convention. She has been a presenter at Indiana conference as well as AAHPERD conventions.

Legacy Award

Dr. P. Nicholas Kellum is Dean and Professor Emeritus of the Indiana University School of Physical Education and Tourism Management at Indiana University Purdue University Indianapolis. He earned Bachelors and Masters Degrees in physical education from the School of Health, Physical Education and Recreation at Indiana University prior to earning a PhD in Higher Education Administration from the School of Education at Indiana University. Dr. Kellum joined the faculty at IUPUI in 1969 as an instructor and rose thru the professorial ranks to full professor. He has held numerous administrative positions including Director of Intramural and Recreational Sports, Director of Intercollegiate Athletics, Assistant Dean and finally Dean of the School of Physical Education and Tourism Management, a position he held for 32 years until his retirement in 2009. Dr. Kellum also coached women's softball at IUPUI for 17 years where his teams made nine straight appearances at the National Association of Intercollegiate Athletics national finals. His professional commitment extended beyond the IUPUI campus. Dean Kellum served 13 years as National Executive Secretary of Phi Epsilon Kappa Fraternity and 15 years as Executive Director of the Indiana Association for Health, Physical Education, Recreation and Dance. Dr. Kellum is the recipient of Honor Awards presented by the Indiana Association for Health, Physical Education, Recreation and Dance and Phi Epsilon Kappa Fraternity. He has also been inducted into the NAIA National Hall of Fame and the IUPUI Athletics Hall of Fame.

Honor Award

Kim Duchane is the recipient of the 2010 Honor Award, the highest recognition by Indiana AHPERD to one of its members who is clearly outstanding in his profession with long and distinguished service to health, physical education, recreation, dance, and sport. Dr. Duchane is currently Professor of Exercise and Sport Sciences at Manchester College, specializing in adapted physical education with interests ranging from physical activity for children with disabilities to health in older adults. Kim earned his BS degree from Northern Michigan University, MA from Sam Houston State University (DC), and PhD from Texas Woman's University. After completing his undergraduate studies, he taught students in the public schools of Michigan and Texas for over 10 years before accepting the position at Manchester College preparing teachers of ability and conviction who promote active and healthy lifestyles through physical activity. Dr. Duchane has produced over 25 publications including numerous refereed articles and chapters in books.

2010 Conference Student Awards

2010 Conference Posters in Review
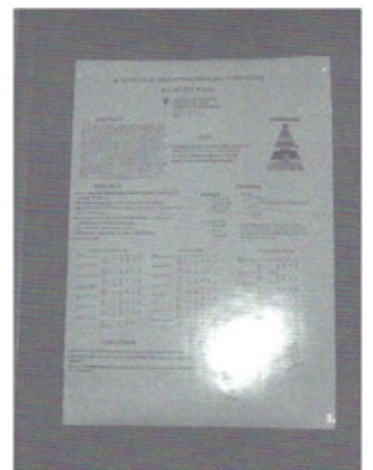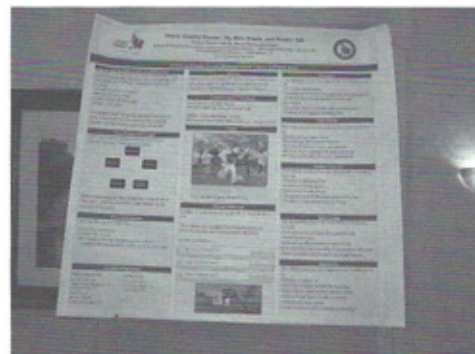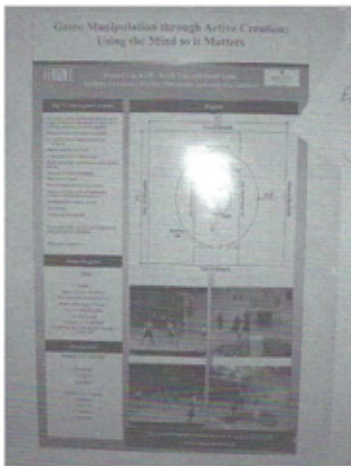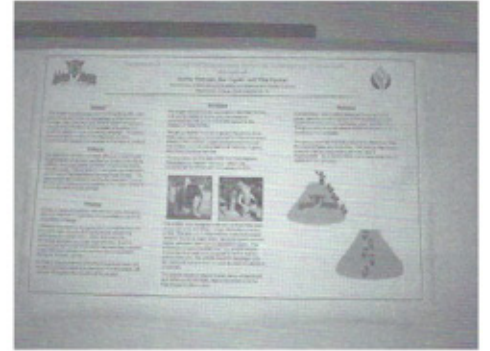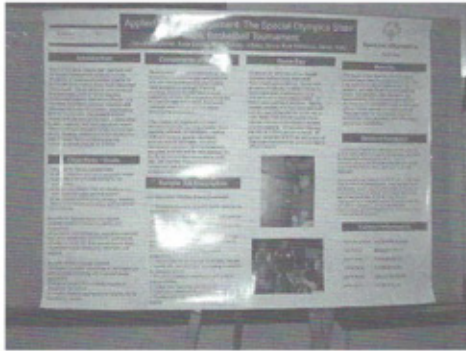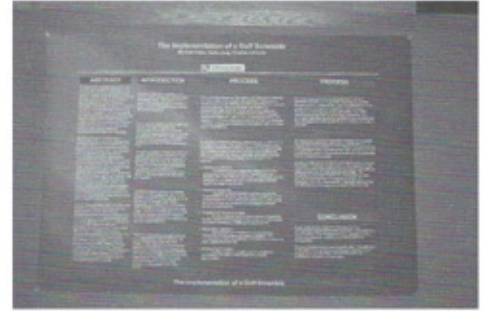
2010 Conference Exhibitors

