

HEALTHY



MIND



BODY



SPIRIT

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Affiliated with American Alliance for HPERD

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VOLUME 45

NUMBER 3

FALL 2016

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IMPORTANT JOURNAL INFORMATION

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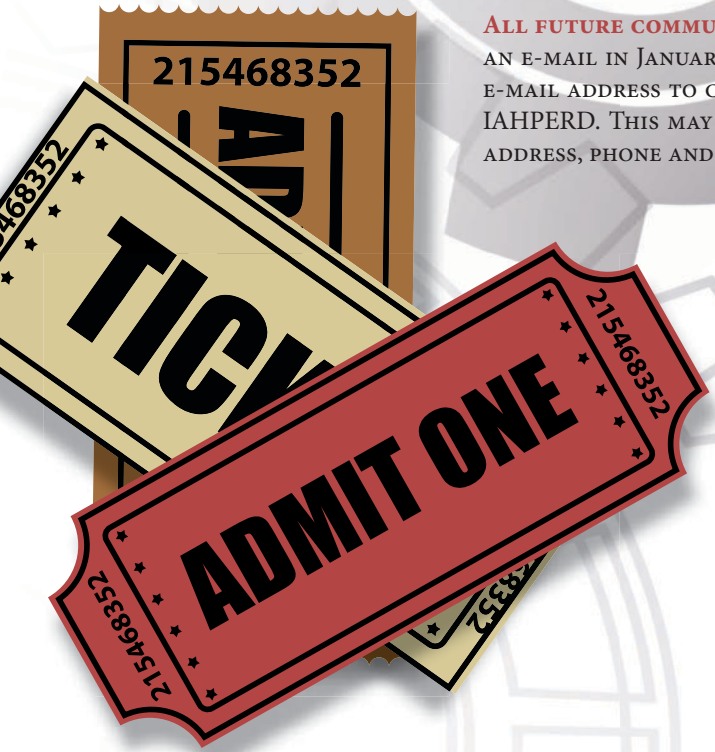
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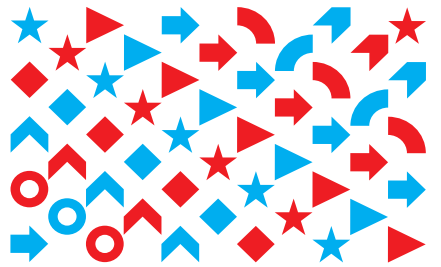


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Message From The President

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Good Morning Indiana!

CHANGING SCENE: COME ALIVE

Dear Fellow IAHPERD Members,

How many times during your school years were you asked: What did you do during the summer or on your family vacation? A good number I am sure. Here is a travel log of some of my summer visits where I represented our state of Indiana.

This all started when a Physical Education friend kept pestering me to come to Wyoming. So I did. I flew into Rock Springs, WY on an evening where I had to wait for over six hours in Denver to finally arrive there. The next day I headed out to the local golf course, three different ones all in the same area. I hit monster drives and even had a few pars. This was done at 7100 elevation. Then I rented a car and travel to Jackson, WY to site see. I stayed at the Snow King Resort. (I had stayed there before, skied and tubed the slopes.) They have installed a new mountain ride: Cowboy Coaster which zips and turns for about a mile to the bottom of the mountain. I can't wait to try it again.

I followed my paper maps through the Grand Teton National Park. This is one of my special places to visit. Then a bear was wondering by the side of the road. Lots of cars were stopped. I did not get a photo as the Ranger moved the traffic along. Continuing on to Yellowstone National Park with a visit to Old Faithful Geyser, which is always impressive. Our National Parks are celebrating 100 years of preserving the natural and cultural beauty of America for us. I then headed back to Jackson with the evening Rodeo. I met the owner earlier in the day. So it was neat to watch all the events on a chilly evening.

My last item in Jackson was to visit the Jackson Hole Ski Resort. (I had skied there before.) They were also celebrating 50 years of outdoor fun. With a neat ride up the new Tram to the mountain top to seeing snow and taste some great waffles. Yes, it did snow while was up there. I also visited another ski area outside of Pinedale, WY before returning to Rock Springs. WHEW!

On Memorial Day my planned trip was to head south on route 191 to the Flaming Gorge National Recreational area. What a unique difference in land mass from the north of Wyoming to the south.

The wild animals that were seen: tons of Pronghorn, Bear, Elk, Deer, Buffalo and maybe some wild horses. Before I left I visited Western Wyoming College. The had a neat indoor swimming pool, cool Adventure Education course, and a walking/jog trail which I traveled on. They also had attractions of dinosaur and coal mining. The T Rex was my favorite.

Back in Indiana, was the Indy Dance Explosion held over July 4th. About 400 individuals attend this three day work shop. (The hot swing weekend is usually held at the same hotel where we have our state convention. Not this year as we were located about a mile away.) Some of the sessions I attended were: West Coast Swing, Night Club Two Step, Salsa, East Coast Swing, Line Dance, Two-Step and Waltz. Plus the evening dance parties.

Then home to Minnesota where the thunder storms and straight winds, split a big oak tree at the cabin I was staying at on Rose Lake. (Thanks, Jean and Joe Sailer.) A tree also fell at my Dad's and brother's home. (Dad's house and property is for sale: 8 acres, 100 feet of lake shore is anyone is interested.) So we all played lumber jack for two days at the three locations. Then golf to play three rounds of golf with friends from Minnesota and New Mexico.

Each county has their county fair; at home it is called the Becker County Fair. (As a 4-H member since I was eight years old, I showed sheep along with other projects, plus assisting my Dad with the oil furnace booth. Being

our Burlington Cub President the county fair was a highlight of the summer and dancing to Ugliers. Later is trip I picked up a Rural Safety Guide from the 4-H building. This includes a DVD on Smart Choices for Life. This year the fair was highlighted by my niece, Michela Sanders won Miss Congeniality. She has started college this fall playing volleyball. Good luck to her.

I took my two nephews, Byron (we share the same birthday, September 1) and Charles to Itasca State Park (also celebrating 100 years). Why do we visit there? This park is where the Headwaters of the might Mississippi start. This great river flows 2552 miles to the Gulf of Mexico. While swimming in Lake Itasca we saw a boy put is wrist cast in the water. Byron and I were both shocked as we both have had caskets and could not get them wet. We learned that the family was from Canada. They paid an extra \$15 to have a cast on that was good to go in the water.

My next adventure was my annual trip to North Dakota where I visit college friends and family. Now my home town of Frazee, MN has our annual Turkey Days celebration. (This celebration was started by my father, Gordon E. Sanders and Marvin Daggett some 62 years ago.) I participated in the 5 K walk and had a time around 48 minutes. We honor our Dad with a Sunday Memorial Breakfast. Which I might add was well attended. I even got to attend an old time dance and got a waltz in.

One of the last summer events for me is the WE FEST a three day country music festival. Here is a list of some of singers and bands that played: Eric Church, Kid Rock, Tim McGraw, Steven Tyler with the Loving Mary Band, Lee Brice, Billy Currington, Montgomery Gentry and Lo Cash. (I had heard Lo Cash on the Madam Carroll.) To add some spice to the music the Minnesota Viking Cheerleaders were on hand selling calendars for charity. (Needless to say I purchased one)

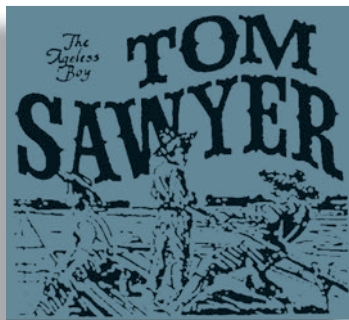
Other stops on my tour were: Chicago, IL, St. John's University at Collegeville, MN, Holdingford and Moorhead, MN. On my way back to Indiana I had the pleasure of meet and have lunch with our keynote speaker for the fall convention: Dr. Stuart Robertshaw (Dr. Humor) from La Crosse, WI. We ate at Tom Sawyer's not owned by Tom Sawyer of Terre Haute. You will not want to miss his two sessions on Thursday morning at the convention. I know he will assist with my theme: Changing Scene: Come Alive! Set you dates for the Fall Convention, November 2, 3, 4, 2016!

Have a great school year. It has been a pleasure serving as your President of IAHPERD.

Thank You.

Dr. Gary E. Sanders

President of IAHPERD



EDITOR'S NOTION PAGE

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GOLF COURSES: OWNER/OPERATOR LIABILITY Premises Liability

THOMAS H. SAWYER, ED.D.
PROFESSOR EMERITA, INDIANA STATE UNIVERSITY



This article shall address general concepts of liability for a golf course owner relating solely to its ownership and operation of a golf course or club. This type of liability in most cases, is a part of ordinary negligence liability. It is typically referred to as “premises liability.”

Generally, premises liability arises out of a failure of a property owner to exercise reasonable care in the maintenance and operation of its property. Historically the duty of care required of the property owner depends on the status of the person on your property. Are they invitees or guests? Are they employees? Are they trespassers? Business invitees (i.e. patrons and members) are owed the highest duty. Trespassers are owed the lowest duty. Several states, including California and New York, however, have abolished the distinction and adopted a uniform standard of “reasonable care under the circumstances.” For purposes of this discussion all persons shall be treated as business invitees, as they will be the most common source of claims.

There are four elements to consider in determining liability. Each of these four elements must be satisfied in order for the property owner to be liable.

- 1** **First**, is there a condition on the property which has an unreasonable risk of harm? Think of this as any condition which could cause serious harm to persons on the property. Property owners are not insurers, and therefore minor imperfections typically do not satisfy this element.
- 2** **Second**, did the owner know of the condition? Or, should the owner have been aware of the condition? There is an obligation of the owner to know what exists on the property.
- 3** **Third**, did the owner fail to use ordinary care to protect the persons from the danger? Known dangers cannot be ignored.
- 4** **Fourth**, did such failure actually cause the injury or damage?





Now that we know the elements for liability, here are some examples of how they apply to common golf course situations:

Errant Golf Ball – On Course – (i) Is there a dangerous condition? Examples are greens near tee boxes, holes with blind shots or cart paths crossing in front of tees of other holes. (ii) Did the owner know of the condition? Most will be obvious. If dangerous conditions are not readily obvious, is there a history of problems in certain areas? (iii) Did the owner use care to protect against the condition? Things to consider are signage, screening via nets or foliage, redesigns of holes where necessary and “all clear” signaling devices. (iv) Did the failure cause the injury? Ordinary errant shots may not create liability. It is when the chance for injury caused by errant shots is magnified by some other dangerous condition that liability becomes likely. In the defenses section below the concept of “assumption of the risk” is discussed. This defense can be an important tool in avoiding liability. It is not, however, an absolute protection from liability.

Errant Golf Balls – Off Course – Generally the same concepts for on-course liability apply here. The major differences are the added claim of nuisance which an adjacent homeowner may use and the fact the defense of assumption of the risk may be limited or entirely unavailable. The discussion below of other potentially liable parties is very important when addressing the off-course errant shots.

Slip and Falls – (i) Is there a dangerous condition? Examples are faulty stairs, loose steps, damaged bridges, temporary large holes, sudden elevation changes like cliffs and ravines and worn flooring surfaces. (ii) Did the owner know of the condition? Again, most will be obvious. Be aware of consistent problem areas. (iii) Did the owner fail to use care to protect against the condition? Damaged or worn items need to be repaired or replaced. Temporary construction areas should be marked. Cliffs and ravines should be identified. Walking surfaces which are slippery for non-metal spikes should be modified or replaced (i.e. traction steps on stairs and hills). (iv) Did the failure cause the injury? Liability should be expected if the person is using the property in the intended manner and is hurt by a dangerous condition which was left unattended or unfixed.

Swimming Pools – (i) Is there a dangerous condition? Pools are obviously dangerous areas. (ii) Did the owner know of the condition? It is likely all owners should be aware of the inherent risks of a swimming pool. Some additional items to consider are: inexperienced or poorly trained lifeguards, unusually high levels of horseplay and broken equipment. (iii) Did the owner fail to use care to protect against the condition? Were lifeguards properly trained? Were fences and gates secure? Is horseplay regulated and discouraged? (iv) Did the failure cause the injury? Did poorly trained lifeguards fail to notice a situation? Did a child enter after hours through an unlocked gate? Liability in the event of a drowning is necessary and “all clear” signaling devices. (iv) Did the failure cause the injury? Ordinary errant shots may not create liability. It is when the chance for injury caused by errant shots is magnified by some other dangerous condition that liability becomes likely. In the defenses section below the concept of “assumption of the risk” is discussed. This defense can be an important tool in avoiding liability. It is not, however, an absolute protection from liability.

Lightning – As a general rule, lightning is treated as an “Act of God.” Typically an owner has no liability for Acts of God. The theory is that lightning is difficult to predict and almost as difficult to protect against. There is the possibility for liability, however, in two general circumstances.

First, if an owner could have liability for negligently implementing a protective device or procedure. For example, someone is struck by lightning after it hit an improperly installed or maintained lightning rod. Also, a warning system which is made known to golfers, but then not used or improperly used, could lead to liability.

Second, there is a possibility that under a premises liability theory an owner may be liable. This is particularly true at courses which have frequent sudden storms and out of town patrons. It may be negligent for the owner to fail to have and implement an effective warning system or provide adequate shelter.

What defenses are available to help offset all of this potential liability?

Generally, there are **two defenses** to consider.

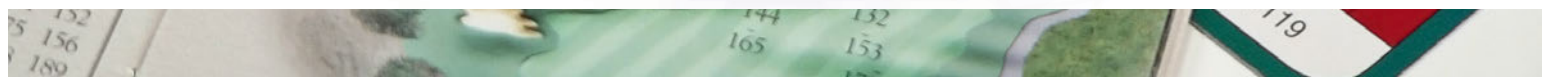
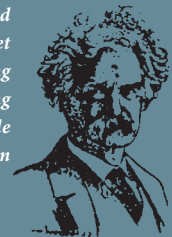
The first is assumption of the risk. This defense is based on the theory that a participant in an activity willingly assumes the risks associated with that activity. The caveat to this defense is that some states have started to lessen the availability of this defense and the greater the injury or damage, the less likely it is the participant assumed that particular risk. This defense is equally applicable to golfers and to surrounding homeowners who built their homes or moved in after the golf course was constructed.

The second defense is contributory negligence. In most states the negligence of the participant does not completely bar recovery against the owner. It is usually apportioned on a percentage basis equal to the respective faults of the parties.

Finally, especially in the context of errant golf balls, we cannot forget the wide assortment of other parties who may have liability. These other parties could be (i) the golf course designer – for a defective design, (ii) the master developer – for defects caused by the configuration of lots or streets, (iii) the golf course construction contractor – for defects in the construction of the course, and (v) the golfers themselves – for their own negligence in striking errant shots.