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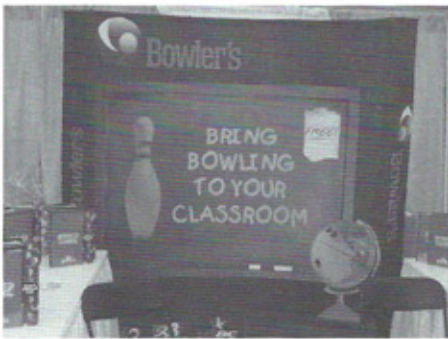
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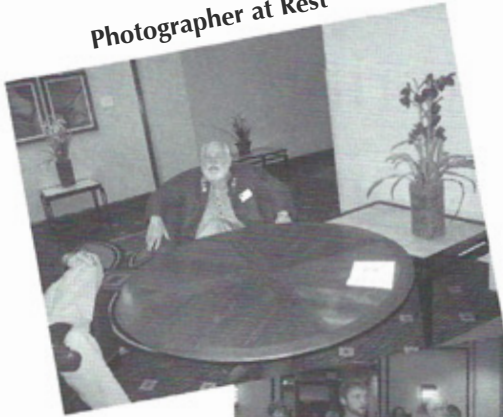
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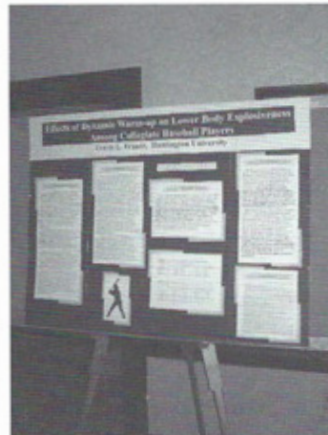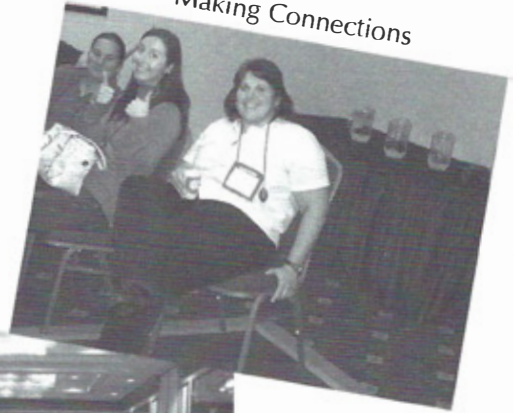
The Examination of Benefits and Barriers to Mentoring: Perspectives from Assistant Women Basketball Coaches

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Abstract

The majority of research on women in sport has focused on the benefits and barriers to mentoring that inhibit women from obtaining a female mentor. However, limited research examines female assistant college coaches currently mentored by their female head coach on the benefits and barriers that still exist which may hinder their ability to advance within leadership positions in sport. In addition, even less research focuses specifically on female assistant coaches of women's basketball teams. Thus, the purpose of this study was to examine the benefits and barriers of the mentoring relationship between female head basketball coaches and their female assistant coaches. Results provided awareness of benefits of and barriers to mentoring from the perspective of assistant women's basketball coaches. Understanding the potential barriers of the mentoring relationship may help coaches and athletic administrators create conditions so mentoring can opportunities may become available for female assistant basketball coaches.

Key Words

Coaching
Women
Leadership
Basketball

The Examination of Benefits and Barriers to Mentoring: Perspectives from Assistant Women Basketball Coaches

The number of female athletes playing college sports has increased from 16,000 in 1968 to over 180,000 in 2010 (Acosta & Carpenter, 2010). This dramatic increase in women participating in sport can be directly attributed to the passage of Title IX. However, while opportunities have increased for female sport participants, the same cannot be said for female head coaches of women's college teams (Acosta & Carpenter, 2010). The number of female head coaches of women's teams has decreased from 90% in 1972 to 42.6% in 2010 (Acosta & Carpenter, 2010). The only sports not to see this decline are soccer, crew/rowing, synchronized swimming, and riding (Acosta & Carpenter, 2010). One sport that has seen a dramatic decline in female head coaches of women's teams is basketball.

The representation of female head coaches of women's basketball teams is at an all time low, as there has been a decline across all three National Collegiate Athletic Association (NCAA) divisions. All divisions (I, II, III) have seen an overall decline from 79.4% in 1977 to 60.8% in 2010 (Acosta & Carpenter, 2010). The breakdown in the overall decrease among all divisions includes a decline in Division I from 72.2% in 1992 to 57.0% in 2010; Division II from 51.4% in 1992 to 47.5% in 2010; and Division III from 63.9% to 54.8% in 2010. The researchers decided to focus on Division I female assistant coaches of women's basketball teams because of this division experienced the largest percentage (15.2%) of all divisions (Acosta & Carpenter, 2010).

Researchers have identified many reasons for the decline of the number of female head coaches of women's teams across all NCAA sports. For example, studies have identified several factors for why women do not aspire to become a head coach, including (a) the pressures of winning, (b) feeling content with their current situation, (c) lack of job security, and (d) loyalty to their current coach or team (Sagas & Ashley, 2001; Sagas, Cunningham, &

Ashley, 2000). In addition to these reasons for the decline in female head coaches of women's teams, a number of researchers have also discussed the lack of female mentors (Kilty, 2006; Sagas, Cunningham, & Ashley, 2000; Weaver & Chelladurai, 2002).

Purpose of the Study

The majority of mentoring research on women in sport has focused on the benefits of mentoring and or the barriers inhibiting women from obtaining a female mentor. However, there is limited research on female assistant basketball coaches who currently are mentored by their female head coach on the benefits and barriers that still exist which may hinder their ability to advance. Thus, the purpose of this study was to examine the benefits and barriers of the mentoring relationship between female head basketball coaches and their female assistant coaches. The study focused on the following research questions:

1. What are the benefits to female assistant coaches of women's basketball teams of having a current mentoring relationship with their female head coach?
2. What are the barriers to female head coaches of women's basketball teams mentoring their female assistant coaches?

Defining Mentors and the Mentoring Relationship

Researchers define mentoring in a variety of ways. Due to the inconsistency in defining mentoring the researchers in the present study agreed upon one definition to support this study (Merriam, 1983). The researchers chose Healy and Welchert's (1990) definition because it was created by synthesizing multiple studies of the mentoring relationship,

A dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. For the protégé, the object of mentoring is the achievement of an identity transformation, a movement from the status of understudy to that of self-directing colleague. For the mentor, the relationship is a vehicle for achieving midlife "generativity" [or passing along a legacy]. (p. 17).

The definition supports the enhancement of an individual's growth and advancement often seen within Kram's (1983) career and psychosocial functions. These career and psychosocial functions are the underlying mechanisms behind the benefits enjoyed by the protégé. Career functions focus on the upward mobility of the protégé and consist of sponsorship, exposure and visibility, coaching, protection, and challenging assignments (Kram, 1985). The psychosocial functions focus on building self-confidence and providing guidance and direction and consist of role modeling, acceptance and confirmation, counseling, and friendship (Kram, 1985). The career and psychosocial functions of the mentoring relationship may be needed for those beneficial for females entering as first year assistant coaches of women's basketball teams.

Benefits of Mentoring for the Female Assistant Coach

Mentoring functions fall into two categories: career and psychosocial. The career category includes several aspects. Promoting upward mobility is particularly crucial in the case of women wanting to advance within sport (Bower, 2007; 2008; 2009; Bower & Coffee, 2007; Lough, 2001; Young, 1990). The sponsorship function allows the mentor (the head coach) to help build the reputation of the female assistant women's basketball coach by highlighting her potential, while exposure and visibility allow the mentor to introduce new coaches to others in the basketball realm. These relationships assist the female assistant women's basketball coach in developing relationships and allow for greater career advancement opportunities. The head coach may also provide knowledge and skills, as well as productive feedback on recruiting techniques, developing coaching strategies,, and dealing with student athlete issues. The female assistant coach may occasionally become overwhelmed by taking on too much at one time because of the inability to say "no." The head coach may shield the protégé by helping the assistant coach to choose the appropriate responsibilities and may also take the blame for their mistakes. Finally, the head coach may provide the protégé with greater responsibilities which may involve the career function of coaching functions that provides the assistant with an opportunity to add to their knowledge and abilities for when they serve in that capacity (Kram, 1985).

The psychosocial functions are also critical in the life of a female wanting to advance within sport (Bower, 2007; 2008; 2009;, 2001; Weaver & Chelladurai, 1999; 2002; Young, 1990). Head coaches are role models, and it is important for assistant head coaches to observe the behavior, attitudes, and values of the head coach. These observations may revolve around efficiently performing organizational tasks. The head coach may express confidence, create mutual trust, confirm individual abilities, and lend encouragement and support. These acceptance and confirmation techniques provide the female assistant coach with a sense of value.

Counseling allows the mentor to help the female assistant coach investigate and solve personal conflicts that may detract from effective performance. Finally, friendship is a social interaction allowing the protégé to share personal experiences and escape the pressures of work.

Barriers to Mentoring for the Female Assistant Coach

Although many benefits of mentoring have been identified, oftentimes certain barriers prevent women from entering a mentoring relationship. Weaver and Chelladurai's (2002) Model of Mentoring clearly identifies these barriers as the inability to have access to mentors, the fear of initiating the mentoring relationship, the level of willingness to mentor, the approval of others, and the misinterpretation of the mentoring approach. The shortage of women holding head coaching jobs in intercollegiate athletics has created a dearth of potential female mentors for assistant coaches (Acosta & Carpenter, 2006; Weaver & Chelladurai, 2002). Therefore, women are often forced into a cross-gendered mentoring relationship that may not benefit their career aspirations (Weaver & Chelladurai, 2002). For example, the female assistant head coach or head coach may be concerned with others misconstruing such a relationship as a sexual advance. The sexual

connotation is a reason why male head coaches may or may not be willing to mentor female assistant coaches.

Methodology

Participants

The National Directory of College Athletics provided the mailing list 650 National Collegiate Athletic Association (NCAA) Division I female assistant coaches of women's basketball teams from 325 universities (NACDA, 2010). Each participant was asked to respond to Profiles of Mentors in Sport survey (Bower, 2007). One hundred and sixty four (n=164) coaches responded to the survey.

One hundred and twenty two (N=122) participants identified their female head coach as their mentor. The majority of the assistant coaches were between the ages of 35-44 (54.4%), followed by 28.6% between the ages of 45-54, 8% between the ages of 25-34 7.4% older than 65, and 2% younger than 24. All respondents held a Bachelors degree, 60% of the respondents held a Masters, and 1% held a Doctorate. The majority of respondents were white females (65%), followed by African American (26.6%), Hispanic (2.8%), other (4.2%). There was at least one respondent from all 32 conferences with 6.99% coming from the Big 10 and Atlantic 10.

Procedures

The researchers began the data collection by following Dillman's (2007) recommendation for survey research. First, the Profiles of Mentors in Sport survey (Bower, 2007) was distributed via mail to all potential respondents in April of 2006. April seemed like a reasonable time to collect data because it was before recruiting camps and following the NCAA tournament. Next, the researchers identified all non-respondents and mailed a postcard two weeks following the first mailing. Finally, all non-respondents were sent another postcard two weeks later asking the participants to go to a website and submit an online survey.

The Profile of Mentors in Sport Survey

Data were collected using the Profiles of Mentors in Sport survey (Bower, 2007), and included demographic information (age, educational background, income, and race), and open-ended questions related to the mentoring relationship. The open-ended questions focused on the benefits of and barriers to the mentoring relationship between the female assistant coach and her female head coach. An expert panel consisting of sport management professors examined the survey instrument for content validity and avoidance of biased items.

Data Analyses

SPSS 18.0 was used to calculate the means and standard deviations for the demographic data The researchers utilized Wolcott's (1994) four-step approach to analyze the qualitative data. First, the qualitative data was organized by using HyperResearch 2.8. Second, the responses were read and reread to identify similarities and differences among the data. Third, the constant comparative analysis method was used to help identify the "similarities and differences among the data through coding and sorting into appropriate categories" (Rossman & Rallis, 2003, pg. 273). Finally, the researchers identified themes that emerged through intensive analysis and categorization of coded data.

Trustworthiness of the Data

The researchers used multiple strategies developed by Lincoln and Guba (1985) to strengthen the trustworthiness of the data. Credibility (internal validity) was established through "authenticity" of the data which is a "fair, honest, and balanced account of social life from the viewpoints who lives it everyday" (Neuman, 2005, p. 31). The constant comparative analysis helped strengthen the validity of the study through the identifying categories and developing themes from open-ended questions.

Transferability (external validity) was established through "thick descriptions" (Erlandson, Harris, Skipper, & Allen, 1993) of comments provided by the assistant basketball coaches supporting the themes. Dependability (reliability) was determined by examining the data and meeting to discuss themes and categories. This process is commonly known as researcher debriefing. A final consensus of the themes and categories was determined following several meetings among the researchers. Confirmability (objectivity) was based on the researchers' ability to limit bias by not making any premature conclusions on the themes and/or categories, researcher debriefing, reading and rereading the data, and using the constant comparative analysis.

Results and Discussion

The purpose of this study was to query female assistant coaches of women's basketball teams on the benefits of and barriers to the mentoring relationship with their female head coach. The results provided some insight on specific benefits and barriers of the mentoring relationship that exists between an assistant head coach and a head coach.

Benefits to Mentoring of the Female Assistant Basketball Coach

Several themes emerged on the benefits of female assistant coaches of women's

basketball teams on having a current mentoring relationship with their female head coach. The themes supported categories of the career and psychosocial functions.

Career functions. The only career function supported by the assistant basketball coaches was coaching. The coaching function includes the ability to transmit knowledge, provide strategies needed to succeed, offer feedback, and provide relevant information to coaching responsibilities (Kram, 1985). According to constructivist theory, learning is most effective when knowledge and skills are used to construct meaning for individuals (protégés) through the interaction with others (mentors). In addition, the basketball coaches also serve as experts providing problem-solving strategies while guiding the learners (the protégés) (Kerka, 1998). The main components of constructivist theory include the mentor providing knowledge and skills and problem-solving strategies all of which were present within the responses from the assistant women's basketball coaches. For example, the respondents most often mentioned the ability of their mentors to transmit knowledge of the game of basketball and provide strategies need to succeed as

a coach. One assistant coach mentioned, "My coach has experience, knowledge, and feedback about the profession and provides strategies on making important decisions related to basketball. This insight provides a better perspective other than my own or other peers." Another woman said, "She helps give direction and feedback while helping me to make decisions. She is someone I can trust and she will be honest with me." Other respondents focused on learning about expectations of becoming a head coach. A woman explained, "My coach helps me to understand expectations in my current role and obstacles I will face in getting to my desired position. She helps keep me focused and shows me what is important." Finally, another respondent mentioned, "I learned the right way to do things on a personal level, and will draw my convictions from that as I learn the ins and outs of this business."