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





INDIANA AHPERD

2016 STATE CONFERENCE AND EXPOSITION REGISTRATION FORM

CHANGING SCENE : COME ALIVE

NOVEMBER 2 - 4, 2016

WYNDHAM - WEST INDIANAPOLIS

<p>MEMBERSHIP</p> <p><input type="checkbox"/> New in 2016 <input type="checkbox"/> Renewal in 2016</p> <p>MEMBERSHIP TYPE</p> <p><input type="checkbox"/> Professional <input type="checkbox"/> Student <input type="checkbox"/> Retiree</p> <p>I AM A</p> <p><input type="checkbox"/> Hoops for Heart Coordinator <input type="checkbox"/> Jump Rope for Heart Coordinator</p>	<p>PRINT First Name _____ MI _____ Last Name _____</p> <p>Home/Cell Phone _____ Work Phone _____</p> <p>Preferred Mailing Address _____ City _____ State _____ Zip _____</p> <p>Preferred Email Address _____ Summer Email Address (if different) _____</p> <p>School/Company Name _____ School Corporation _____</p>
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	Professional Member		Professional Non-Member		Student Member		Student Non-Member		Amount
	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	
JOIN IAHPERD TODAY – Membership for 2016	\$50	\$50	n/a	n/a	\$25	\$25	n/a	n/a	
2 Day Conference	\$95	\$120	\$150	\$180	\$35	\$50	\$65	\$80	
1 Day Conference: I will be attending: ____ Thursday ____ Friday	\$55	\$70	\$115	\$130	\$30	\$40	\$60	\$70	
Retired Professional			n/a	n/a	n/a	n/a	n/a	n/a	
Awards Dinner: Wednesday, November 2 nd	\$35	n/a	\$40	n/a	\$35	n/a	\$40	n/a	
JRHH Lunch and Awards for Coordinators Only : Thursday, November 3 rd (will be reimbursed when you pick up your lunch)	\$15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Thursday, November 3 rd : Evening Bus to Downtown	\$10	n/a	\$10	n/a	\$10	n/a	\$10	n/a	
Presidential Youth Fitness Program Workshop: Saturday, November 5 th (Refunded at Workshop)	\$15	n/a	\$15	n/a	\$15	n/a	\$15	n/a	
PRE-REGISTRATION: POSTMARKED BY OCTOBER 1									TOTAL

Thursday Evening Bus to Downtown: During our conference this year, we will be adding a new social event on Thursday evening. You can sign up for a bus trip to the heart of downtown Indianapolis. The bus will be departing from the Wyndham Hotel and be returning late in the evening to allow you time to enjoy the excitement of Indy. You can enjoy music at Howl at the Moon, laugh at Crackers Comedy Club, or delight in one of the many restaurants downtown has to offer. Cost for the bus is \$10.00 and the deadline for the bus is October 20th. This can be paid with registration or by mail after the registration early-bird deadline. Only 50 seats are available so sign up early.

Presidential Youth Fitness Program Workshop: Saturday, November 5th: This workshop is free to the First 50 people with paid conference registration. To hold your place, a cost of \$15 is to be paid with registration. This \$15 will be refunded to you when you register on Saturday morning for the workshop!



Online registrations will not be accepted after midnight October 20th, or if mailed, must be postmarked October 15th. **After October 20th**, those wishing to register for the state conference are asked to register onsite beginning at 7:30 a.m. on Thursday, November 3rd at the conference registration desk at the

Wyndham - West Indianapolis

Cancellations must be made in writing to IAHPERD Executive Director, Karen Hatch and postmarked no later than October 20th. All cancellations are subject to a \$10.⁰⁰ processing fee. Refunds will be issued 6-8 weeks after the conference. No cancellations will be accepted or refunds issued on requests made after October 20th.

Complete and Mail form with fees to:

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INDIANA **AHPERD**

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BALL STATE + ONLINE



OLYMPIAN LEARNS TO COACH

Erin Gilreath, a 2004 Olympian in the women's hammer throw, was looking for a **master's program in athletic coaching education** after retiring from competition. She chose Ball State because of the faculty's world-class reputation.

"Their experience at the highest levels of the sport gives students an insider's perspective that they might not otherwise have," says Gilreath.

Soon after finishing her master's, Gilreath became assistant track and field coach at Indiana State University. In her first two years as coach, one of her athletes captured first in the 20 lb. weight throw and third in the shot put at the NCAA Track and Field Championships. That same athlete later participated in the World University Games in Kazan, Russia, where she advanced to the final round in the shot put.

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THE ROLE OF THE COACH

TONYA L. SAWYER, PH.D.
INDIANA STATE UNIVERSITY

ABSTRACT

Coaches today are in very challenging and difficult positions. It makes no difference what level the coaches are involved with performing their duties. Whether they are coaching youth, high school, college, or professional athletes. The challenges and roles generally are the same. This article attempts to outline what the role of the model coach could be to meet the various challenges being faced daily by coaches.

Keywords: coach, motivator, organizer, teacher

INTRODUCTION

The role of the coach is very complex. The coach will play many different roles in an effort to provide quality leadership. These goals range from being a teacher of fundamental sport skills to that of a disciplinarian. The common roles, according to Martens (2012), Sawyer and Gimbert (2014), and Siedentop, Hastie, and van der Mars (2011), include, but are not limited to:

- An organizer-planner,
- A teacher,
- A winner,
- A first aid and medical consultant,
- A motivator,
- A developer of fitness,
- A disciplinarian,
- A developer of character,
- A parent, and
- A friend.

THE COACH AS AN ORGANIZER-PLANNER

The coach is the organizer-planner for the sport team. He/she is responsible for the development, health, and safety of the players. The coach must be organized to meet these responsibilities and many others as well.

Organizing and planning make life much easier for everyone involved. The players learn more because the coach has planned effective practices and determine what and when to teach the various sport skills and tactics. In turn, the players are more motivated and behave better because the practices are organized and the players are actively involved. The coach also plans for unexpected events such as bad weather and develops procedures for dealing with this and many other situations.

THE COACH AS A TEACHER

If the coach is not an effective teacher, he/she will not be an effective coach. The coach's primary role is to teach players about fitness, sport skills, and sport tactics. A good teacher is also a good organizer and planner. Little is learned in a disorganized sport environment. Unorganized practices lead to boredom and disinterest on the part of players. This increases the chances for physical injury. It is important to remember that practice does not necessarily make perfect; however a well-planned, purposeful practice will result in an optimal sport learning environment.

Coaching is much more than putting on the coaching cap and blowing the whistle. The coach must decide what to teach, when to teach it, and the delivery method that will be most effective. The effective coach knows how to demonstrate the sport skill, provide clear and constructive feedback, and construct practice environments that promote learning.



THE COACH AS A WINNER

American society places tremendous emphasis on competition, success, and winning. This can be good and bad. Striving to win is a primary goal of sports competition. What often happens, however, is that winning is viewed as the only objective of sport participation. Further, winning is often defined in a very limited way.

The winning described above is a main focus of Division 1 and professional sports. However, within the levels of amateur sports it is not and should not be the primary goal of the sports program. Sure, coaches, players, and parents want to win, but the coach of interscholastic players and younger must be concerned with the total development of the athlete – physically, socially, and emotionally. Most players indicate that they would rather play on a losing team and participate than sit on the bench one winning team. The coach cannot let defeating the opponent override the other important objectives of sports such as participation, skill development, and friendship.

The definition of winning, according to Calipari and Sokolove (2015) and Cox (2011), should be interpreted as meaning the ability to surpass one's own previous performance and giving a maximum effort. Focusing on the narrow definition of defeating one's opponent will lead to a limited number of successes for the players. While focusing on the player's performance and effort, there are many opportunities for the player to become a regular winner.

THE COACH AS A FIRST RESPONDER

Many coaches find themselves in the difficult position of first aid and medical consultant. Coaches often indicate that they are not first aid or medical consultants. They are not athletic trainers or doctors; but, they are often the first on the scene in many sports related medical emergencies and, like it or not, must assume this role.

Coaches are often asked by players and parents regarding appropriate medical treatment for injuries. The coach should be careful what advise he/she provides to the players or parents. It is important that coaches increase their knowledge of athletic injuries so they are prepared to provide accurate advice to the players and parents. Finally, it is important to recognize that no one expects the coach to do things he/she is not qualified to do.

All coaches should be certified in first aid and CPR, since they are first responders to injuries. With this knowledge the coach can help ensure that sports participation occurs in a safe and healthy environment.

THE COACH AS A MOTIVATOR

The coach is often thought of as the “task master” or motivator. The coach does encourage the players, facilitate the players' needs, and motivate players. Players have many reasons for participating in sports. They also vary in their levels of motivation on any given day. The coach must recognize these differences and act accordingly. The coach also needs to know and understand each player. He/she must understand that some players need to increase their level of motivation while others may need assistance in avoiding becoming over motivated.

Further, the coach must understand how their actions directly or indirectly influence the levels of motivation of the players. He/she needs to understand what goals to set and the relationship between intrinsic and extrinsic motivation.

THE COACH AS A DEVELOPER OF FITNESS

Just because a player participates in sport does not mean he/she is physically fit. There are two types of fitness needed for a player - general physical fitness and specific sport fitness. The coach must understand the level of fitness needed for each player. Not everyone will need the same level of sport specific fitness, but all will need the

same level of general fitness. All coaches must understand some basic principles of fitness, and employ the principles on a regular basis, if fitness goals are to be realized. Finally, coaches must understand that too much emphasis on fitness can be just as bad as too little. In fact, basic principles of fitness include allowing for intervals of work and rest, and alternating difficult workouts with less difficult ones. Often coaches forget these principles and over train the player, which leads to injury, poor performance, and loss of motivation.

THE COACH AS A DISCIPLINARIAN AND DEVELOPER OF CHARACTER

The most difficult role for any coach, teacher or parent is that of disciplinarian. It is always an unpleasant task to discipline players and deal with unsportsmanlike behavior. This is a role that cannot be delegated. The coach must assume this unpleasant role.

Coaches' who are strict with players will find the task much easier over time. It is easier to start players on the right foot or correct minor disciplinary problems from the first day of practice rather than wait and try to develop good habits or change ingrained attitudes later on.

THE COACH AS A PARENT

Many coaches face the challenge of being a coach and parent. It is difficult at best for both the coach and the player. Further, many coaches become substitute parents for some of the other players on the team who come from single-parent families.

It is important for the coaches to remember that they will be influencing some of their players both on and off the field. The coach must become the “ideal” role model for the players to look up too. The key is to model what the coach believes is best for players. As an actual parent or substitute parent, the coach's behavior will have an enormous influence on the players.

THE COACH AS A FRIEND

The most effective coaches are friends with the players. They have the characteristics of a good friend – they are good listeners, for the players are not afraid to confide in them. They “tell it like it is”, but in a way that will not put their athletes down. They are respected, and they are there when players need them. The coach who is a friend, however, does not forget about his/her responsibilities.

A SUCCESSFUL COACH IS AN EFFECTIVE TEACHER

Being an effective teacher is an important characteristic of a successful coach. Historically, the best coaches at all levels of competition have also been good teachers. Clearly, teaching fundamental skills is an important job for coaches. This means that as a coach, he/she will be expected to be a teacher. How successfully the coach fulfills this roles will determine the level of success as a coach.

Providing clear instructions is an essential part of effective teaching. Giving instructions in this manner will increase the likelihood that your players will learn what they need to know to be successful.

There are five common guidelines for giving instructions including:

- **Gaining the players attention**
- **Giving the players appropriate and accurate information**
- **Do not overload them with information**
- **Emphasize exactly what should be done and how to do it**
- **Use visual images to supplement your demonstration where ever possible**

Effective instructions make it clear to the player what he/she is supposed to do. The coach must remember, as human beings, players can handle only a limited amount of information at one time. Do

not tell the players too many things at once. Further, all instructions should be simple and to the point. It must help players “get the idea” of what they are supposed to do to perform the skill the coach is teaching them. Finally, demonstrating the skill being taught is one way to increase the coach’s effectiveness as a teacher.

Once the coach understands the guidelines for giving instructions, it is time to outline the guidelines for conducting effective practices.

The effective practice guidelines include:

- **Provide sufficient time to master the skills,**
- **Divide complex skills into their subparts,**
- **Use practice sessions to simulate game-like conditions, and**
- **Use instructional aides to hasten learning.**

The effective coach organizes practice time focusing on providing sufficient practice time. The key to assisting players learn skills is allowing as much of the right kind of practice as possible. However, be careful to limit the repetition allowed in a single practice session. There is a point at which too much repetition at one time can be detrimental to learning.

When practicing complex skills, the rule of thumb is to only practice parts that can be naturally separated from the whole skill. Even though the coach chooses to have players practice individual parts of a skill, he/she must demonstrate the whole skill to the players before they begin this type of practice. The coach may even wish to have the players have them practice the whole skill for a little while before he/she breaks it down into its parts.

Using game like conditions and situations in practice is a key element in making practices realistic. After a player shows a basic level of proficiency in the skill he/she has been practicing, it is important to provide practice situations that mimic game conditions. Two important guidelines must be followed when using this type of practice: (1) only employ this type of practice after a basic level of proficiency has been achieved, and (2) this type of practice should not be a substitute for other types of practice. It should be used in addition to other practice routines.

An effective way to teach a sport skill is to use devices that assist the player to focus their attention on specific parts of the skill that are critical to performing the whole skill correctly. For example, the batting tee is useful to teach the correct batting technique because it requires the player to focus attention on the ball and on the swing or the rebounder ring in the basket will turn every shot at the basket into a rebounding situation.

FEEDBACK FROM THE COACH

There are three common types of feedback used by the coach. These forms of feedback are corrective, evaluative, and neutral. Corrective feedback is when the coach says, “You need to tuck your chin sooner the next time.” Evaluative feedback is when the coach says, “You did the dive away very well.” Finally, in neutral feedback the coach says, “Your score was a 6.0.”

Regardless of the type of feedback provide to the player, it is important that the information assists the player. The type of assistance to the player may take several forms. It might assist the player to improve on the next practice attempt, or it might encourage the athlete to do the same thing again. The feedback may tell the player how he/she is doing in relation to a performance goal.

Providing useful and meaningful feedback is an essential part of effective teaching. The coach should be concerned about giving too much feedback. Feedback should never overload the player with in-

formation. Limit corrective feedback to one or two critical mistakes the player has just made. After these are corrected the coach can work on correcting other mistakes. Finally, the coach should use liberal amounts of positive evaluative feedback.

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1947-2016 Eugenia Scott

Dr. Eugenia Sue Scott, 68, of Rimersburg, died Tuesday, June 14, 2016, at Allegheny General Hospital in Pittsburgh following a brief illness.

Born October 14, 1947, in Butler Hospital, she was the daughter of Harold Frank Scott and Eleanor Louise (George) Scott, and was the oldest of three children.

Dr. Scott attended Sandy Hollow, a one-room schoolhouse, and graduated from Union High School in 1965. She graduated from Slippery Rock State College in 1969 with a bachelor's degree, Purdue University in 1971 with a master's degree and Ball State University in 1995 with a doctorate degree.

Dr. Scott coached and taught at Butler University in Indianapolis, Ind. from 1971 until her retirement in 2008, when she moved back to Rimersburg. During her time in Indiana, she was not only a member of IAHPERD but actively participated as a presenter, served on various committees/councils and served as President in 1995. Dr. Scott was also active in WACRA, USABA, and IBSA and participated in Mission trips to Haiti.

She devoted 35 years to IBSA, International Blind Sports Federation, specifically involved with Goalball. Dr. Scott's involvement with Goalball for the United States Association of Blind Athletes included being a coach, official and program administrator at all levels. She traveled the world officiating at competitions and the Paralympics, most recently at the 2012 Paralympics Games and the 2015 Parapan American Games. These travels took her to Panama, Holland, South Korea, South Africa, China, Australia and England, among others.

As a presenter for the World Association for Case Method Research and Application, she was able to travel to Spain, Portugal, Germany, Austria, Hungary and Bratislava, along with other "fun" trips to Iceland and Haiti.

Dr. Scott was also big into adventures and had hobbies such as reflexology, master gardening, chicken keeping, essential oils, genealogy, roping, "clowning" around, beekeeping, and natural health.

Survivors include two daughters, Katy Kriebel, of Abilene, Texas and Scotia McClung (Johnny) of Fishers, Ind.; three granddaughters, Teilah, Selah and Amariah, of Fishers, Ind.; a sister, Carol Scott of Rimersburg; a brother, Ray Scott (Susan) of Rimersburg; and several nieces and nephews. Her parents preceded her in death. Funeral services were held Sunday, June 19, 2016, at the Baker Street Church of God in Rimersburg with the Rev. Dr. John Gareis officiating. A memorial service was held at 4 p.m. on Wednesday, June 22, 2016, at Butler University, Riley Room, Indianapolis, Ind.