As mentioned the only career function mentioned as relevant to these assistant basketball coaches was coaching. However, finding the other the career functions were absent may be of great value. For example, career functions such as sponsorship, exposure and visibility, protection and challenging assignments have been shown to help enhance a women's career advancement within sport (Bower, 2007; 2008; 2009; Bower & Coffee, 2007; Lough, 2001; Young, 1990). Therefore, one may ask how a mentoring relationship missing so many relevant career advancement functions can help an assistant women's basketball coach aspire to become a head coach. If she does not aspire to become a head coach how does this contribute to the lack of female mentors and the decline of women in head coaching positions? The answers to these questions are beyond the scope of this study but warrant some dialogue on the missing functions, more specifically, the functions of sponsorship, exposure and visibility, and challenging assignments.

Sponsorship and exposure and visibility are extremely important mentoring functions for the career development of the assistant coach. These mentoring functions were missing from the coaches responses and reflect a concern for a couple of reasons. First, sponsorship is the key to preparing the protégé for the next position of head coach. If this function is missing then the head coach is not building the assistant's reputation, highlighting her potential, and/or showing her in a favorable light (Kram, 1985). Second, exposure and visibility also help make the coach more visible to people in the organization and facilitates the protégés' contact with significant decision-makers. Both of these functions significantly impact the ability for assistant coaches to advance because key leaders need to realize their potential which helps in building a network.

Women often lack the ability to develop informal networks. Research has shown that women have fewer interactions with individuals in positions of power in the organization (Caiozzi, Seidler, & Verner, 2003). Networking can provide an unlimited number of contacts that may be initiated by the head coach through sponsorship and exposure and visibility. These contacts may lead to a variety of benefits including a promotion to a head coaching position. Unfortunately the results of this study does not support the idea that the head coaches were helping the assistants to build a support network which may have provided them with an advantage of learning about potential head coaching opportunities.

Challenging assignments was another career function the head coaches did not provide the assistant coaches. Challenging assignments can be crucial to the development of an assistant wanting to advance to a head coaching position. Assigning challenging assignments allow the protégé to develop managerial skills and would prepare the assistant to take on the greater responsibilities necessary for a head coaching position (Kram, 1985). Studies have suggested that challenging assignments allow a female protégé to build a higher level of competence along with having the opportunity to show her capabilities, both of which may lead to career success (Won & Chelladurai, 2008). It seems the head coach would want the assistant to gain a higher level of competence to help with the coaching load. However, leader-member exchange theory may provide the reasoning behind the lack of challenging assignments given to these assistant women basketball coaches. The notion of leader-member exchange theory is the coach may exclude the assistant from challenging assignments because of the lack of competence, the extent to which they can be trusted, and/or their motivation to assume responsibility (Dansereau, Graen, & Haga, 1975).

Psychosocial Functions. The psychosocial functions mentioned in specific order of importance included counseling, acceptance and confirmation, and role modeling. Friendship was the only psychosocial function not mentioned as a benefit to mentoring from the head coach.

Counseling was the most often mentioned psychosocial function that benefited the assistant women basketball coaches. During counseling, the head coach may be a good listener, helping the assistant to investigate and solve personal conflicts while having open discussions about fears and threats (Kram, 1985). Kram (1985) argued that "the more psycho-social support (such as caring, sharing and emotional assistance) an individual received from her developmental relationships, the more confidence she should have that her abilities and contributions are valued" (p. 281). Thus, there is clear evidence linking counseling skills and behaviors to key parts of the mentoring relationship. An assistant coach expressed her ideas on counseling in reference to her mentor by saying,

I know that no matter where I am, she [my coach] is just a phone call away and it is comfortable knowing that. She is a great person to speak to. She is a person I can share my troubles with.

Another coach supported those statements by saying, "I enjoy having my coach to bounce ideas off of. She is always a good listener and she is someone that is honest with her answers."

The acceptance and confirmation from a head coach is an extremely important psychosocial function to female assistant coaches aspiring to be a head coach. Sex-

characteristic stereotyping theorists suggest that women may be excluded from mentoring because they lack the psychosocial characteristics necessary for managerial success (Ragins, 1989). These psychosocial characteristics may include self-confidence, aggressiveness, leadership ability, and ambition. The mentor has the ability to help improve on these sex-characteristics through the psychosocial function of acceptance and confirmation. Acceptance and confirmation occurs when the mentor instills a sense of confidence by confirming the protégé's abilities while developing a mutual trust and providing encouragement and support. The assistant coaches received the necessary guidance and support from their head coaches as evidenced by the following comments, "My mentor serves as someone with an objective point of view and is a constant source of encouragement" and "My mentor provides confidence and she is a support person and advisor." Finally the assistant coaches focused on the confidence the head coaches instill to do their very best, "My coach provides me with confidence and experience on ways to make decisions. . . she helps keep me motivated."

Role modeling was mentioned as a benefit of mentoring. The head coach acted as a role model through her abil ity to project a positive image and interact effectively with administrators, other coaches, and the fans. Role models can be extremely important for the woman wanti ng to become a head women's basketball coach. According to social learn ing theory, dir ect and observational learning takes place between the coach acting as a role model and the assistant. The assistant acqui res positive managerial behavior patterns that strengthen her expectations regarding the abi l ity to successfu lly perform managerial tasks (Bandura, 19 86). Social learn ing theory was evident in the remarks by one of the assistant coaches, "We al l need the physical representation of who we want to be and how we wou ld like to be perceived. I can pattern my behavior and coaching style after my head coach." Role modeling was also illustrated through consistent remarks such as one made by an assistant coach, "My coach is someone I can look up to but not out of reach and someone who will conti nue to teach me and help me to grow." Another coach mentioned, "My coach is a sounding board for ideas, a role model and someone to aspire to be like. She is someone that can teach me the ins and outs of business."

Friendship was the only psychosocial not mentioned by the assistant coaches as a benefit of mentoring from the head coach. This result may be due to the work group dynamics of two or three assistant coaches wanting the support and encouragement from their head coach. The head coach may see the potential friendship creating jealously among the staff, leading to unnecessary chaos within the staff (Weaver & Chelladurai, 2002).

Barriers to Mentoring of the Female Assistant Basketball Coach

Assistant women's basketball coaches identified several barriers to having a mentoring relationship with the head coach. The themes included having disagreements, loyalty, fear of failure, and lack of time.

Disagreements. Coaches are not always going to agree on everything when it comes to basketball. These disagreements may not only make it hard to work together but may create a strain on a mentoring relationship. An assistant coach said, "Sometimes my coach and I do not always agree. After seeing how successful my current coaches system was, it is hard to accept other ways of doing things especially when they produce less than stellar results. "Another protégé focused on advice from the head coach, "I do not always agree with the mentor's advice. My philosophies differ from my current head coach. I like to think outside her ways which causes a strain on our mentoring relationship at times."

This theme may illustrate how the willingness to be mentored is an important characteristic to the mentoring relationships. The mentoring relationship is a two-way street where the mentor and the protégé work together. When there are disagreements the mentoring relationship may suffer (Allen, Poteet, & Burroughs, 1997).

Lack of time. The coaching profession includes long hours, weekend practices, competitions, out of town travel during the season, and recruiting trips. In addition these highly demanding tasks interfere with personal and family life. All of these time consuming factors create stress and assistant coaches mentioned this as a barrier to mentoring. Due to these demands the assistant and head coaches often do not have the time for a mentoring relationship. For example, an assistant mentioned, "The biggest barrier to mentoring for me is there is an issue in getting adequate time due to schedules and the life of a coach." Another coach said, "Time is the biggest barrier to mentoring and availability is another one." Finally, a participant alluded to the fact that "having a mentor that is not available can become a barrier to mentoring." The lack of time as an inhibiting factor to mentoring is nothing new in the literature. Research supporting this lack of time phenomenon was also found with women aspiring to leadership positions within campus recreation (Bower, 2004; Bower, Hums, & Keedy, 2006), North America academia (Bower, 2007), and international academia (Bower & Hums, 2008).

Loyalty. The assistant coaches also mentioned loyalty as a barrier to mentoring. Loyalty is not only to the coach but the team as well. This loyalty is evident through a comment made by one of the protégés, "If you work for your mentor it is tough to leave and ask them to help you get another job." An assistant also referred to dependency, which may be a form of loyalty,

> I am too dependent on the head coach and may be afraid to detach from them because I feel like I need to stay. It is all about feelings of loyalty to the head coach and the team and the strong interpersonal relationship that will be lost once I take another position.

Feeling loyalty is not uncommon to the mentoring relationship. Kram (1983, 1985) identified four phases to mentoring which included initiation, cultivation, separation, and redefinition. The protégés within this study may have felt loyalty when experiencing the separation

phase of the mentoring relationship. The same results were apparent with women aspiring to become leaders in campus recreation. These women identified feelings of loyalty and separation as barriers to mentoring (Bower, 2004). During the separation phase the mentor and protégé relationship might begin to break apart both structurally and psychological. Although this may seem like a barrier, in most cases the separation phase is a happy time for the mentor, as the protégé begins to follow in their footsteps (Kram, 1983).

Fear of Failure. As mentioned earlier, coaching is a highly demanding job that may create a tremendous amount of stress especially for women. Women often feel they have to prove themselves as capable female coaches (Kilty, 2006). The women in this study reported the fear of failure as a barrier to mentoring. Although fear of failure has been found to be a barrier to the reasons why women do not aspire to become a head coach (Sagas, Cunningham, & Ashley, 2000), it has not been reported within the mentoring literature. The women related the fear of failure as a barrier to mentoring to not living up to the standards of the coach. For example one assistant coach mentioned, "It is hard to be mentored under a successful coach where perfection is the standard. No area of strength is ever strong enough, and there is always something to improve on." Another participant mentioned, "I don't want to let my coach down. I do not want her to say that I am not living up to her standards. I guess that I have a fear of failure." Fear of failure can be detrimental to the mentoring relationship. The fear of failure may result from women lacking assertiveness and self confidence to perform the job requirements. This lack of assertiveness and self confidence may interfere with the assistant's ability to set limits, manage conflict, and negotiate effectively (Werthner, 2001). The assistant may not live up to the head coach's standards. This failure to meet the standards set by the head coach may cause a strain on the mentoring relationship.

Implications

This study provided some important implications for assistant coaches, head coaches, and administrators (athletic director and assistant athletic director). First, the assistant coaches indicated lack of time as a barrier to mentoring. Coaches and assistant coaches may want to consider learning to prioritize and delegate work to make time for mentoring. For example, the coaches may have mentoring sessions on the bus traveling to a basketball game. In addition, coaches may need to make a more conscious effort to be aware of mentoring.

Second, it was interesting to note that the fear of failure was considered a barrier to mentoring. The women in this study were concerned about letting the head coach down, which led to stress in addition to the regular stress associated with coaching. The head coach may want to consider the structure of the mentoring relationship, adjusting the standards to which they hold their assistant coaches. A relational model structure may be a possibility where the head coach actually steps out of the expert role, allowing the protégés to see they are not perfect, they can

be influenced by others, and are open to questions. This model is a valid learning experience for the protégé to see the head coach can step out of her expert role and also be a learner.

Third, head coaches may want to assess their current mentoring strategies to make sure they include all career functions. This study indicated that coaching was the only career function mentioned as a benefit to mentoring although sponsorship, exposure and visibility, and challenging assignments are extremely important to the mentoring relationship. Following evaluating their mentoring strategies, head coaches may want to develop a more comprehensive mentoring program, one which focuses on meeting the right people and learning the skills relevant to becoming a head coach.

Limitations

The research study had two limitations. The first limitation was the return rate of 22.6% (N=147). Although the return rate seemed significantly low the limitation may be due to athletic recruitment. Second, the study was limited to Division I female assistant coaches of women's basketball teams. The researchers plan on focusing on Division II and III female assistant coaches of women's basketball teams in a future study. The study of other Divisions may show this is not a limitation after all.

Future Research

The study offers many opportunities for future research. First, the same study may be conducted with Division II, III, or NAIA. These results may provide a different perspective on mentoring relationships among the different divisions. Second, researchers may want to interview coaches on the mentoring strategies they think are important in helping women advance to leadership positions in intercollegiate basketball. These strategies may provide the means of developing a formal mentoring program for coaches to follow. Finally, it would be interesting to interview the head coaches of the assistants to see if there are commonalities. The head coach perspective may provide additional aspects of the mentoring relationship to focus on when developing a formal or informal mentoring relationship.

Conclusion

This study provided some interesting insight to the barriers and benefits of the mentoring relationship. The unique strength of the "coach as mentor" relationship is that it is not an artificially contrived situation. A coach already has many of the same responsibilities as a mentor. By definition, a mentor's role is to guide, advise, coach, motivate, facilitate, and to be a role model within a contextual setting (Kerka, 1998). If the potential barriers to the mentoring relationship are understood, coaches and organizations may create conditions so that mentoring can help in the socialization of assistant coaches while providing creative expressions of those with experiences and wisdom to share. This understanding may aide the assistant coaches in advancing to a head coaching position.