Donations can be made in her memory to:

1

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1605 E. 106th St.
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2

Veteran's Park and Museum
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3

United States Association of Blind Athletes (USABA)
1 Olympic Plaza
Colorado Springs, CO 80909



Online condolences may be sent to the family at: www.bauerhillisfuneral.com

A CASE STUDY IN MARKETING: RECRUITMENT OF SPONSORS FOR INTERSCHOLASTIC ATHLETIC PROGRAM

JOSH YOUNGMAN
BEACON ACADEMY
JAKARTA, INDONESIA

ABSTRACT

This is a marketing case study, focusing on sponsorships for an interscholastic athletic program in Jakarta, Indonesia. It is a step-by-step process for recruiting sponsorships for an interscholastic athletic program. It was a project for a graduate course in athletic management at Grace College in Winona Lake, Indiana. The author of the case study is an active interscholastic athletic director at Beacon Academy in Jakarta, Indonesia.

Keywords: marketing, sponsors, sponsorships

INTRODUCTION

A common trait of the self-made upper class in Indonesia: they are acutely aware of the money they earn and highly critical of the money they spend. Most of the students' families migrated to Indonesia to pursue potential business opportunities. Regardless of whether it is \$8 or \$800, any additional money asked for by the school comes under great scrutiny. This problem is spotlighted during the period in which students and parents register for their desired extracurricular activities each term.

The solution: find sponsors to reduce the registration cost per student for our major sports programs. This is a common occurrence among international schools in Indonesia. Jakarta's youth football (soccer) league has hundreds of teams and each of them plastered with company logos.

DEMOGRAPHIC/CONTEXTUAL FACTORS

One area that the school hopes to build upon to help increase enrollment in a highly competitive market is the athletic department. Beacon Academy boasts some of the better facilities in North Jakarta: a [nearly] full-sized soccer field, a court lined for badminton, volleyball and basketball (though not regulation size) and a 25-meter pool with six lanes. However, they are steadfast in their approach of charging students to participate in extracurricular activities, rather than include it in the school fees. While this allows the program more flexibility, the "sticker price" causes some parents to refrain from registering their child. Should the school wish to hire external coaches with greater knowledge and expertise, this would increase the cost to be borne on the parents, thus further decreasing registration. Finding a sponsor would greatly reduce, or possibly negate, these costs and encourage more of our student-athletes to participate.

The real challenge of finding sponsors is to create resources that will successfully show the marketing opportunities of the sports program, not necessarily the status of the school. Also, this task needs to be handled by the Athletic Director with the assistance of the Marketing department, not the other way around. Traditionally, a general email was sent by Marketing to all parents presenting opportunities for event/team sponsorships. Not only is this poor business form, but it lacked the personal touch necessary when dealing with both parents and potential sponsors.

DEVELOPING THE SPONSORSHIP DOCUMENTS

The development of these documents was relatively straight forward and easy. Having a background in business helped immensely, but Beacon had also gained their first sponsor prior to me undertaking this project. You'll see in Appendix 2 that Optik Seis, a franchise owned by one of the students' parents, agreed to purchase the teams' jerseys and some of that money rolled over into the athletics conference (the only way the Athletic Director could successfully swing the deal). Their company logo should allow other potential sponsors to breathe easier knowing they are not "taking the

leap,” but putting money into a budding athletics conference already backed by an established business.

The money donated by Optik Seis was roughly equivalent to \$1,700 USD; a substantial amount for a small school's athletics program, but a drop in the bucket for a large business such as Optik Seis. Because the Athletic Director had already established relationship with both of their daughters (coaching them both for soccer), approaching the parents with the idea of sponsorship was easy and fairly informal. However, the more formal pitch that was sent via email to them and their Marketing team laid the foundation for the created sponsorship documents.

The biggest challenge when creating these documents was the figures used in the sponsorship packages. The sponsorship packages range from fees of 1 million Rupiah to about 25 million Rupiah (roughly \$80 to \$2,000 USD). A visiting Principal attending a committee meeting asked where these figures came from and the Beacon Athletic Director told them that these fees, particularly a business committing to a 'Gold' package, would cover all referee fees. Their response: "So schools wouldn't have to pay to participate in the league?" While it is a nice dream, schools will and should contribute a fee to participate in any sport. Though the majority of costs would be covered should the sponsor commit to a particular sponsorship package, a monetary commitment from the school aids in two major issues: the mindset that this is a competitive league that demands steadfast commitment and it opens the door to paying for extra staff (i.e. a venue coordinator, extra field maintenance staff, etc).

BUILDING A NETWORK OF CONTACTS

Admittedly, the Athletic Director and Marketing team underestimated the amount of work needed to do this well. The school had acquired sponsors in the past and had contact information for potential sponsors in the area. The assumption was that this information would be cataloged, updated and organized so anyone within Marketing (or otherwise) could access and use it. The poorly organized document that was handed to the Athletic Director at the beginning of this process. The first step had to be organizing this document to make it readable. The adjustments made to the original document: adding in columns to include when the Athletic Director contacted them, notes regarding their responses and the separation of businesses based on the industry they are in. The latter is primarily so this document can be accessed by multiple departments and they can easily attain information of potential sponsors that alignment with the activity they hope to acquire sponsorship for.

While the foundation of this network was there, it was cracked and needed to be fixed. The school needed updated contact information for these businesses and to determine which businesses were applicable to the school's potential events. The Marketing department and the Athletic Director screened the businesses listed to decide whether or not this business would ever be contacted as a potential sponsor for any school event: athletics, productions or other school initiatives. If not, remove them from the list and move the focus elsewhere.

The next step was to identify the target market: the group of businesses from each industry that would be most likely to and benefit most from sponsoring an athletics conference. Delegating communication between those companies was fairly straight forward: if information was listed, the Athletic Director would reach out to the contact recorded. If there was no contact information (or if the contact's name was clearly Indonesian; had 'Pak' or 'Ibu' listed prior to the name), then our Marketing staff would reach out. The reason behind this was that, should the first attempt at contact be in English, it will likely be ignored by a local Indonesian [not well-versed in English]. While this is not meant to minimize locals, it is a simple understanding of the cultural concept of "saving face": a response to

an English as a First Language (EFL) speaker with poor grammar or spelling would greatly embarrass most Asian, ESL speakers to the point where they would rather ignore the opportunity than risk creating a poor perception of themselves or their intelligence.

REACHING OUT AND THE RESULTS

Prior to sending the sponsorship documents and after initial contact, the Marketing staff voiced a concern about the prices listed as part of the sponsorship packages. While offering a price range may allow more companies to pay for higher level packages, the Marketing staff pointed out that most businesses will only pay the minimal amount to reach a high level package (i.e. paying 15 million Rupiah to reach Gold, instead of paying upwards of 25 million Rupiah for the same package). After making those adjustments to the packages page, the Athletic Director began sending the documents out to potential sponsors that we have previously contacted.

While there are still many "feeler" out there, the Athletic Director did not have much luck in getting responses to our inquiries, let alone meaningful conversations about potential sponsorship. Even the sponsors that we have had a relationship with in the past sometimes failed to respond. There are many factors that could lead to this: perhaps the initial contact was too generic, financial restrictions (Indonesia's economy is in flux at the moment) or maybe a poor experience with the school in the past. The latter is particularly concerning, but no one at the school seems to have documented the relationship with the sponsors in the past.

Needless to say, the athletics department lacks sponsorship heading into next season, but there is still time and the word is out there. The sponsorship with Optik Seis transpired over weeks, not months. The Athletic Director will continue to follow up with the businesses we have already contacted and the Marketing department will continue to find contact information in the hopes to secure something by August.

CONCLUSION

While this will obviously pay dividends to the conference, it also greatly affects the school. Because Beacon's Athletic Director was the main point of contact on most, if not all, discussions of sponsorship, the Athletic Director will create a relationship with those businesses that could roll over into the sponsorship of other school events (i.e. drama productions, Sports Day, etc). Considering this is a private school headed by a Board of Directors comprised of businessmen, the Athletic Director hopes that fact is not lost on them.

Getting any sort of sponsorship will be a huge step for the conference. Once it does, they must decide whether they should lower our registration fee per team or use that extra money to pay for a venue coordinator during games, purchase a domain for a website or any other ways to legitimize the conference further. These sponsorship documents will be passed to other school representatives that sit on the North Jakarta Athletics Conference (NJAC) committee and, between the four major schools involved, there is a better chance of finding sponsorship.

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AN INVESTIGATION OF A MORAL DILEMMA IN A DIVISION I INTERCOLLEGIATE ATHLETIC DEPARTMENT: AN UNINTENDED CONSEQUENCE OF TITLE IX

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ABSTRACT

Most studies looking at Title IX data demonstrate gender-based gaps, as well as some of the policies that may adversely (though probably unintentionally) affect those involved in intercollegiate athletics. The purpose of this case study was to shed light on one coach's moral dilemma with Title IX, an unintended consequence for male athletes, and the coach's thought processes when wrestling with what is 'right' because of enacted law versus who is 'right' for the team. This investigation utilized a self-study, single subject methodology. The methodology was framed by Interpretative Phenomenological Analysis (IPA) approach. The findings in this case illustrate how the concepts of equality and equity were compromised within a context of Title IX compliance.

Keywords: proportionality and compliance, code of ethics, coaching, and intercollegiate athletics.

INTRODUCTION

Jeannie Smith is a Swimming and Diving assistant coach at a medium-sized Division I (D-I) school in Big City, Medium State. She has worked for XYZ University ("XYZ") for two years. She wants to recruit the finest student-athletes, hoping to bring the university and intercollegiate athletic department national distinction and assist her team in winning a league championship while attempting to make a name for herself in the field. Many of the top schools in the area, such as the College of ABC or PDQ State University, do not offer scholarships for the men's swimming and diving team. Coach Smith spent considerable time recruiting Bill, a standout state champion diver, who verbally committed to XYZ in the fall of 2014. Communication with Bill continued throughout the summer about how he could prepare himself for practices beginning in August. It was rare to see a prospect with as much talent and motivation as Bill, as he truly enjoyed training. Around this same time, female prospective student-athlete Jane contacted Coach Smith and expressed a desire to walk-on and be a member of the team. Jane was timid and difficult to read and was unsure of her future goals in the sport and her motivation for training. She appeared scared of the expected commitment of a D-I student-athlete to full time training and the day to day responsibility, whereas Bill seemed to relish it; these were two very different athletes.

As with all things that involve the NCAA, there is significant red tape to navigate for student-athletes, especially as they start school in the Fall (Fertman, 2009). There is a series of institutional and NCAA forms that must be filled out prior to the start of practice, including one pertaining to medical insurance coverage. XYZ requires adequate insurance coverage in order for athletes to participate in competitive sport, and the institution provides an insurance policy accepted by a local hospital and orthopedic sport medicine office located in Big City. Scholarship athletes are provided supplemental insurance policies. Walk-ons, partial or non-scholarship athletes must purchase the insurance policy.

When it came time to fill out the insurance paperwork, both Bill and Jane were insured under Medium State's Medicaid system. School policy required the above-noted supplemental insurance. However, because Jane was female and counted for Title IX purposes, the university purchased the supplemental policy to ensure her participation in athletics. Bill, though, had to pay \$130 per month to be a member of the swimming and diving team at university XYZ.

The purpose of this case study was to shed light on one coach's moral dilemma with Title IX, an unintended consequence for male athletes, and the thought processes the coach wrestled with regarding what is 'right' because of enacted law versus who is 'right' for the team. The main aspect of this article was the coach's internal struggle of whether or not to instruct the male student to speak out against a policy perceived as unfair, and how doing so might negatively impact her coaching position at the university. Is it fair to create an obstacle to sport participation in college? Is it fair of the university to balance out their Title IX issues at the expense of male students? This case study explored these issues.

METHOD

This investigation utilized a self-study, single subject methodology (Yin, 2013). It was the goal of the researchers to better understand the unintended effects of Title IX within intercollegiate athletics. The site of analysis was an athletic department at a medium-sized Midwestern institution in the United States, possessing an approximate enrollment of 10,000 undergraduate students and an annual athletic department operational budget of approximately \$10 million dollars. All participants in this scenario and the institution where it occurred were de-identified. At the time of the research, the university sponsored 14 sports programs (6 men's, 8 women's), and was a member of a D-I athletic conference. The examination of the unintended consequences of Title IX in a D-I athletic department required first-hand narratives by the subject.

INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

The research study was framed by the qualitative Interpretative Phenomenological Analysis (IPA) approach (Yin, 2013), which focuses on the participants' individual experiences and personal perceptions of an event rather than seeking an objective statement of what occurred. IPA (Smith & Osborn, 2008) is concerned with exploring in detail how participants make sense of their personal and social world, and the main focus for an IPA study is the meaning that particular experiences, events, and states carries for participants (Smith & Osborn, 2008). IPA is both phenomenological, because of its basis on a detailed exploration of participants' personal experience and perception, and interpretative, due to the researcher's attempt to make sense of the participant's world through a process of interpretative activity (Smith and Osborn, 2008). Lastly, IPA is also an ideographic research approach whereby one analyzes one case in detail, as an end in itself, before moving to similarly detailed analyses of other cases (Smith and Osborn, 2008).

THE RESEARCHER'S ROLE

Particularly in qualitative research, the researcher is the primary data collection instrument, which requires an identification of personal values and assumptions (Smith and Osborn, 2008). The dangers associated with attempting a phenomenological study include: personal closeness, difficulty in treating the institution as an unknown entity, inadvertent references, facts and conclusions from other areas of information based on previous familiarity.

FINDINGS

The results and discussion are presented according to the purpose of the study and the primary research question, which centered on exploring in a scholarly, systematic manner the coach's moral dilemma in this scenario and learning from it.

UNEQUAL EQUALITY

Almost forty-five years ago, Congress enacted Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs and activities, including interscholastic and intercollegiate athletic programs. As a result, it is the cornerstone of federal statutory protection for female athletes and prospective female student-athletes in the United States. Due to subjective opinions on the matter, issues still exist with enforcement and compliance of Title IX. In practice, a major challenge for Title IX has been ensuring that schools comply with the law. A major barrier has been its legislative language, criticized as being quite broad and lacking specificity, especially in regards to its application to athletics (Brake, 2012). In 1979, the Department of Health, Education, and Welfare's (HEW) policy interpretation provided three ways for schools to be Title IX compliant, which became known as the "three prong test" (Simon, Dieringer, Wanless, Tyner, & Judge, 2014). These prongs are described as follows:

1. **Prong One** requires schools to provide female athletic participation opportunities that correlate with their share of the student enrollment. This requirement or condition is met when male and female participation opportunities, in comparison to their respective enrollments, are "substantially proportionate". This is commonly referred to as the "proportionality test" and how most schools attempt to achieve compliance with Title IX regulations.
2. **Prong Two** requires schools to demonstrate a continual expansion of athletic opportunities for the traditionally underrepresented sex (typically female). This requirement or

condition is met when a school has demonstrated a history and continuing practice of program expansion that parallels the developing interests and abilities of the underrepresented sex.

3. **Prong Three** requires schools to accommodate the interest and ability of the underrepresented sex (typically female). This requirement or condition is met when an institution can provide evidence that is meeting the interests and abilities of its female students, regardless of whether there are disproportionately fewer female sports participants or opportunities for female participation in sports.

Although opponents of Title IX acknowledge the good intent of Title IX, they argue strongly that opportunities for women's athletic participation should not come at the expense of men's programs, which is a strategy often used by athletic administrators to meet the proportionality compliance standard (Milner & Braddock, 2016). The collegiate sports most negatively affected by this approach have been low revenue Olympic sports such as wrestling, swimming, and track and field (Suggs, 2005). Opponents of Title IX also value equality, but take a different stand on what they believe equality is: every willing participant having the chance to play (Rose, 2015). Opponents of Title IX say the law has been discriminatory over the past 40 years (Francis, 2016). Although Title IX only requires schools to comply with any, not all, of the three prongs, many colleges and universities have yet to achieve gender equity in intercollegiate sports. Proportionality is a common perspective of looking at the inequalities of D-I intercollegiate athletic departments due to the quantifiable data analysis (Averett & Estelle, 2013). Currently the search is on to find a solution to the problems associated with male student athlete inequalities if, indeed, a solution is ultimately possible to provide equal opportunity for athletes.