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Keeping Students Active beyond the School Day: Recommendations for Physical Educators

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Abstract

Despite growing concerns for sedentary behavior, overweight, obesity, and related health concerns, school aged children do not meet the recommended levels of physical activity. In the midst of what has been called "the obesity epidemic" school-based physical education programs continue to be marginalized. Given its status, physical educators must reconsider and perhaps reconceptualize how and where physical education is taught. This paper argues for expanding the role of the physical educator within the school context as well as beyond the traditional school day to include community-based physical activity and sport programs.

Key Words: Physical education, physical activity, community-based programming

Keeping Students Active beyond the School Day: Recommendations for Physical Educators

These are most definitely trying times for our profession. In Indiana as well as nationwide we continue to see reductions in K-12 physical education programming within the school setting. All the while, national organizations (e.g., American College of Sports Medicine [ACSM], 1998; United States Department of Health and Human Services [USDHHS], 1996, etc.) continue to recommend physical activity as a preventative health measure for school aged children. However, evidence suggests that nearly half of American children and young adults are not regularly active (USDHHS, 2000). Specifically, cross-disciplinary expert panels recommend that children should receive a minimum of 60 minutes of physical activity per day (Strong et al., 2005). In an era which has seen obesity rates soar near epidemic levels (James, Leach, Kalamara, & Shayeghi, 2001), it seems somewhat paradoxical to have a simultaneous reduction in physical education, which is the primary avenue for physical activity programming in the context of the school day (McKenzie & Lounsbery, 2009).

In the spring 2010 edition of the *Indiana AHPERD Journal* we advocated for quality physical education in all Indiana schools (Richards, Hemphill, Templin, & Blankenship, 2010). While we stand by our rationale such programming, we also feel as if it is important to acknowledge what IAHPERD past-president Mark Urtel referred to as the "elephant in the room" – the fact that many school corporations are choosing to cut back on physical education in response to budget cuts, the prioritization of core academic subjects, and a cadre of others issues. While it is imperative that the profession continue to argue for the benefits of quality in-school physical education classes, the ultimate goal of any educator should be in line with the best interests of children. If we believe that children benefit from physical activity and view it as our responsibility to increase their activity levels, we may need to expand upon the traditional definition of physical education and that of physical education teacher. Thus, in this article we hope to confront some of the realities facing the physical education profession in our state and discuss ways in which physical educators can get students active outside of a traditional physical education class.

Physical Activity and Physical Education at the Federal Level

While the recent *Let's Move* initiative provides hope for a renewed emphasis on physical activity in the United States, in-school physical education is conspicuously absent from the discussion. It appears as if the first lady's intention in to increase out of school physical activity among American youth as opposed to access to physical education programming. However, the focus on physical activity as opposed to physical education at the federal level did not begin with *Let's Move*. Even

The U.S. Department of Education's (2008) Carol M. White Physical Education for Progress (PEP) Grant program, which has provided a significant amount of funding to physical education since 2001, has also allocated a notable amount of the $338 million to organizations that provide physical activity outside of schools (e.g. YMCA, Boys & Girls Clubs, etc.). In this way, these grants can be seen as both physical education and physical activity in nature and purpose.

Although schools appear to be a logical location to address issues stemming from inactivity and obesity because the vast majority of children in the United States go through the public education system, the federal government seems to be sending mixed messages. On the one hand the CDC and USDHHS recommend strengthening in school physical education, but other sectors are unwilling to provide the support necessary. This is especially evident in the fact that health and physical education remain absent in the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) commonly referred to as No Child Left Behind (US Department of Education, 2002). The federal government recognizes the role and importance of being physically active, but its unwillingness to support school physical education implies that such programming falls outside of the definition of schooling. If not attended to, this message will continue to have disastrous implications for our physical education programs.

Physical Education: A Question of Relative Importance

Although physical education is not mandated in schools, the majority of Americans believe that it is important for children. In fact, a survey administered by the National Association for Sport and Physical Education (NASPE; 2003) found that 81% of adults agreed that daily physical education should be mandatory in schools, and 95% of children believed that PE should be part of their curriculum. However, it is not an issue of importance, but of relative importance (Ennis, 2006). When placed alongside high stakes testing, academic achievement, and the overt emphasis on the "core" academic subjects, physical education is not seen as an equal partner in education. According to Ennis (2006), "unfortunately, physical education has become a low demand subject relative to the school's academic priorities" (p. 55). This is historically related to the conception of schools as academic structures and is perpetuated by the Obama administration's lofty goal of "once again having the highest proportion of college graduates in the world [by 2020]," which places a sustained emphasis on math, science, and reading (Carey, 2009).

McKenzie and Kahan (2004) add that the lack of funding and time that result from physical education being outside of the academic mission of schooling "conspire toward marginalizing the central role physical education could play in producing physically educated and active children" (p. 308). To this effect, Ennis (2006) posed an important question: "In the face of increasing academic standards and comprehensive testing within an environment of limited and diminishing resources, will

physical education content ever compete successfully with traditional academic subjects?" (p. 53). That is, if the purpose of education continues to be narrowly defined as academic and intellectual, will there ever be a place for physical education within the context of the school? Considering this gives rise to another question that must be addressed – the embodiment of the elephant that has been planted firmly in the room – When we fight for physical education in our schools, are we on the losing end of a battle that has already been decided by federal education discourse and policy? If this is the case, it would be prudent for our profession, as well as in the best interest of the children we serve, to consider alternative ways in which to provide physical education content.

Redefining Physical Education and the Role of a Physical Educator

Traditionally, physical education has been conceptualized as a course students take in the same manner in which they take classes in math and science. The individual who provides instruction during this course has been labeled the "physical education teacher." However, in a special edition monograph published in the *Journal of Teaching in Physical Education* that focused on the role of physical education in public health, McKenzie and Kahan (2004) argued that this definition needs to be revisited. In light of a lack of resources, limited time, and other barriers to delivering quality physical education, thinking about physical education in the traditional sense risks perpetuating the marginalization that we see in schools today. Likewise, Ward (1999) and colleagues argued that "the conditions that characterize much of physical education in schools are ill-suited to the needs of today's students" (p. 379).

In an effort to increase the viability of their programs, physical educators should look to other venues, outside of physical education *class*, in which movement education concepts can be taught (McKenzie & Kahan, 2004). This is especially important because even children who have physical education five times a week for 50 minutes do not accrue enough in class physical activity time to meet the national recommendation (McKenzie, Marshall, Sallis, & Conway, 2000). However, if we can agree that students need out of class physical education experiences, what would these opportunities look like and what would the role of the physical educator be in structuring them?

Within the school day, physical educators can provide programming outside of class time in order to promote movement and teach physical education concepts. For example, before and after school physical education sessions can be coordinated along with intramural programs. Physical activity time can also be made available for children during study halls and the lunch period and, in the lower grades, organized physical education could take place during recess. Classroom physical activity breaks could be coordinated in conjunction with other teachers in the school and a more concentrated effort could be made to integrate physical movement into other class subjects. This is especially important in light of evidence that indicates that children who are physically active throughout the

school day tend to perform better academically (Grissom, 2005). These approaches, and many others that could be employed not only help to get children additional exposure to physical education throughout the school day, but they also help to make physical education part of the culture of the school. This is important if we are trying to work toward NASPE's (2004) third and fourth standards, which promote the development of fitness and maintenance of a physically active lifestyle.

Regardless of the approach that is taken, the key is to make the movement experiences educational in nature. Physical education, whether isolated within the gymnasium or immersed within the culture of the school, implies that there is an instructional component, which helps children grow in the cognitive, affective, and psychomotor domains of learning. Although meaningful, beyond working toward the daily recommendations for physical activity, isolated physical activity experiences do little to promote learning and future engagement. Thus, it must be the physical educator – the one individual within the school context qualified to impart movement education experiences on children – who must be responsible for leading this programming throughout the school day. Then, when combined with traditional physical education courses, before, during, and after school supplemental experiences will help children to become proficient movers.

Physical Education Beyond the School Day

Initially, physical educators sought to teach in public schools for the opportunity to provide programs that reached all children (Ennis, 2006). But school-based physical education may not be the best way to reach every child. Students who require extra attention in the core subjects are often removed from "special subjects," like physical education, and placed in remedial programs. Furthermore, Sabo (2009) reports that urban girls are the "have nots" of physical education. After 10th grade, 84% of girls in urban settings receive no physical education at all. Generally, boys and girls in urban settings have fewer opportunities to participate in school-based physical education. If the goal of physical education is to provide access to quality programs for every child, than the field must consider a model not based solely on in-school physical education. Beyond the context of the school, physical activity and physical education should grow to become part of the community in which we live.

While some might be hesitant about promoting physical education experiences outside of the context of the school on the grounds that it contributes to the image that the subject is not educational, its advantages should be considered as well. Many of the goals that physical educators pursue are based on prolonged engagement with the subject. For example, to have a positive influence on childhood obesity requires extended time in physical education in addition to physical activity outside of school and other lifestyle changes. The most popular curricular models employed today work best when kids have time to immerse themselves in the activities. For example, imagine implementing Sport Education (Siedentop, Hastie, & van der Mars, 2004) in an out-of-school physical education program. Students could participate in longer class sessions on consecutive days, which would allow more time to implement the fundamental elements of the model. After school programs could accommodate students who do not receive physical education for issues related to academic achievement or behavior and would certainly be appreciated by many parents who seek after school programming for their children.

Hellison's (2003) Teaching Personal and Social Responsibility Model (TPSR) has been field tested primarily in after school settings since 1970 (Hellison, Martinek, & Walsh, 2007). Through TPSR, Hellison provides the most useful framework for bridging the gap between school-based physical education and outside of school physical activity. At its core, TPSR aims to teach life skills and values within a physical activity program—rather than teaching them separately. Learning experiences are taught and then discussed to emphasize transferring TPSR values outside the gym. Instructional strategies are based on an evolving teacher-student relationship that gradually shifts some decision making power and responsibility to students. The program leader must respect each student's individuality, focus on strengths instead of weaknesses, and recognize each individual's capacity to make good, responsible decisions (Hellison, 2000). As suggested by Quay & Peters (2008), TPSR could be a foundational framework for re-conceptualizing and re-structuring physical education.

As is true for school-based physical education outside of traditional classes, for community-based programming to be successful it must be guided and directed by qualified, licensed professionals. Working as an extension of local school districts, or possibly through departments of parks and recreation, these individuals must have the training to be able to direct and manage developmentally appropriate movement experiences for the populations they serve. When viewed from this perspective, developing physical education programs within the community could result in an expansion as opposed to marginalization of the profession. Schools would still need to employ physical educators to teach during the school day, but the community would need to hire additional instructors to lead out-of-school programming. Of course, this would need to be patrolled and managed in an appropriate manner and would require support from local, state, and national organizations. However, it may provide a viable alternative to the continued degradation of physical education programming in schools.

Rise of Youth Sport in the Community

Beyond community based physical education, youth sport programming, which has increased significantly since the 1970s, provides an additional avenue through which children can become active in the community (Messner, 2009). Coincidentally, it was in 1970 that the American Medical Association called for "physical education [to] come *out* of our schools [and] move into high rise buildings and into neighborhoods" in order to better meet the needs of the children it serves (Ennis, 2006, p. 52). Messner

(2009) attributes this rise in youth sport to four interrelated social trends. First, during the 1960s there was concern that children were becoming too weak to compete with Soviet Communism. This trend has evolved today into fears of an obesity epidemic. Consequently, there have been concerted efforts to get kids involved in structured physical activity. Second, a "culture of fear" characterized by parents concerns for kids safety has increased the demand for more adult-supervised play. Third, changes in the family structure have created a need for after-school supervision which often includes sport programming. Finally, community and youth sport programs responded to the passage of Title IX by expanding opportunities for girls. A recent national survey reports that two-thirds of American youth are involved in some form of community-based organized sports program (Sabo & Veliz, 2008).

In the 1990s a new trend emerged which focused on using community sport to discourage irresponsible behavior in urban areas. This has been referred to as the "Helping Professions" (Lawson, 1997) or the "Social Problems Industry" (Pitter & Andrews, 1997), and is focused on recruiting children and young adults who are determined to be at-risk, underserved, prone to deviant behavior, or otherwise disadvantaged. These programs were attached to federal funding and eventually came under scrutiny for their perceived lack of success. However, the at-risk sports model still thrives in many urban areas today (Hartmann, 2001; Hartman & Depro, 2006). More recently, LeMenestrel and Perkins (2007) have provided a Community Youth Development (CYD) framework, which incorporates sport-skill development in a supportive environment. The CYD framework has been used successfully in the NFL's *Play it Smart Program* (Petitpas, Van Raalte, Cornelius, & Presbey, 2004).

Although youth sports have the potential to make significant contributions to children's physical activity involvement, as with all movement experiences, they must be guided appropriately. Many well-meaning parents have taken leadership positions in youth sport organizations only to ruin the experience for the children they serve. Thus, as recommended by Konukman, Agbuga, Erdogan, Zorba, and Demirhan (2010), individuals who become involved in coaching at all levels should be trained and certified to perform their responsibilities. Even with trained coaches, youth sport organizations and departments of recreation would benefit significantly from having physical educators on staff. Whether it be a part time job for a school-based physical educator or a full time position for someone who has a degree in teaching physical educaion, there is a science and philosophy to guiding movement-based experiences that those not trained to be physical educators do not posses. Also, becoming active in youth sport expeirences helps to make the physical educator more visible within the community, which may help to promote credibility with the children he/she teaches.