According to a 2002 article in the Chronicle of Higher Education, "feminist radicals have hijacked the current interpretation" of the law, placing opportunities for thousands of prospective male athletes on the chopping block (Robinson, Bradley-Doppes, Neinas, & Thelin, 2002). Robinson et al (2002) pointed to specific language in the Title IX law that stated an institution is to provide special treatment in cases where imbalances exist between male and female athletic programs. Opponents of Title IX believe that "instead of maximizing total participation regardless of sex, Title IX is committed to minimizing the difference in participation by sex" (Marsh, Peterson, & Osbourne, 2016). This interpretation, in practical reality, results in reduced opportunities for men under the current system. Opponents also say that Title IX instantly creates male queues and female shortages (Rose, 2015). This means there are more males searching for a chance to participate in athletics than females are currently able to fill, leaving many male athletes opportunity-less. Opponents of Title IX are also skeptical about whether the law has played any role at all in the rise in recent decades in women's athletics. Epstein (2003), Will (2002), and Averett & Estelle (2015) surmise that changes in social norms since the 1970's have caused the increased participation seen since the enactment of Title IX. Will concluded, "Cultural change, not Congress, produced the increase in female participation" (2002, p. 5).

The argument that proportionality comes at the cost of male athletes cannot solely be blamed on a gender. In fact, an examination of participation rates and the number of sports offered at institutions does not support the view that most schools eliminate men's teams in order to achieve compliance (Lamber, 2001). Even if it did, one might think that male athletes would do better focusing on how athletic dollars are apportioned within men's athletics. In this light, male

athletes should understand that cuts in sports such as gymnastics or wrestling typically occur to support additional players in football or increased spending in men's basketball, rather than to support a women's field hockey team. It is only when "athletic programs that offer substantially more athletic opportunities for men than for women choose to support large numbers of participants in football or large expenditures in other sports, such as men's basketball or soccer, that the institutions are faced with cutting men's athletic opportunities" (Lamber, 2001, p. 161).

WEIGHING IN ON THE COACHING DECISIONS

Dilemmas arise for coaches of coed teams in regards to recruiting, scholarships, and providing equal financial support to compete on the college level. Olympic sports such as swimming and diving or track and field may have men and women on the same team, depending on budget and the size of the programs. While some coaches in these sports may be ambivalent about scholarship rules and financial support, others struggle to make sense of the complexities in a real-world setting and applying the rules fairly across the men and women on their team (Judson, James & Aurand, 2004; Sander, 2008). Moreover, problems remain for whistle-blowers who complain about unequal treatment of male and female athletes (Porto, 2012).

Perhaps the best known Title IX whistle-blower in the United States is Roderick Jackson, the coach of a high school girls' basketball team in Birmingham, Alabama, whose players had to practice in "an old, unheated gymnasium on a non-regulation-size court with bent rims," while their male counterparts enjoyed the benefits of a new, heated gym (Brake, 2015). The girls were also forced to make do with less gym time, defective equipment, inequitable travel arrangements, and the absence of amenities such as an ice machine for supplying ice packs. Coach Jackson brought these inequities to the attention of the athletic director and the principal, but the only change that occurred was Jackson's loss of his coaching job, although he kept his teaching position at the school (Pronto, 2015). His efforts were ultimately rewarded, though, when the U.S. Supreme Court held in *Jackson v. Birmingham Board of Education* that "the private right of action implied by Title IX encompasses claims of retaliation . . . [when] the funding recipient [i.e., school or college] retaliates against an individual because he [or she] has complained about sex discrimination." (2005, p. 554). At issue in the Jackson case was whether the implied private right of action in Title IX encompasses claims of retaliation. The five-member Court majority (O'Connor, Stevens, Souter, Ginsburg, and Breyer) held that "it does where the funding recipient retaliates against an individual because he has complained about sex discrimination" (Pronto, 2015, p.557). Justice O'Connor, writing for the majority, noted that Jackson's team had not received funding or access to equipment and facilities that was comparable to what the school's male athletes enjoyed, to the point that Jackson found it difficult to coach his team properly. His complaints to supervisors, including the athletic director at his school, who was also the boys' basketball coach, went unanswered, but not unpunished. In return for his complaints, Jackson began to receive negative work evaluations, and he was ultimately fired as a coach. In this context, many gender discrimination lawsuits affiliated with Title IX have been brushed aside (Lamber, 2001).

A REALITY OF DISCRIMINATION UNDER TITLE IX

Coach Smith's gut reaction was one of regret to this situation regarding the inequities in access to health insurance for men and women on the swimming and diving team. She initially rationalized this situation was always a possibility, and that Bill could have been prepared for this inevitability of his sports participation. The coach's second visceral reaction centered on the unfairness to Bill, the athlete

she actually recruited to XYZ. During his visit to campus the previous spring, Bill made it known that he did not have the means to pay for insurance.

Given this dilemma, Coach Smith's initial goal in remediating the situation became one of connecting Bill with somebody within the university who would look out for his best interest and be able to advise him how to proceed in this situation. During this time, interaction occurred with Kevin, the University Ombudsman, who might offer Bill free housing. In turn, this strategy afforded Bill a possibility to afford the \$130 monthly supplemental insurance. However, it was brought to light that Kevin currently had a male student living in his house, thus sending Bill to Kevin was not a viable option to implement such a strategy. Beyond Kevin, no other leads emerged on who to put Bill in contact with. Encouraging Bill to seek legal advice would have been an option Coach Smith saw as a long term barrier to participation, but she was reluctant to bring negative press to her athletic department, program or herself.

Other coaches at XYZ had made it clear hundreds of male athletes were short changed by the insurance policy rule. A hard look at this practice from the Athletic Director, Office of Civil Rights, or the NCAA may have painted Coach Smith as traitorous and undermining the priorities of the compliant athletic administration. Certainly at the D-I level, coaches have been scapegoats for a myriad of issues associated with their teams and fired without cause (Day, Gordon, & Fink, 2012). Before she could provide recommendations to Bill, Coach Smith considered her options. She weighed whether or not to put righteous indignation for her profession, and desire for fairness, above the need to protect herself. Coach Smith inherently feared support for Bill and the mission to be treated fairly by the university would be interpreted as confrontational and perhaps trigger her termination. Conversely, Bill was faced with quitting the team or generating enough money to pay for the monthly insurance. Additionally, a failure to act on Coach Smith's part permitted the onerous decision to fall on Bill's shoulders. Coach Smith faced a moral dilemma, and she perceived it as one.

IMPACT ON SPORT OVERALL PARTICIPATION

While the Title IX statutory language is unequivocal in stating there shall be no discrimination based on gender in educational programs, there have also been unintended consequences for male student-athletes. To illustrate how this has played out on a national level, from 1996 to 2005, for all D-I schools, there was a 46.1% increase for female athletes and a 6.6% decrease for male athletes (Cheslock, 2007). In 2011, 26% of collegiate coaches surveyed expressed a concern that Title IX was being used to cut sports or hurt men's sports (Staurowsky and Weight, 2011). Technically, in the present study, Title IX does not benefit female athletes the way it was originally intended, but the university looks for a cost-effective way to meet XYZ's proportionality compliance. Further, many universities – including university XYZ – have implemented a practice now widely known as "roster management." In this practice, in order to avoid cutting additional men's teams, the university caps the number of male student-athlete participants on existing teams. Often, revenue producing sports like football and men's basketball do not have roster limits imposed. By placing maximum squad size limits on men's non-revenue sports and subsequently reducing the total number of male student-athletes, institutions simultaneously increased the percentage (but not number) of female student-athletes in their programs. While this practice helps university XYZ meet the Title IX Prong One "proportionality" standard, it would not help an institution meet a Prong Two (continuing program expansion) or Prong Three (fully met interest of underrepresented sex) standard (Simon, Dieringer, Wanless, Tyner, & Judge, 2014).

While Title IX allows for an increase in women's sport participation numbers and benefits for participants, it is sometimes at the expense of the men in non-revenue generating sports (Brake, 2012). This sort of implementation of Title IX makes a farce of this well-meaning piece of legislature; especially in light of the fact that in the present case study the female student-athlete who had the insurance policy purchased for her was not recruited and was of clearly lesser talent and motivation, but helped to increase participation numbers in NCAA countable sports (Coniff, 2013). The acceptance of marginal student-athletes onto women's teams to assure Title IX compliance increases coaching workload, waters down the competition and could be seen by the most competitive female athletes as an affront to their hard work and sacrifice (Nixon, 2015). For Bill, Title IX closed the door on his opportunity to earn a scholarship in the sport he loves, which in turn could have effectively eased the financial burden of a higher education for a need based student-athlete.

WEIGHING IN ON THE COACHING DECISIONS

Empathy can be given to both of these student-athletes as it has impacted two student-athletes in vastly different ways. Coach Smith grew up understanding that money was a real obstacle for some people, her family included, at certain points in time. Regardless of a person's social-socioeconomic status, every human being should have the reasonable expectation of opportunity in this life, especially over something as small as athletics participation (Fertman, 2016). As a coach, relationships and connections are developed with athletes. For all the intricacies involved in the NCAA recruiting process, coaches generally come out the other side of it excited to begin a new, shared journey of self-discovery with each new prospect. This is a small part of why losing an exceptional recruit is often so tough to swallow: A well-developed relationship suddenly ends. The possibility of seeing the opportunity snatched from Bill because of intended implications of Title IX and being part of a mid-major program before he could even begin was a heavy burden emotionally for Coach Smith.

While some coaches could argue that much of an athlete's success is a direct reflection on the coach, many make it clear that this is not why they do the job (Katz, Noddings, & Strike, 1999; Suggs, 2005). The bottom line for any good coach – including Coach Smith – is the joy in helping people do, and become, something exceptional. And a tangible outcome for all collegiate coaches is helping student-athletes earn a college diploma. While the coach was excited to also work with Jane, there was a question if Jane was really a NCAA D-I athlete. This brings up another interesting question; does having a larger team for Title IX purposes impact the “quality” of the athletic experience for the D-I female athletes that are motivated and talented enough to be on the team. Coach Smith invested much time up front in Bill: watching him compete, exchanging emails and telephone calls, and facilitating a personal tour of campus were among the investments made during his recruitment. In turn, Bill had made a commitment to Coach Smith, yet the university defaulted on the contract.

AN ETHICAL INTERSECTION

A professional code of ethics is instructive when weighing conflicting issues. To illustrate, using the professional code of ethics from another non-revenue collegiate sport, track and field, a coach might reasonably find guidelines that help to ethically balance competing causes, demands, or agendas. More specifically, according to the United States Track and Field and Cross Country Coaches Association Code of Ethics: “Place the academic, emotional, physical, and moral well-being of athletes above all else” (2009). Given the scenario in the present case study, Coach Smith found this statement to be unhelp-

ful. The same document also advises coaches to “support and uphold the decisions of their educational institutions” (p. 3). Again, Coach Smith found this statement to be of little help in sorting through the dilemma, and she came away from her reflections on the matter that these statements clearly appear to be at odds with each other, when viewed in the context of the present case. Conflicted to believe that her profession lacked a clear demarcation of action, the nature of her position as assistant coach, or more likely, the nature of intercollegiate athletics, Coach Smith sensed a greater duty to preserve the status quo. Nonetheless, it seemed to her that all the athletes and coaches were suffering from Stockholm syndrome out of a need for the institution to remain in compliance with regulatory bodies such as the NCAA and the federal government. This observation is in stark contrast to commonly-held, generally positive views about collegiate athletes. In this vein, collegiate athletics possesses an element of opiate for the masses, there is a belief that coaches hold an elevated position in society and that they do something that is special; something that others only wish they could do (Nixon, 2016). Coaches typically consider themselves quite fortunate to be working in D-I sports yet they rarely speak openly about the possibility that they are being oppressed by the Title IX amendment as well.

Under the ethic of justice, coaches make ethical decisions from a place of rules, laws, and guidelines (Katz & Noddings, & Strike, 1999). While no specific law was broken in this case, the concepts of equity and equality were compromised. Equity seeks to make aspects of a situation equal amongst individuals, whereas equality looks to even the playing field for groups of people, usually by legislative means (Milner & Braddock, 2016). The legislature aimed at assuring all people the right to sport participation, in the present case, created an institutional situation of inequity. Bill was forced to pay out of his pocket for an insurance policy, and Jane was not because of her gender and XYZ's need for increased female participation to remain compliant. From this ethic, either Bill should get his insurance purchased for him, or Jane should have to purchase her own policy as well.

Coach Smith struggled with challenging the prevailing status quo, especially as a neophyte in competitive D-I swimming and diving. While fully aware of the purpose of Title IX, and why she, as a woman and former athlete should be in favor it, she could not hide the hypocrisy engendered upon Bill and the many male athletes before and after him. Bill was also poor. He would have been the first generation in his family to attend college had he been able to swing the insurance fees. While this may not be a discriminatory practice against people of a lower socio-economic status (legally speaking), Coach Smith felt optimistic some measure must mitigate this systematic pothole especially for poor males. Instead she chose to stay silent.

It was the ethic of care that was the driving force behind Coach Smith's thoughts and feelings about the situation. The relationship developed between Bill and his soon-to-be mentor was an important aspect of this case study. A rapport had been built between the two during the recruiting process and thus there was a level of trust and loyalty demonstrated by Bill. When Bill became aware that he would need to pay for insurance, there was a concern that Bill could see this as the coach misleading him on the requirements of diving at XYZ. The fact that Coach Smith was never made aware of a walk-on athlete's insurance policy was considered an overlooked error by the athletic administration.

RELYING ON MENTORS FOR GUIDANCE

Coach Smith found solace in confiding in her mentors with experience working at similar institutions. They advocated for an appreciation of culture in decision-making: an agent will take into

account the environs they are making the decision; the larger the culture the greater an effect of that decision (Robbins, 2006). The marketing and promotion culture of XYZ boasts the cheapest tuition in the state of Medium State. This is an attractive selling point to lower income students and their parents. Medicaid is insurance coverage for any eligible citizen at or below the poverty income level. It may be safe to assume that at least some XYZ students use Medicaid to cover medical expenses. Coach Smith was comfortable saying that the university had a culture of serving first-generation and low income students. Given that aspect of the culture of the university, this policy of the athletic department failed to support Bill. The university values include integrity and the embracing of diversity, but are these values anything more than lip service?

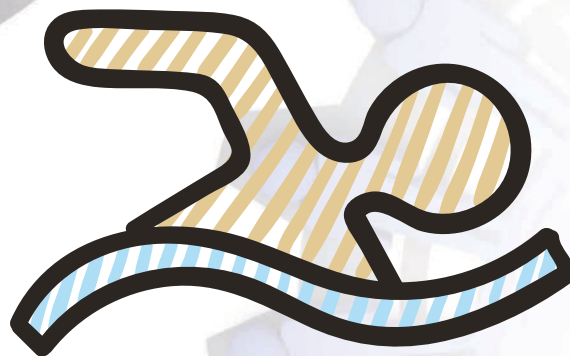
There are also some aspects of interest convergence theory at play the coach's moral dilemma (Bell, 1980). The traditional concept of this theory has to do with race, specifically that whites will support racial justice to the extent that it also serves some purpose for them. A fine historical example of this within collegiate athletics occurred when the last segregated southern universities finally integrated their teams, after the University of Alabama suffered a humiliating defeat to the University of Southern California in 1970. Prior to this loss and the attendant appearance of competitive disadvantage of continuing to field white-only football players, there was little or no incentive for these universities to desegregate their football teams (Buzuvis, 2014). In the present case, there is a parallel to this theory and the decision of the athletics administration to buy Jane's insurance; she filled a need the university had to have increased female participation in sports. In this case, the agent of power (the university) supported social justice by creating a path to participation for Jane, but only because they could count her as a number to further their own interests of equal proportionality.