Conclusion and Final Thoughts

It is important to note that supporting physical education in outside of school does not mean abandoning in-school physical education. The approach we have described merely aims to provide sufficient quality physical education programming for all children, which is at the core of the mission of our profession. We argue that decisions that result in the reduction of in school physical education are short-sighted and not in the best interest of our children (Richards, Hemphill, Templin, & Blankenship, 2010). Unfortunately, it seems as if policymakers and school administrators do not agree with us. When faced with circumstances such as those with which we are currently engaged, far too often we respond reactively – we ignore the elephant in the room until it is too late and then decide to protect what we covet after it has already been damaged. If it is our mission to continue ensuring that children receive adequate physical activity and physical education experiences we will need to get creative, which involves expanding programming both within the school and the greater community. If we wait too much longer to take action in this direction we may see physical education plummet over the brink on which it is currently teetering. This would leave us fighting for the existence of physical education as opposed to arguing against its reduction.

Within the school, physical education teachers can promote movement throughout the school day as well as through before and after school experiences. Then, beyond the context of the school, our profession can take advantage of the trends in youth sport indicate that community physical activity programs are prominent. All of these experiences could be aligned with the NASPE (2004) standards to ensure adhere to professional benchmarks. By becoming active in the development and coordination of physical education experiences within the community, physical educators can continue to have a positive impact on children's knowledge, skills, and dispositions in spite of a reduction of physical education classes.

Through these advanced forms of engagement we would be redefining the role of the physical educator and the physical education teacher. No longer would our profession remain isolated within the gymnasium. Rather we would take a more active role in becoming the life-blood of the communities in which our programs are situated. Unfortunately, whether we like it or not, current trends indicate the school administrators and policymakers are looking to reconceptualize the way in which physical education programming is conducted. We can either stand by and watch this change take place around us, or we can act to become agents of the change ourselves. The later will leave us in a much more advantageous position once the winds of change die down and the dust settles.

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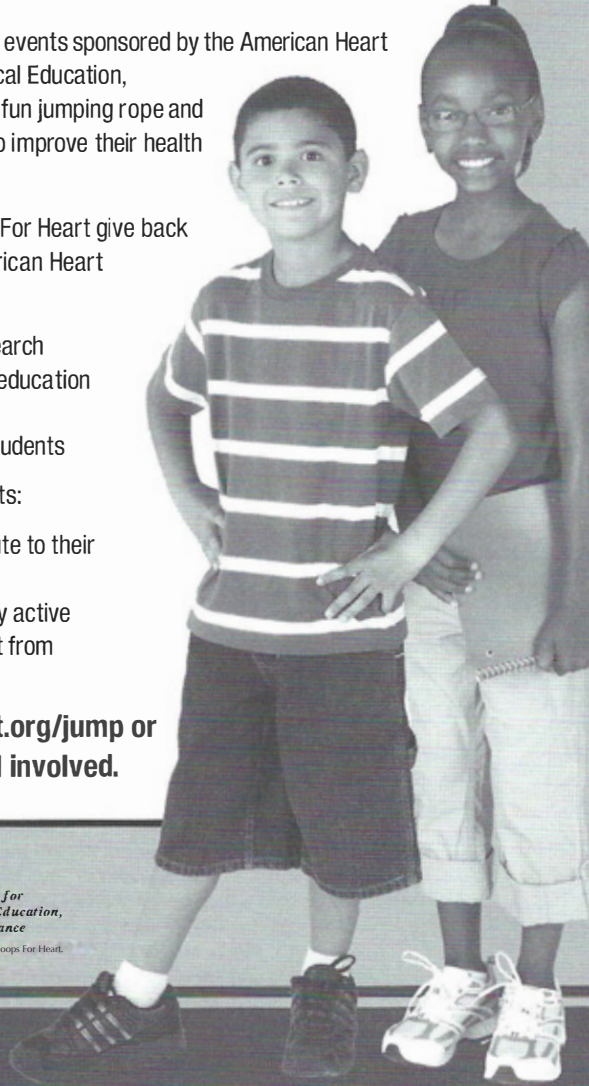
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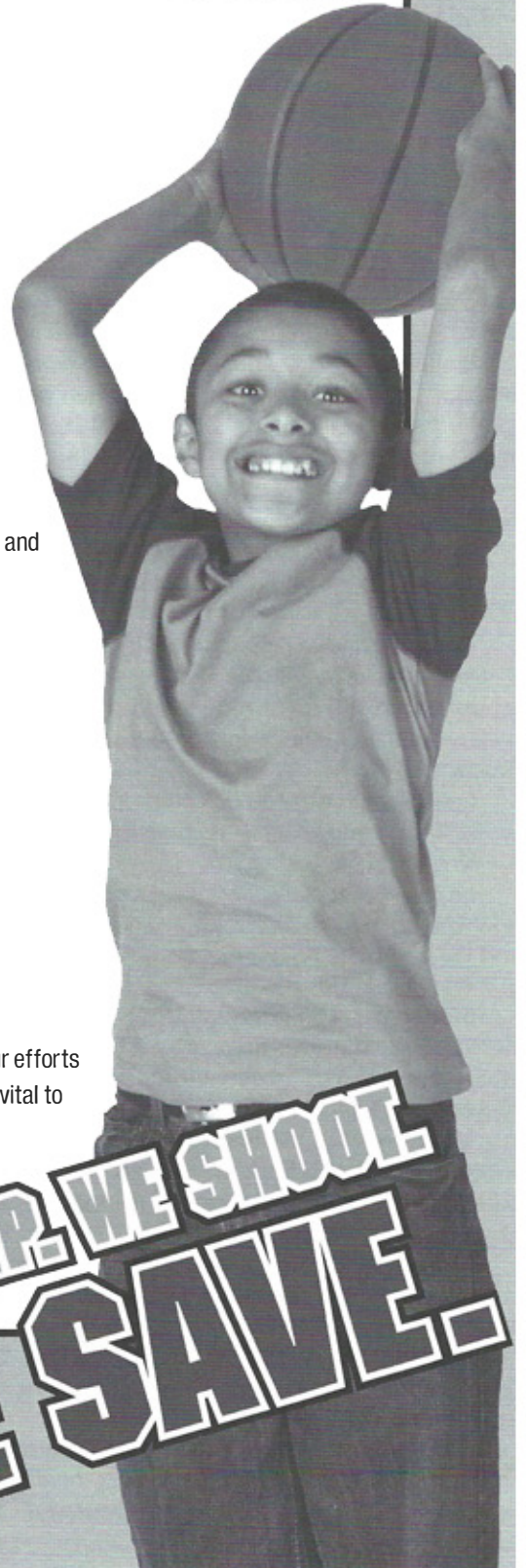
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