Coach Smith considered the ethical paradigms from which to attack this dilemma, coupled with the USA Swimming to which she belonged, and came to the conclusion that she had made the wrong decision by ignoring the policy and keeping quiet. In hindsight, greater value should have been placed on Bill and his participation. Coach Smith claimed to value the relationship Bill, and spoke to a level of loyalty and trust, yet she concealed her misgivings about the financial policy, and made no attempt to fight on Bill's behalf, which prompted her moral dilemma. The implications from the ethic of critique were ignored, which should have prompted her into action to be a voice and force against this social problem. She willfully ignored the ethic of culture, as it relates to the culture of the university as a whole, to protect herself from retribution or confrontation. As an institution that serves students of lower socio-economic status, it should have been a priori to defend Bill's right to participation without incurring separate fees from females, especially if it meant that not defending him could result in him wanting to leave the university to pursue athletics elsewhere. Bill choose to be a non-scholarship athlete by going Division I, but would have easily been awarded a partial scholarship to compete at a Division II school. For this reason, the omission from the beginning that he would have to buy insurance festered as betrayal by Coach Smith.

The unfortunate irony of this dilemma is that neither Bill nor Jane is a member of the swimming and diving team anymore. Jane made it through one semester on the team but her grades were constantly suffering. She was trying to manage her courses, a part time job, and swim. It is not known if she was expelled from school or if she just decided that she didn't want to attend any longer. Bill left the team under different circumstances; he quit to avoid a punitive athletics policy.

CONCLUSION

The purpose of this case study was to illustrate how the concepts of equality and equity were compromised within a context of Title IX compliance. The importance of Title IX compliance for NCAA colleges and universities in the United States is well-established and a renewed focus among sport administrators is not only justified but necessary. Roster management techniques can assist an institution with budgetary constraints in meeting Title IX through the creation of a unique policy structure. Going forward, alerting prospective male student-athletes in sports other than football and basketball to roster limits, institutional policies that may require additional cost for participation, and other policies unique to non-revenue or Olympic sports, ahead of time, is a moral obligation. Demonstrating an ethic of care is necessary on the front end of the recruiting process, by making sure prospective student-athletes understand the policy and can prepare themselves for it, even if it means losing a potential recruit. Coaches are an employee and an institutional representative of their particular university and its interests; personal and professional ethics require that they look out for the welfare of student-athletes. It is a coach's professional responsibility to thoroughly understand NCAA rules and institutional policies. Making prospective student-athletes and parents aware of the current NCAA and institutional landscape for participation is an important consideration from this point forward.



TITLE IX

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SIX STRATEGIES FOR POSITIVE COACHING: PUTTING THEORY INTO PRACTICAL APPLICATION

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ABSTRACT

Sport participation has psychological, emotional and physical benefits. Coaches play a significant role in shaping youth, and the coaching style utilized to lead and motivate young athletes is an important consideration. A positive coach is defined as someone who teaches his or her athletes to care for one another, honor the game, and understand that sport is all about encouraging one another to become better individuals. The purpose of this article is to discuss the effects of positive coaching on adolescents and to present examples of evidence based positive coaching strategies that coaches may implement.

Keywords: active listening, communication, leader, individualized instruction, motivation, positive coaching, and team building

INTRODUCTION

There are numerous benefits attached to youth participation in athletics. These benefits include the promotion of learning, building character, teaching teamwork, acquiring discipline, and a myriad of other values that are important to society's moral code (Blom et al., 2013). If a positive coaching style is utilized, participation in youth sports has the potential to positively impact countless children around the world. By employing positive coaching, coaches can facilitate a vast array of beneficial sport experiences.

Quality sport programs provide athletes with opportunities to thrive, and they are characterized by developmentally appropriate activities balanced with commensurate competitive events to create a safe environment. A well-qualified coach is defined as a competent professional that utilizes evidence-based practices and is the keystone of a quality program. That is, a well-qualified coach is a person trained in a core body of knowledge and committed to implementing the best practices in a sport setting. There has been a significant increase in recent years in community-sponsored and private/commercial youth sports programs in America (e.g., baseball, basketball, bowling, golf, gymnastics, field hockey, football, ice hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball). Due to this increase in participation, the impact that youth sport leagues and organizations have on today's youth cannot be understated. While many youth sport leagues are alike in their organizational structure, the majority of leagues have different approaches when it comes to creating and fostering an effective environment in which to promote athletic development. These different approaches can produce variances in program outcomes. An organization's approach to coaching determines whether the program works as a success or failure for individual and group performances (Blom et al., 2013). The exact, measurable impact of differing coaching styles remains a point of discussion and sometimes stimulates controversy.

Quality youth sports programs depend upon well-qualified coaches who possess strong interpersonal communication skills. Communication provides athletes and coaches with opportunities to convey their needs and desires to one another (Smith & Kirby, 2008) using a variety of mediums. The better the communication between a coach and player, the better the relationship, and the more impactful the sport experience. These mediums are verbal, written, gestural, or facial expression. The way in which a thought or idea is communicated is important because of the way delivery impacts interpretation by others. According to Smith and Kirby (2008), spoken and written language is a result of cultural evolution and is "socially learned and culturally transmitted" (p. 3594). Changes in language are a direct result of social and cultural shifts from one generation to the next (Garner, 2008). Therefore, it is likely that the words or terms a person chooses to use when speaking or writing in today's society are a reflection of those used in past times, especially as they relate to coaching. Thus, coaching styles, communication methods and managerial methods rather than effecting only one individual or one team will trickle down to corresponding generations, regardless of if the style utilized is positive or negative. This cultural evolution, as it relates to coaching practices, makes employing a positive coaching strategy even more important.

Parents and their children are drawn to sports for a variety of reasons. Parents often seek positive activities in which to keep their children active and engaged. In addition, some individuals seek out sport for the benefits of physical activity, which include aiding in cardiovascular fitness and weight management. Developing positive fitness habits at a young age may carry into adulthood. Emotional development can also be garnered from sport, which may build self-esteem and reduce stress. Parents also may enroll their children in sports for social development, including a focus on building and maintaining peer relationships and leadership skills (Fraser-Thomas, Cote, & Deakin, 2005). Regardless of the reason, sports can be a significant part of a child's development towards becoming a well-rounded individual.

Physical educators and coaches have the privilege of serving in unique roles that have the potential to foster optimal development. Since coaches are often viewed by athletes as leaders of the team, there is extensive discussion about different coaching and leadership styles in terms of effectiveness. Educators who appropriately model key values and/or encourage student learning of those values have witnessed positive changes in the culture of schools (Lumpkin, 2008). More specifically, there are a number of ways for physical education teachers and coaches to foster values through the use of appropri-

ate language pertaining to coaching. One significant way is through modeling (Cardinal, 2001). Modeling, not only through writing and speaking, but also through the use of body language, can be used to convey one's feelings and values to others. For example, when a child enters the gymnasium, the teacher can smile, make eye contact with the child and welcome him/her with a clap of the hands or a pat on the back, along with a verbal gesture of "great to see you today." Such behaviors by the teacher or coach convey that the child is welcome in the environment and his or her participation in the physical activity is valued.

When athlete development is considered, positive coaching is a topic at the forefront of discussions. Positive coaching is powerful when developing the overall athlete: physically, mentally, emotionally, and socially. Not only are these coaches developing the overall athlete on the field or court, they are also shaping the values and life skills of the athletes in their everyday lives, beyond the playing field.

Athletes in the beginning and intermediate stages of their sporting careers may benefit the most from positive coaching, as these athletes are just being introduced to the sport and learning how to master the needed skills. However, it does not cease to be important to continue positive coaching throughout the athlete's entire athletic career. The purpose of this manuscript is to discuss the effects of positive coaching on adolescents and present some positive coaching strategies for coaches to implement.

WHAT IS POSITIVE COACHING?

According to McPartlin (2010), a positive coach is defined as someone who teaches his or her players to care for one another, honor the game, and understand that sport is all about encouraging one another to become better individuals and players. Positive coaches are looking to create admirable athletes and teammates who will eventually become role models in their communities. Positive coaches are also using sport to teach these athletes values and life-long lessons that will translate to everyday life. Some of these values and lessons include self-confidence, respect, stress and emotional management, healthy lifestyles, perseverance, goal setting, teamwork, and leadership (McPartlin, 2010). These are just some of the key values and lessons that make a well-rounded athlete and member of society. Since coaches are perceived as the leaders of the team, they should act as positive role models and follow the rules and guidelines of the values that they are setting for the team as well. In a study done by Trottier and Robitaille (2014), coaches were interviewed and asked what motivated them to teach life skills to their players. The coaches interviewed reported that they took the needs of their players into consideration as well as their own personal values (Trottier & Robitaille, 2014). In regards to the specific needs of their players, coaches would identify and teach specific life skills to help the athlete become a better player. In turn, the hope was that the athletes would transfer those life skills to their own lives. Coaches also shared their own personal values that they felt strongly about, and they attempted to impart them to their players. Within this role in society, the coach is responsible for establishing high expectations in regards to what is acceptable behavior both on and off the playing field.

SIX STEPS TO BEING A MORE POSITIVE COACH

The positive coaching movement is rooted in science, using evidence gleaned from positive psychology research (Passmore & Oades, 2014). The positive coaching movement looks to put this evidence into practice to enhance youth and athlete experience. There are numerous ways to demonstrate positive coaching behaviors. Coaches often start this process by focusing on team culture; however, changing the culture of a league or team is not always easy. Senge (1990) noted that organizational change is dependent upon changing the "mental models" of the personnel within the organization. Senge defines a mental model as "deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting (Senge, 1990 p. 174)." The following section presents six

strategies coaches can utilize to become more effective at motivating and teaching their teams. Individualized instruction, active listening, performance-based encouragement, and development of team cohesion are several of the ways in which coaches can implement these strategies (Ryska & Zenong, 1999). By implementing these six steps, coaches are able to bolster their athletes short- and long-term well-being; not only in the sport, but in other aspects of life as well (Passmore & Oades, 2014).

INDIVIDUALIZED INSTRUCTION

Individualized instruction is a concept utilized not only by coaches but also by other leaders and managers looking to foster a positive and fruitful learning environment. Individualized instruction is used when the coach understands that each athlete processes and comprehends information in a unique way. Individualized instruction enables athletes to comprehend and learn at their own speeds (Prewitt et al., 2015). The variance in learning speed that individualized instruction allows for is particularly beneficial when coaching student-athletes. Each student-athlete will have differing "external demands" that will affect his or her learning curve within sport (Prewitt et al., 2015). Positive coaches strive to understand each of their athletes and attempt to deliver instruction and feedback in a way that the athlete will be most responsive to (Prewitt et al., 2015). Not only is individualized instruction based on coaches giving instruction or feedback, it is also based on creating different drills that assist the struggling athletes while simultaneously engaging the more advanced athletes. Coaches utilizing this individualized instruction typically put extensive thought and preparation time into modifying their practice plans, so as to best reach the different skill levels among the athletes on the team. Not only will individualized instruction help improve the athletes' skills, but it will also help them build confidence, as they are increasing their comprehension and mastery of the skill.

Physical Education teachers for decades have been using individualized instruction, or personalized system instruction (PSI), to keep children more engaged and motivated throughout structured physical activity in the classroom setting. In applying this method to youth sport, by focusing on the strengths and mindset of each individual, realistic and meaningful goals can be created for each athlete. Setting a personalized goal for a child or athlete based on prearranged criteria, rather than upon competitive and generalized criteria, allows the focus of athletics to become about much more than the physical task at hand (Prewitt et al., 2015). These types of PSI coaching methods focus on the role of the coach as "motivator", as well as "mastery learning" and "self-pacing" (Prewitt et al., 2015 p. 384). Using individualized instruction will ensure a child or athlete is gaining knowledge and skill sets, in addition to improving physically (Prewitt et al., 2015).

ACTIVE LISTENING

Active listening is another important positive coaching skill. In fact, listening is considered to be one of the most important skills to have as a coach (Passmore & Oades, 2014). It is a process that involves actively hearing what another person is communicating and attending to that communication (Gordon, 2003). By being an active listener, a coach is showing interest and concern when it comes to understanding both the individual and the situation. To listen actively, a coach needs to assess both the verbal and non-verbal cues an athlete is communicating (Passmore & Oades, 2014). Another important part of active listening is the response a coach makes upon listening to an athlete. An effective response shows the athlete if a coach was actively listening, or merely waiting for his or her turn to talk. An appropriate response should mirror the athlete's tone and mood, while also attaching "evidence" and "emotional content" to the feedback (Passmore & Oades, 2014 p. 71). By responding with emotion and evidence, the coach shows that his feedback is genuine, thus conveying to the athlete that his or her thoughts were heard and were important to the coach. (Passmore & Oades, 2014). This shows

the athlete that his or her coach is actively listening, rather than just lending a passive ear. This type of listening makes athletes aware that the coach considers their perspective and cares about what they have to say, which will strengthen the athlete-coach relationship. These actions will help develop a good relationship between the coach and the athlete by allowing both parties to show their respect and trust towards each other.

PERFORMANCE BASED ENCOURAGEMENT

Athletes mature and progress at different rates, and they often require different forms of feedback at different phases within their long-term development. It is also very important for long-term athletic development for athletes to receive performance-based encouragement over outcome-based encouragement. Giving feedback and encouragement about the process of the skill over the outcome of the skill is thus a sign of positive coaching. As discussed above, evidence should be attached to a coach's feedback and encouragement for it to ring true to an athlete (Passmore & Oades, 2014). Most athletes will realize that they have hit or missed the desired outcome, so it is not necessary to rehash an outcome. Instead, coaches should focus on the specific aspect of the skill that needs to be corrected (Saffici, 1996), or what athletes are doing correctly because it is oftentimes difficult for athletes to visually gauge their actual physical performance of the skill. Positive coaches want athletes to feel successful about performing the skill correctly instead of focusing solely on the outcome. Because of this, constructive criticism and feedback is essential to players, especially young athletes. Feedback that is specific to an individual's performance will allow him or her to grow as an athlete, and foster a trusting and respectful relationship between coach and player (Saffici, 1996). While general feedback does provide a stronger foundation for an athlete-coach relationship, constructive criticism specifically is able to boost self-esteem and athletic knowledge (Saffici, 1996). Encouraging the performance of the athlete will keep the athlete motivated and his or her spirits up, rather than focusing on not completing the desired outcome of the intended skill. When providing constructive and instructional feedback, a coach's tone and overall message is essential. However, there is no 'one size fits all' approach that will work for every athlete.

TEAM BUILDING ACTIVITIES

Team cohesion is another characteristic of positive coaching that can be implemented effectively. Teams with positive coaches have a stronger sense of team cohesion, which typically leads to a greater chance of on-field or on-court success (Bloom et al., 2003). Studies have shown that team building activities show "greater effectiveness in changing attitudes" (Bloom et al., 2003 p. 139) of participants than activities that concentrate on setting goals, making decisions etc. Thus, team building activities appear to provide the most benefits for both coaches and athletes.

While there are many differing definitions of a successful coach, the majority agree that a successful coach tends to place emphasis on the success and importance of team as a whole (Saffici, 1996). Some positive coaching techniques which create improved team cohesion are motivational speeches, maintaining a fun atmosphere when appropriate, and by bragging about specific talent that is on the team (Turman). Athlete-directed techniques towards team cohesion emerge when the coach allows the athletes to develop their own level of cohesiveness for the team. These techniques can include creating team goals, establishing a unity council, spending time together off the field (such as by lifting weights and studying together) and having team meetings in and out of season (Turman). Another important aspect of team building is ensuring the team's message and goals stay consistent. This requires good communication within the coaching staff, as well as between coaches and athletes. Making sure assistant coaches and managers are aware of a team's goals helps to ensure that athletes are getting the same general information and motivational instruction, no matter who they primarily train with (Bloom et al., 2003). When it comes to team cohesion, the coach plays a very

important role in cultivating a united environment. Yukelson (1997) offers seven ways a coach can improve team cohesion, and these include: (a) get to know athletes as unique individuals, (b) develop pride in group membership and a sense of team identity, (c) develop a comprehensive team goal setting program, (d) provide for goal evaluations, (e) clarify role expectations, (f) set aside time for team meetings, and (g) establish a player counsel. Keep in mind, every team is a little different so coaches should be sure to adapt their approach to fit the needs of their specific team.

MOTIVATE OFTEN

Motivation is important on not only a day-to-day basis, but also over the span of an athlete's career, as it may be the difference between an athlete becoming 'burnt out' or staying focused and energetic towards the sport, and engaged in ongoing self-mastery of participation in the given sport. A motivation is characterized by an athlete feeling that an activity is not valued, a sense of incompetency, and not believing the desired goal will be achieved (Barcza-Renner et al., 2016). Motivational speeches led by a coach are a way to utilize 'controlled motivation'. Controlled motivation is defined as the external (not self-imposed) "reasons for behavior energized by feelings of shame, guilt or pride" (Barcza-Renner et al., 2016 p. 31).

A well-crafted motivational speech, given by the coach, is one trait positive coaches use to stimulate motivation within their athletes, as well as to create stronger team cohesion. These speeches are meant to motivate the athletes and to create a stronger bond with each other. However, motivational speeches may not resonate with everyone on the team. Thus coaches want to carefully calibrate the message to emphasize their team coming and staying together as a united front (Turman). Including positive and relevant statistics or facts may assist in building the team's confidence as a whole. As stressed above, it is essential that feedback provided and motivational talks contain evidence and statistics relevant to the topic at hand (Passmore & Oades, 2014). Doing so adds credibility and a definite focus point to the encouraging words. It is very important to make sure athletes leave a motivational speech feeling encouraged to perform their best and to come together as a team. Such motivational talks can help to combat this 'burn out' feeling that can become common in athletes as a season transpires. Motivational speeches not only leave the athlete feeling encouraged and positive about themselves, but also helps them to focus on the team as a whole, giving them a sense of pride in the team. In positive coaching, coaches should focus on harnessing the energy brought on by feelings of pride in team, school, self etc., rather than the feelings of shame or guilt.

PROVIDING FEEDBACK

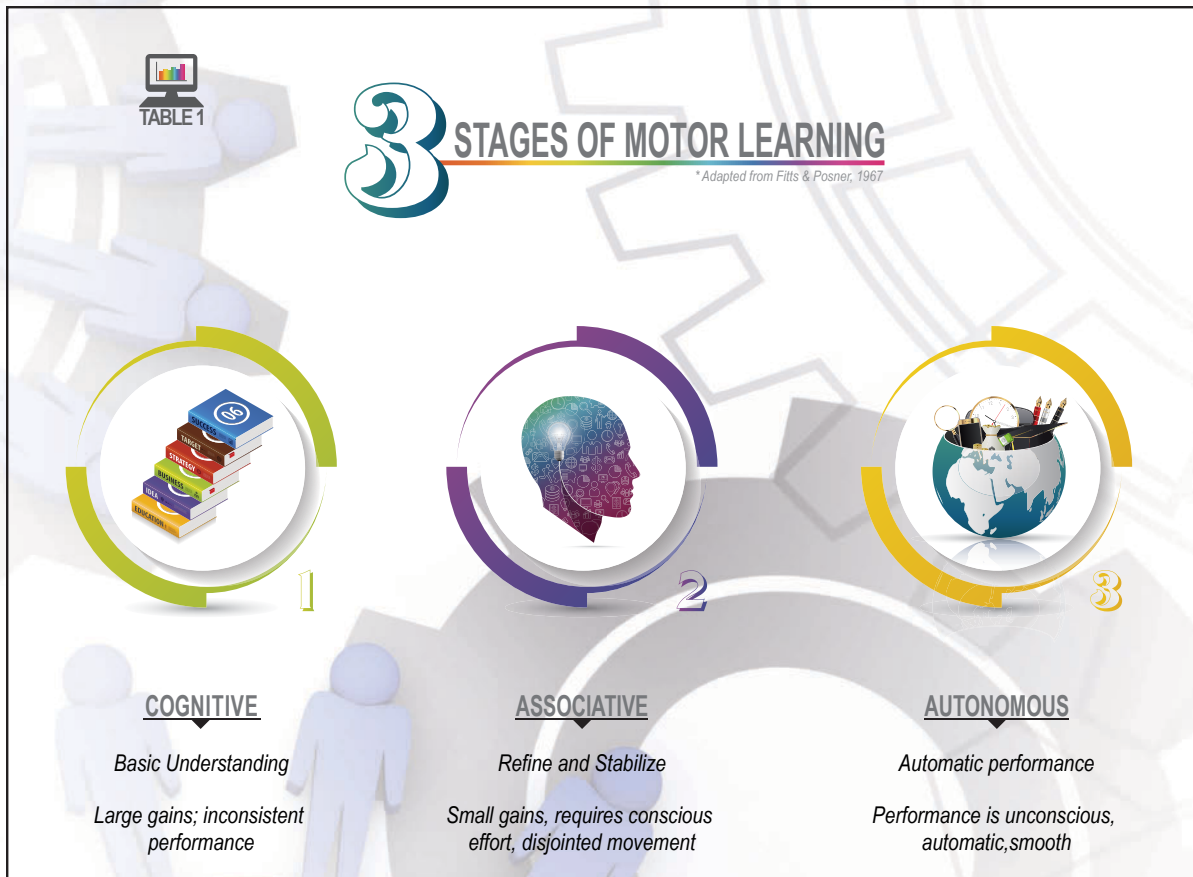
Fitts & Posner, (1967) suggests that motor skill acquisition follows three stages: the cognitive stage, the associative stage, and the autonomous stage. This simple paradigm (see table 1) can be extremely helpful for understanding, guiding, and accelerating the motor learning process. Providing (positive) corrective instructional feedback is an extremely important pedagogical strategy of motor learning. Athletes should be given incremental pedagogically-appropriate feedback, especially if they are learning a new skill or applying a new strategy. Multiple studies have shown that successful coaches tend to give more verbal 'approval' and positive feedback to their athletes than less successful coaches (Saffici, 1996). Being technically specific with positive feedback helps build athletes' confidence in their ability and execution of skills and lets them know kinematically what part of the movement they need to improve (Passmore & Oades, 2014). It is important when giving corrective feedback that coaches deliver the information in a constructive manner. If coaches do not make corrective feedback constructive and instructive, then the athlete is more likely to get down on himself or herself, making it even harder for him or her to perform the skill correctly next time. A coach's tone when giving feedback is essential, as the tone generally determines whether the athlete will feel an increase or decrease in motivation in response to the feedback; studies have shown that feedback can have

either effect on an athlete (Jarzebowski et al., 2012). Jarzebowski et al., (2012) further suggested that the difference between giving beneficial and un-beneficial feedback is for the coach to understand the type of athlete they are coaching. As such, these moments are a key time to utilize information gleaned from individualized instruction and active listening. Knowing an athlete's specific goals and preferred learning method will help a coach to give positive feedback that will resonate with the athlete, creating increased motivation (Jarzebowski et al., 2012). One of the most commonly used ways to correct athletes while keeping their confidence high is the feedback sandwich technique (Smoll & Smith, 1989). This technique involves giving the athlete a compliment, positive specific feedback, then giving corrective feedback on what the athlete needs to adjust, and then ending with another or the same positive specific feedback. However, recent research has demonstrated that the sandwich method is not always the most advantageous due to a variety of reasons (Schwarz, 2013). For example, the positive feedback in the sandwich technique may be discounted if it is only provided with negative feedback. In addition,

effect after having them during a practice, game, or meeting. Not only should coaches put these discussions into practice right away, they should keep it consistent and give athletes opportunities to use what they learn in practices and games and throughout the season and off-season. Hopefully, the athletes will be using the true meaning of these discussions in their everyday life too.

IS FOCUSING ON WINNING IMPORTANT?

A coach certainly has to pay attention to the stopwatch, tape measure and scoreboard or he or she may lose credibility with the players and their parents. A positive coach strives to win but has a second goal: to help players develop positive character traits so they can be successful in life outside of athletics (Thompson, 2003). Winning is important, but the second goal, helping players learn "life lessons," is more important. Focusing on winning instead of players' improvement and well-being, as well as using punishment as a means to reinforce learned skills, are some examples of command style coaching (Rsyka & Zenong, 1999). A win-at-all-cost coach has



some individuals prefer to be provided more direct feedback, and the sandwich technique risks alienating these individuals. Transparency (termed the transparent method) and direct feedback may be most advantageous in garnering a positive response from individuals as they learn and refine skills (Schwarz, 2013). This recent research once again reinforces the belief that coaches need to know the athletes they are coaching in order to provide feedback in the most advantageous manner.

Some strategies that positive coaches use to create a well-rounded athlete and individual include: leading general discussions, establishing rules, providing feedback, teaching goal setting, teaching athletes to be accountable, and creating opportunities to practice their athletic and life skills (Trottier, 2014). These general discussions could be about the team as a whole by giving positive and corrective feedback of the skills and strategies being performed, or by talking about important topics like teamwork, respect, confidence, setting rules, and goal setting. It is increasingly important to put these discussions into

only one goal: to win. He or she is concerned primarily with teaching skills and developing strategy designed to win games. By implanting the need to win at all costs and using negative reinforcement, these behaviors may lead to cheating, poor sportsmanship, high stress, decrease in enjoyment and motivation of the sport, and decrease in team cohesion and success. Some examples of negative techniques used by command style coaches include intimidation, criticism, criticism with sarcasm, physical abuse, and guilt (McPartlin, 2010). These tactics used by coaches can be traumatizing to some athletes. These behaviors may lead athletes to mental or emotional trauma and may even push them towards quitting the sport all together. This type of coaching style can lead to the a motivation described above, which contributes to 'burn out' in athletes, which can ultimately lead to them dropping out of sport all together (Barcza-Renner et al., 2016). About 70 to 80 percent of athletes drop out of their sport shortly after middle school (Bornstein, 2011). This significant drop out rate could be due to a variety of different reasons, but former athletes often cite

the decline in participation as being attributed to the fact that they stopped having fun. Taking the primary focus away from the scoreboard and putting it on maximizing one's own potential can keep young athletes more engaged and energized. The use of a mastery orientation by coaches can lead to the exhibition of maximum effort, contribute to the development of perceived ability, and encourage positive achievement behaviors (Thompson, 2003).

One argument that coaches who use the command style of coaching often use is the belief that their athletes need to learn how to "toughen up", and they do not want to coddle them. Some coaches may say that they were coached that way when they played and they turned out fine. These coaches need to understand that not everyone has a "tough" and dominant personality. Some athletes will take negative coaching, such as yelling, criticizing, sarcasm, and name calling, personally, and it may affect them psychologically, thus hurting their performance. These are the coaches that truly need to be educated on the powerful effects of positive coaching. They need to consider that they may get the most out of athletes through positive coaching, instead of yelling and belittling them like they were used to when they played sports. Positive coaching is not synonymous with coddling athletes. Coaches are using positive coaching techniques to improve an athlete's skill and abilities in a safe learning environment that they have created. Coaches are not holding athletes' hands all the way to the end of the practice or game; rather they are challenging athletes to do better and to learn while giving them positive and corrective feedback in an environment that is most suitable to their learning. In addition, when coaches use positive coaching, they need to ensure they are using it in the correct way. As a coach, individuals need to be careful to balance negativity and honesty with athletes without hurting them or lowering their self esteem. A coach's praise or advice should be correct praise.

A study performed by Smith, Smoll, & Curtis (1979) on trained Little League baseball coaches was designed to assess whether being a trained coach versus a non trained coach effected these coaches' ability to relate effectively to their athletes. Those coaches trained under the evidence-based guidelines were evaluated more positively by their players, had better team cohesion, players had more fun, and players, especially those with low self-esteem, had a significant increase in their general self-esteem (Smith, Smoll, & Curtis, 1979). Even though there was no significant change in the team's record in this study, these findings are important because they show a significant and productive effect of positive coaching. Another study further supported that coaches trained in evidence-based methods retain more of their youth sport participants than non-trained coaches. Trained coaches retain about 95% of their participants while coaches who are not trained only retain about 73% of their participants (Vargas-Tonsing, 2007).

Regardless of whether coaches that have been fully trained in evidence-based methods or coaches have been in the field for a significant period of time, they should be careful not to fall into being a coach where everything follows a certain methodology and routine (Denison & Avner, 2011). Athletes have ever changing needs, and thus the coach should possess an ability to learn to adapt and change in order to improve their athletes. Coaches are working with athletes both as individuals and as a team; therefore, coaches need to "be on their game" when they recognize that some aspects of a coaching approach do not fit into a certain framework. A good coach will recognize that coaching does not stop at a certain goal, but continues to engage in a process of discovery, self-transformation, and learning for both the athlete and coach (Denison & Avner, 2011).

It is especially important for coaches teaching adolescent girls to use positive coaching. Most adolescent girls are going through puberty and are adjusting to a variety of physical, mental, and hormonal changes during this time. During this important time period in a young girl's lifetime, it is important to be patient and positive. Using techniques like the positive feedback sandwich, good listening skills, and individualized instruction are beneficial, especially when these adolescents are going through all these changes. The use of negative

coaching techniques like put downs, sarcasm, yelling, and focusing solely on winning may negatively impact young ladies and lead them to quit the sport all together. Having open and transparent team discussions will ensure everyone on the team understands exactly what the coach is trying to accomplish and how each team member can contribute so they can be held accountable for their actions.

Most coaches in youth leagues in the United States are parents or volunteers. There are few properly trained coaches in youth organizations. Estimates indicate 90% of youth sport coaches have no formal preparation in coaching techniques or injury prevention (Seefeldt, 1992). National sport governing bodies (NGBs) have taken significant steps to educate prospective coaches by conducting face-to-face training sessions, organizing seminars, and preparing resource material. There are a variety of different studies examining the effects of positive coaching, and it would be a natural progression to apply these same behaviors and effects to youth sports. It appears that it would be a productive idea for leagues and organizations to push for their coaches to be trained in positive coaching. These trainings will give athletes in the organization not only the best chance of learning, practicing, and excelling at the physical and strategic skills the sport entails, but also teaching the athletes important life skills they can incorporate into life off the field.

If individuals are planning to coach a youth sport and the organization does not require that they be trained, they may wish to consider seeking out some type of training or continuing education to be the best coach possible for the athletes. Even if coaches cannot afford the time or money to take formal classes, there are books and studies they can read to better inform themselves on what works and what does not work. Simply reading about positive coaching does not mean they will be an expert at it. It will take constant practice, especially if coaches are new to coaching or they need to completely change many of their preferred coaching ways. It is important to stay positive when trying these new strategies of positive coaching, and to remain mindful of the axiom that success with these behaviors are not always immediate. It may also be helpful to receive feedback from athletes, peers, and other coaches on whether the coaches are fully executing the desired positive coaching technique they are working on. Finally, an outside perspective may give coaches a different insight on the effectiveness of what they are actually doing. To illustrate, if they are familiar with other coaches who successfully use positive coaching techniques, it may be valuable to observe their practices or games, and then engage in active reflection on how one can incorporate such methods into his or her own coaching techniques.

CONCLUSION

The most commonly held validation for organized youth sport emphasizes the global educational and character building benefits of participation. There is extensive research that shows that a coach's leadership style has an immense effect on his or her athletes. The way coaches treats their players and how they interact with them will result directly in how confident an athlete will be and how athletes will view themselves, their teammates, and their coach. Positive coaches will study and look for ways to improve themselves which ultimately will make them more effective. With the implementation of these techniques, individual and team confidence, improvement, and measures of success may follow. The ramifications of having a command (or negative coaching) style could be detrimental to the athlete. Athletes might be afraid to make mistakes, be anxious, be hard on themselves, and begin to not enjoy the sport anymore. Parents, schools, and organizations should be interested in and aware of the coaching style being used with their child or player. Hopefully, organizations or coaches will take responsibility for their coaching styles and recognize the significant benefits of positive coaching. Steps were taken by NASPE to publish national standards and implement a program accreditation process to ensure coaches are exposed to the necessary knowledge, skills, and attributes needed to function in a wide variety

of environments. There is no doubt that participation in youth sports can have a positive impact on children's lives around the world. Youth sport, a highly visible and valued activity in communities across the nation, can be a positive experience for children and parents alike.

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ACADEMIC AND HEALTH CORRELATES FROM A POST-SECONDARY MULTI-DIMENSIONAL WELLNESS COURSE

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ABSTRACT

More than 35% of adults and 17% of children ages 2-19 in the United States are considered obese (Centers for Disease Control and Prevention (CDC), 2015) with obesity related diseases linked to many of the leading causes of death, yet it seems academic institutions on all levels are providing fewer health and wellness courses for students. The objective of this study was to determine the impact of a multi-dimensional wellness course on academic, health, and fitness correlates in university students. The sample included 522 students, 165 males and 356 females, majority 18-20 years. The intervention was comprised of a semester long multi-dimensional wellness course with student-selected physical activity sessions. Students completed pre and post physiological testing for fitness measures, which were compared with student grade point averages (GPA). Paired samples t-tests, Pearson correlations, and multiple regression analysis were utilized to compare pre and post results and explore relationships between academic achievement and fitness. Students showed statistically significant improvement ($p < .05$) in flexibility, blood pressure, grip strength, curl-up and push-up scores, and estimated maximal oxygen uptake (EVO_2). Student EVO_2 was correlated positively with GPA. Student GPA was negatively correlated with weight, BMI, and strength. Statistically significant R^2 statistics were found between outcome variables and wellness change variables. Student health and fitness can improve during a multi-dimensional, personalized wellness course. There appears to be a slight link between some university student fitness scores and academic achievement.

Keywords: fitness, intellectual health, college students, multi-dimensional wellness, academic outcomes

More than 35% of adults and 17% of children ages 2-19 in the United States are considered obese (CDC, 2015) with obesity related diseases linked to many of the leading causes of death. Because it is understood that overweight children are more likely to be overweight or obese as adults, imparting healthy knowledge and skills during the formative years is critical. This is especially crucial because unhealthy adolescents are less likely to succeed educationally. Research reveals that the probability of unhealthy adolescents completing high school and transitioning to post-secondary education is low, with cognitive/academic achievement and psychosocial factors explaining the largest of the health-related educational deficits (Haas & Fosse, 2008). Though the link between adolescent student wellness and academic achievement is increasingly supported through empirical research (Horton & Snyder, 2009), much less is known about the impacts of university wellness courses on academic outcomes in young adults.

LITERATURE REVIEW

Though students enrolled in colleges and universities appear to have lower overweight (21.1%) and obesity (11.4%) rates than the general population (American College Health Association (ACHA), 2013), the rates among this population are still considerably high. These rates likely are significantly impacted by the fact that only 5.3% of college students reported eating the recommended five servings of fruits and vegetables per day and less than half (46.5%) met the recommended amount of physical activity in a week (ACHA). Other significant health concerns within this population include stress, anxiety and depression, alcohol and other drug use, and unsafe sexual behavior.

Considering the overall picture of health concerns in the United States, it might be expected that the majority of colleges and universities would require a wellness course of its undergraduates. However, the number of institutions requiring a course of this nature is at its lowest since before the start of the 20th century with just under 40% listing the requirement within their undergraduate curricula (Cardinal, Sorensen, & Cardinal, 2012). Though the reason for the decline of the wellness requirements is not completely clear, it may be due to such pressures as reducing the total number of credit hours required for graduation, freeing more time in student schedules for courses related to their majors, or a lack of understanding concerning the importance of such courses. These courses continue to decline, even with significant amounts of data supporting the effectiveness of such courses in changing knowledge, skills, and behaviors (Lockwood & Wohl, 2012).

One avenue for increasing the status of wellness courses on campus may be to show a connection between student wellness and academic success. Though more information is currently available concerning the impact of health and wellness on academic success than ever before, there still has been relatively little examination of the link between health and fitness levels and academic achievement in college-aged students. The purpose of this project was to determine whether a semester-long multi-dimensional wellness course with a defined focus on weekly physical activity would result in physiological wellness and fitness improvements and whether these levels were correlated with students' academic outcomes.

METHODS

DESIGN

The study investigators employed a within-subjects design in which data were from the same students at the beginning and end of a 15-week semester. The students were enrolled in the “Wellness and Fitness for a Lifetime” course, a general education core requirement for all undergraduate students regardless of their declared major. As a part of the regular wellness course experience and further detailed in the Measures section of this paper, wellness students participated in pre and post physiological health and fitness testing. Per human subjects institutional review board approval, existing data obtained from the physiological testing collected in the wellness course was utilized for data analyses, therefore, no participant recruitment transpired.

SAMPLE

The sample consisted of 521 students, 165 males and 356 females, ranging in age from 17-50 years, with a mean age of 20.14 years. Students were from multiple academic majors at a mid-size private university in the Midwest United States and were enrolled in the wellness and fitness course as part of their undergraduate general education core requirements. Participating students were predominantly of white background (84.9%), followed by black (7.3%) and Hispanic (1.9%), which mirrors the university composition. Twenty-nine percent of students reported they were first generation college students. Though the sample included 522 students, some student records were missing components of the physiological testing. For statistical tests requiring matching pre-test and post-test measurements, students with missing data for that component at either time were not included in the results. The university’s institutional review board approved the project as part of ongoing program review.

MEASURES

Demographic data such as age, sex, race/ethnicity, and first generation college student were collected via a paper-based, self-report questionnaire administered at the time of physiological data collection. Physiological data were collected utilizing the following methods: height/weight (HT/WT) (vertical height measurer/calibrated body weight scale), body fat percentage estimator (EBFP) (Omron hand-held bioelectrical impedance estimator), resting blood pressure (RBP) (Omron automatic cuff), estimated VO₂ max (EVO₂ Max) (predicted by 1-mile Rockport walk test protocol), hamstring/trunk flexibility (HTF) (sit and reach box), grip strength (GS) (determined by), and number of push-ups (PU) and curl-ups (CU) (performed in one minute). Note: An EVO₂ Max assessment was used instead of a VO₂ Max test due to its feasibility when working with a large sample size. Physiological testing was a standard course requirement and was conducted by trained instructors and trained, supervised third or fourth-year Exercise Science majors following protocols established by the American College of Sports Medicine (Pescatello, 2014). Semester and cumulative grade point averages (GPAs) were gathered from university records by program evaluators at the conclusion of the course.

INTERVENTION

The intervention for the present study included a 15-week, 1.0 credit hour multi-dimensional wellness course, Wellness and Fitness for a Lifetime, that met twice weekly for 50 minutes per class. The course is a requirement as a part of the undergraduate general education curriculum. The Wellness and Fitness for a Lifetime course, which is required for all undergraduate students, utilized a multi-dimensional approach to wellness inclusive of eight components: physical, mental, social, spiritual, intellectual, environmental, occupational and financial (Mayol, 2012). This course was based on learning self-reflection and self-responsibility through the discovery of the dimensions of wellness, including how each coalesces in a balanced or unbalanced state. During the 1-hour lecture segment, students discussed core components of the eight dimensions of wellness

and how these dimensions intersected with each other and the physical states of wellness. Students were also asked through in-class activities to reflect upon personal evaluations of behaviors and gained insight from the course itself as well as field experts. A large portion of the course focused on the physical wellness dimension and included a self-reported, 10,000 steps per day pedometer-walking program in addition to a one-hour per week, student-selected, physical activity-based sessions with options of yoga/Pilates, strength training, or cardiovascular/strength training where attendance was taken at each session. An on-line course component added the opportunity for self-evaluation and tracking of students’ semester-long wellness and fitness goals. A pre and post health and fitness appraisal including risk factor assessments and physical fitness screenings as discussed in the Methods section were performed three weeks into the semester and three weeks before the semester ended. In addition, a pre and post on-line wellness assessment using the Multi-Dimensional Wellness Inventory (Scott, Mayol, & Schreiber, 2014), designed to measure one’s perceived behavior with respect to personal wellness orientation within nine dimensions, was conducted at the beginning and end of the semester. Moreover, two 75-question examinations covering the varying dimensions of wellness were given at the mid-term and final exam weeks. Lastly, there was a culminating paper required of the students to complete at the end of the semester that is a personal reflection summarizing progress made within each wellness dimension and/or goal set at the beginning of the semester and on a student’s respective health and physical fitness levels along with establishing plans for future wellness and fitness goals.

ANALYSIS

Paired samples t-tests were utilized to compare pre- and post-semester fitness results. A Pearson correlation was utilized to determine the link between academic achievement and measures of health and fitness. An alpha level of .05 was set for statistical significance. The IBM SPSS Statistics program version 19 was utilized to calculate these statistical procedures.

Multiple regression analysis was conducted to examine the relationship between the outcome variables of term or cumulative GPA and the collective influence of wellness change variables. R² was used as an approximation of the proportion of the variance in the outcome variables that was explained by the variance in the wellness change

Table 1: Paired Samples Statistics

		Mean	N	Standard Deviation
Pair 1	Pre Weight	161.93	425	41.11
	Post Weight	162.36	425	40.51
Pair 2	Pre BMI	25.24	423	4.79
	Post BMI	25.33	423	4.86
Pair 3	Pre Fat %	22.67	473	8.50
	Post Fat %	22.64	473	8.14
Pair 4*	Pre Flexibility	25.13	498	9.37
	Post Flexibility	34.47	498	8.37
Pair 5*	Pre Systolic BP	122.62	478	9.27
	Post Systolic BP	118.77	478	9.87
Pair 6*	Pre Diastolic BP	75.76	478	8.77
	Post Diastolic BP	73.82	478	8.55
Pair 7*	Pre Strength	61.83	511	24.11
	Post Strength	67.75	511	21.80
Pair 8*	Pre Curl -Up	51.20	495	19.56
	Post Curl -Up	55.23	495	19.51
Pair 9*	Pre Push -Up	36.66	495	14.13
	Post Push -Up	40.11	495	14.13
Pair 10*	Pre VO ₂	42.75	366	10.67
	Post VO ₂	47.51	366	6.90

*Denotes significant change from pre-test to post-test at p<.01

Table 2: Correlations

		TermGPA	CUMGPA	PreWeight	PostWeight	PreBMI	PostBMI	PreStrength	PostStrength	PreVO2	PostVO2
TermGPA	Pearson Correlation Sig. (2-tailed) N	1 521	.837** .000 521	-.179** .000 500	-.158** .001 442	-.150** .001 496	-.101* .034 440	-.096 .029 516	-.093 .034 515	.060 .189 487	-.124* .014 393
CUMGPA	Pearson Correlation Sig. (2-tailed) N	.837** .000 521	1 522	-.189** .000 501	-.170** .000 442	-.135** .003 497	-.089 .063 440	-.153** .000 517	-.161** .000 516	.005 .917 488	.109* .031 393
PreWeight	Pearson Correlation Sig. (2-tailed) N	-.179** .000 500	-.189** .000 501	1 501	.993** .000 425	.813** .000 497	.749** .000 424	-.516** .000 496	-.541** .000 495	-.390** .000 478	-.584** .000 377
PostWeight	Pearson Correlation Sig. (2-tailed) N	-.158** .001 442	-.170** .000 442	.993** .000 425	1 442	.791** .000 423	.758** .000 440	-.502** .000 437	-.524** .000 436	-.374** .000 412	-.568** .000 393
PreBMI	Pearson Correlation Sig. (2-tailed) N	-.150** .001 496	-.135** .003 497	.813** .000 497	.791** .000 423	1 497	.829** .000 423	-.262** .000 492	-.272** .000 491	-.379** .000 474	-.583** .000 375
PostBMI	Pearson Correlation Sig. (2-tailed) N	-.101* .034 440	-.089 .063 440	.749** .000 424	.758** .000 440	.829** .000 423	1 440	-.210** .000 435	-.216** .000 434	-.339** .000 411	-.537** .000 391
PreStrength	Pearson Correlation Sig. (2-tailed) N	-.096* .029 516	-.153** .000 517	.516** .000 496	-.502** .000 437	-.262** .000 492	-.210** .000 435	1 517	-.780** .000 511	-.045 .327 483	-.062 .223 389
PostStrength	Pearson Correlation Sig. (2-tailed) N	-.093* .034 515	-.161** .000 516	.541** .000 495	-.524** .000 436	-.272** .000 491	-.216** .000 434	-.780** .000 511	1 516	-.075 .099 483	-.085 .094 389
PreVO2	Pearson Correlation Sig. (2-tailed) N	.060 .189 487	.005 .917 488	-.390** .000 478	-.374** .000 412	-.379** .000 474	-.339** .000 411	-.045 .327 483	-.075 .099 483	1 488	.449** .000 366
PostVO2	Pearson Correlation Sig. (2-tailed) N	-.124* .014 393	-.109* .031 393	-.584** .000 377	-.568** .000 393	-.583** .000 375	-.537** .000 391	-.062 .223 389	-.085 .094 389	-.449** .000 366	1 393

* Correlation is significant at the p<0.05 level (2-tailed).
** Correlation is significant at the p<0.01 level (2-tailed).

variables in the multiple regression model. Multiple regression analysis was performed using JMP Pro® 10.11

RESULTS

Student pre-test and post-test measurements were taken at the beginning and end of a 15-week semester, approximately 13 weeks apart. Table 1 provides a comparison of pre- and post-test physiological measures. Based on the outcomes of the paired samples t-tests, students demonstrated statistically significant improvement (p<.01) in: HTF, systolic and diastolic RBP, GS, CU and PU scores, and EVO2 max. There was no statistically significant change in student BMI, EBFP, or WT from pre-test to post-test assessment.

Table 2 outlines the Pearson Correlation results for student academic outcomes and relevant physiological measures. Student EVO2 max at post-test was correlated positively with both term and cumulative GPA. Term and cumulative GPA were negatively correlated with pre- and post-test WT. Term GPA was negatively correlated with pre- and post-test BMI, while cumulative GPA was negatively correlated with BMI at pre-test only. Cumulative GPA was negatively correlated with pre-test (r = -.121, p=.007) and post-test (r = -.102, p=.023) systolic RBP. Both term and cumulative GPA were negatively correlated with strength measures at pre-test and post-test. These correlations were statistically significant but weak, accounting for low levels of shared variance. No significant correlation was found between academic outcomes and EBFP, PU, or CU measures.

Multiple regression analysis was conducted to examine the relationship between the outcome variables of term or cumulative GPA and the collective influence of wellness change variables. R2 is an ap-

proximation of the proportion of the variance in the outcome variables that is explained by the variance in the wellness change variables in the multiple regression model. When excluding demographic variables such as ethnicity, sex, and first generation college student status, neither model significantly described the variance of data (See Formulas). With such small R2 statistics, the likelihood of the predictions are very small indicating that the models do not fit well.

When including demographic variables in the multiple regression analysis, the R2 increases but the amount of variance of the outcome variables being described is still minimal (See Tables 3 and 4).

Due to the danger of collinearity between variables, correlations between each of the wellness change variables were performed. In the current model, correlations were insignificant thus there little concern for potential issues with collinearity.

DISCUSSION

SUMMARY

Similar to previous findings in other populations, researchers in this study conclude that student health and physical fitness can improve during a semester long multi-dimensional and personalized wellness course. Surprisingly, given the short time-frame of a university semester, participants in this multi-faceted wellness course demonstrated gains in muscular strength, muscular endurance, cardiovascular fitness and blood pressure. However, participants did not demonstrate improvements in body weight, body fat percentage or body mass index, which may be a result of the sample. Term and cumulative GPAs were found to be statistically significantly associated with several select wellness change variables as evidenced by the results from multiple regression analyses; however, with such small R2 statistics, the likelihood of these predictions are very small indicating that the models of collective influence do not fit well.

There does appear to be a link between certain university student fitness scores and academic achievement as marked by term and cumulative GPA. The strongest of these findings were in the correlations between GPAs and student weight and BMI, cardiorespiratory endurance and systolic blood pressure. Because these findings were statistically significant but weak, the R2 accounted for very low levels of shared variance, thus the significance may be a result of sample size than difference in results. These findings may support a link between university student wellness profiles and their success in the classroom, though the findings were not strong. However, findings such as these may still provide support for the inclusion of multi-dimensional and personalized wellness course offering as part of university general education programs. Researchers would be well advised to collect and utilize data such as this to advocate for wider offerings of effective wellness programming and fitness opportunities for post-secondary students. More research is needed to further investigate the link between post-secondary academic achievement and wellness and fitness levels.

LIMITATIONS OF THE PROJECT

Though researchers were careful to control for as many factors as possible, data collection of this nature often lends itself to certain limitations. One such limitation is perhaps some participants failed to provide full effort during the assessment of fitness measures or some participants failed to complete either the pre- or post-testing segments, thus impacting data quantity and result significance. Given

Formulas: GPA R² Statistics

Cumulative GPA R² = 0.05

= 3.467 + (-0.003) PreWT* + (0.010) PreEBFP**

* < .001

** = .0026

Term GPA R² = 0.04

= 3.167 + (-0.002) PostWT* + (0.003) PrePOSTHR**

* = 0.0025

** = 0.00

the free-will nature of a general education course, all students did not complete all measures due to potential issues such as absence, injury, illness, preference, or motivation.

Another limitation was the utilization of trained exercise science undergraduate students in the collection of data. Though the students were upper-level, supervised by faculty experts, had completed a course on ACSM protocols to conduct fitness tests, and were trained on all procedures, there is an amount of control lost when they participate in data collection. However, due to the necessity of testing large numbers of students in a set, short period of time, the use of this strategy appears to have been the best option and authors were unaware of any measure or data entry error.

A second potential issue related to the utilization of trained students for data collection is a loss of reliability. Although these students were trained on proper technique for each test administered, there was no data collected in order to calculate inter-rater reliability. Although reliability does not indicate validity, it does place limitations on the validity of the results of this study.

The results of this study are not generalizable to the population due to a non-probability convenience sampling technique used to enroll study participants. The scope of this data collection was limited to students enrolled in the a general education requirement Wellness and Fitness for a Lifetime course. The study subjects were not randomly chosen. When using non-probability sampling, it is not possible to calculate the sampling error rate. Therefore, the results are not generalizable to the U.S. college-aged population.

Lastly, the correlations in the study were statistically significant but weak. For this reason, the shared variance between factors is low and it is unclear how strongly students' wellness levels truly impacted their academic outcomes.

CONCLUSION AND FUTURE STUDY

This work provides support for the inclusion of a multi-dimensional wellness course of this nature within university general education curricula. Though past research has demonstrated the effectiveness of wellness courses in improving health and wellness measures, very few could be found linking post-secondary student academic outcomes to their wellness and fitness levels. This research found a weak yet significant correlation between post-secondary student academic performance and student body weight, body mass index, cardiovascular fitness and resting blood pressure. Data such as this may be utilized in support of increased wellness course offerings within university general education curricula.

Table 3: Term GPA $R^2 = 0.12$

Term	Estimate	Std Error	t Ratio	Prob> t
Intercept	1.5519579	0.441132	3.52	0.0005*
Gender	0.3335116	0.125166	2.66	0.0081*
Ethnicity	0.1736041	0.060693	2.86	0.0045*
First Generation College	-0.16458	0.071162	-2.31	0.0213*
Post-WT	-0.002246	0.000976	-2.30	0.0220*
Post-GS	0.0064877	0.002711	2.39	0.0172*
Pre-PU	0.0102489	0.004041	2.54	0.0116*

Table 4: Cumulative GPA $R^2 = 0.10$

Term	Estimate	Std Error	t Ratio	Prob> t
Intercept	2.2488413	0.147955	15.20	<.0001*
Gender	0.2571233	0.052931	4.86	<.0001*
Ethnicity	0.173152	0.043075	4.02	<.0001*
First Generation College	-0.15714	0.054063	-2.91	0.0038*

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GENDER DIFFERENCES IN MOTIVATION, SATISFACTION, AND RETENTION OF SPORT MANAGEMENT UNDERGRADUATE STUDENT VOLUNTEERS

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ABSTRACT

A total of 322 sport management undergraduate student volunteers from five Midwestern universities were examined to determine gender differences in motivation, satisfaction, and retention regarding their sport volunteer experience. Each participant completed a 46-item questionnaire utilizing a 7-point Likert type format. Demographic information was captured using self-reported written responses. A multiple analysis of variance (MANOVA) was used to identify differences between gender and the variables in question. Results yielded no differences between genders regarding satisfaction of sport volunteer experience or likelihood to volunteer again in the future. However, females rated motivation factors of Values and Understanding significantly higher than males. Additionally, males rated Love of Sport significantly higher than females, suggesting that motivation to volunteer may differ between genders within sport management student populations. A discussion of results, practical implications, and suggestions for future research are included.

Keywords: volunteerism, gender differences, sport management students, motivation

INTRODUCTION

The sport industry relies on volunteerism as an integral part of sport service delivery (Bang & Ross, 2009; Chelladurai, 2014; Doherty, 2010). Chelladurai (2014) appraised the value of sport volunteers at over \$50 billion. The majority of the 613 sport management programs in the United States offer volunteer opportunities at different sport agencies in order for their students to gain experience in a sport-related setting (Pedersen & Thibault, 2014). Among academic studies focusing on college-aged volunteers, few have placed an emphasis on students within sport management programs (e.g., Burns, Reid, Toncar, Fawcett, & Anderson, 2006; Gage & Thapa, 2012).

Although gender has been one of the most investigated demographic variables in scientific research, studies focusing on gender differences within sport management student volunteers are sparse. Males have historically demonstrated higher participatory rates in the world of sport (Coakley, 2009). According to the National Federation of State High School Associations (2014), 58% of more than seven million high school interscholastic sport participants were male. Males tend to dominate enrollment in sport management programs as well (Jones, Brooks, & Mak, 2008). Notably, more than 80% of programs had less than 40% female students (Jones et al., 2008). As female interest and enrollment continue to grow in sport management, gender may contribute to a wide range of differences in motivation, satisfaction, and retention for professional and volunteer experiences (Bang & Ross, 2009; Skirstad & Hanstad, 2011). Therefore, the purpose of this study was to assess gender differences in motivation, satisfaction, and retention of sport management student volunteers.

REVIEW OF LITERATURE

Significant differences have been found between genders in the greater volunteer industry (Wymer Jr. & Samu, 2002). Research has illustrated women tend to engage more in volunteer activities than men, expect to receive greater intrinsic rewards from volunteering, and are more likely to derive satisfaction and personal growth via volunteer activities (Burgham & Downward, 2005; Skirstad & Han-

stad, 2011). Astin and Sax (1998) observed that college students are more likely to volunteer if they have volunteered previously in high school. Other factors influencing likelihood of college-student volunteering were leadership ability, involvement in religious activities, and experience as a tutor in high school. They also found that female undergraduates tend to volunteer more than males. In contrast to Burgham and Downward (2005) and Astin and Sax (1998), Geiser, Okun, & Grano (2014) found no volunteer frequency differences between genders in their study involving college-aged participants. Furthermore, research has indicated there are more females than males in the volunteer industry, but men spend more time on average volunteering than women (Wymer Jr & Samu, 2002).

The experience level of volunteers in the sport industry also differs between genders (Downward, Lumsdon, & Ralston, 2005). Females tend to have less sport experience prior to volunteering than men, both in terms of volunteering in sport and playing sport (Skirstad & Hanstad, 2013; Downward et al., 2005). Kim, Zhang, and Connaughton (2010) concluded that while more males served as volunteer youth coaches, the total number of volunteers in youth sport is evenly distributed between males and females. Additionally, females were more likely to rank the importance of volunteering in areas of working with people facing discrimination, medical disaster relief, teaching/mentoring, and working with those who have special needs higher than volunteering in sport (Trudeau & Devlin, 1996). Conversely, males ranked volunteering in sport higher in relative importance compared to females.

MOTIVATION

Many studies have examined differing motivations for volunteers between genders (Bang, Alexandris, & Ross, 2009; Jacobsen, Stuart, Monroe, 2012; Khoo & Engelhorn, 2011). Clary et al. (1998) concluded that six motivational factors are served by volunteerism: Values, Understanding, Social, Career, Protective, and Enhancement (see instrumentation for an explanation of each factor). Further studies have showcased that five of these factors (i.e., Values, Social, Understanding, Career, Self-Enhancement) were the primary motivating factors for volunteers in a sport setting (Peachey, Lyras, Cohen, Bruening, & Cunningham, 2014). Overall, men are more likely to join the type of organization that could further their careers

(Petrzelka & Mannon, 2006), or allow them inclusion into an organization's information network while participating in decision making (Waters & Bortree, 2012). Furthermore, females tend to be motivated to volunteer by intrinsic rewards, whereas males are more motivated by extrinsic rewards (Bang et al., 2009; Fletcher & Major, 2004; Ibrahim & Brannen, 1997). Within youth sport organizations, Kim et al. (2010) found that motivations for volunteering were similar between males and females. Regarding college-aged volunteers in the setting of community service, Fitch (1987) found that students rank egoistic (improving self) higher than altruistic (improving others) motivations. Finally, Pierce, Johnson, Felver, & Wanless (2014) conducted one of the few studies regarding volunteer motivation with sport management students. In their study, Love of Sport was the top ranked factor, followed by Career and Social factors. Nonetheless, differences in gender were not assessed.

In the sole study focusing on gender differences with traditional college-aged students volunteering in sport, Mirsafian and Mohamadinejad (2012) investigated 304 university students from Iran that participated in sport programs. Outcomes illustrated significant differences between the effect of social and career factors on gender. Namely, male and female students had higher scores in Career and Social motivation factors, respectively. These results concur with findings of female volunteers engaging in volunteerism to increase their social and human capital (Skirstad & Hanstad, 2011), and males being more interested in enhancing their careers (Petrzelka & Mannon, 2006).

SATISFACTION

Satisfaction is largely dependent on the context and situation of the volunteer (Blackman & Benson, 2010; Harman & Doherty, 2014). As a result, a volunteer may show a higher level of satisfaction if they are in a favorable context. Volunteering as an undergraduate has been shown to enhance academic development, life skills, and appreciation for helping others (Astin & Sax, 1998). Thus, satisfied volunteers feel more empowered to change the society in which they live. Females are more likely to see a volunteer experience in sports as a rewarding opportunity to challenge the barriers they face in the industry (Downward et al., 2005).

A number of motivating factors may serve as predictors of satisfaction (Bang & Ross, 2009; Clary et al., 1998; Pierce et al., 2014). Bang and Ross (2009) suggested Values, Career, and Love of Sport factors were the most telling predictors of satisfaction. Pierce et al. (2014) concurred, stating that the same three factors significantly related to satisfaction in their study using sport management students. If the volunteer experience successfully fulfilled expectations in the aforementioned three areas, the volunteer reported satisfaction. Farrell, Johnston, and Twynam (1998) also purported that event organization and facilities, in addition to fulfillment of expectations, contribute to satisfaction. While the aforementioned studies did not examine gender differences, understanding their findings can help researchers make meaning of potential gender differences.

RETENTION

Retention of volunteers is important to organizations both for financial reasons, and for the quality of work performed by volunteers (Kim, Chelladurai, & Trail, 2007). Peachey et al. (2014) recommended that when volunteers' initial motivations for volunteering are satisfied, they are more likely to continue to offer their services to that organization. For instance, if a volunteer is motivated to further their career and the volunteer experience accommodates such opportunities, one is more likely to be retained. Furthermore, the feeling of empowerment when volunteering has also been linked to the intention to volunteer again (Kim et al., 2007). A person's perceived fit relative to the volunteer task, organization, or management style may contribute to one's intention to volunteer with the same organization. Individuals who volunteer in organizations with better planning, training, and support practices encounter fewer issues retaining volunteers (Cuskelly, Taylor, Hoye, & Darcy, 2006).

In a sport context, Cuskelly et al.'s (2006) study revealed volunteer coaches were more likely to be retained when exposed to effective planning and orientation strategies. From a gender standpoint, Waters and Bortree (2012) noted social group inclusion and overall participation in organizational events were the strongest predictors of female volunteers' future intentions to volunteer, while males had more practical or career reasons. Finally, it is important to recognize that while some studies have investigated motivation and satisfaction of sport management students (Pierce et al., 2014), no study has examined the retention of sport management students - or attempted to discern retention differences based on gender.

SIGNIFICANCE

The majority of volunteer gender literature has focused on middle-aged or older adults with little connection to the sport industry. For traditional college-aged students, scant research has examined gender with regard to volunteerism, especially for students most likely to volunteer in the sport industry. Given the gender enrollment discrepancies within sport management programs (Jones et al., 2008), as well as the historically male-dominated context of sport (Coakley, 2009), gender is a logical place from which to examine sport volunteerism. With such knowledge, sport management programs and professional organizations may be in a better position to recruit and retain this understudied volunteer segment. Based on this premise and previous literature, the following research questions and corresponding hypotheses were derived:

RQ: Do gender differences exist in sport management undergraduate volunteers regarding motivation, satisfaction, and retention?

- **Hypothesis 1: Males will rate the motivation factor of Career higher than females.**
- **Hypothesis 2: Females will have higher satisfaction rates than males.**
- **Hypothesis 3: Females will be more likely to continue volunteering than males.**

METHOD

PARTICIPANTS

A total of 322 sport management majors from five Midwestern institutions were sampled. Each participant had experience volunteering as a student in the sport management program. In sum, 65.8 percent of participants attended one of two large NCAA Division I FBS schools, while the remaining 34.2 percent attended one of three smaller institutions (one NCAA Division II and two NCAA Division III). Males comprised 73.6 percent of the overall sample. The mean age for participants was 19.86 (SD = 1.71). For the year in school, 33.3 percent were freshman, 27.4 percent sophomores, 27.3 percent juniors, and 11.8 percent seniors. These demographic statistics were largely representative of the program demographics from all participating schools (e.g., sport management programs have a much greater percentage of males, students were traditional college aged students, and more students are enrolled at the lower levels of freshman and sophomores).

INSTRUMENTATION

The Volunteer Functions Inventory (VFI) has been regularly used to measure experiences in volunteerism since its inception (Clary et al., 1998; Clary & Snyder, 1999). The VFI measures six factors potentially achieved by a volunteer experience: Values, Understanding, Social, Career, Protective, and Enhancement. The Values factor represents the opportunity for volunteers to help others and show concern for those in need. The Understanding factor represents the volunteer's opportunity to learn, while sharing their own experiences

and abilities. The Social factor involves the opportunity to work with others, meet new people, or enhance relationships. The Career factor implies that volunteers may gain career-related skills or benefits that could help them prepare for their future occupation. The Protective factor represents the volunteers' desires to prevent negative self-thoughts or guilt that could arise if one never or seldom volunteers. Finally, the Enhancement factor is related to personal growth and an increase of self-esteem gained from the satisfaction of volunteering. Many studies have adapted these factors to fit a wide range of volunteer motivation studies and scales (see Bang & Ross, 2009; Han, 2007; Pierce et al., 2014; Wang, 2004; Wicker & Hallmann, 2013).

Participating students completed a 46-item questionnaire based on their volunteer experience with questions related to motivation, satisfaction, and retention using a 7-point Likert scale. The VFI (Clary et al., 1998) was used to measure motivation. An additional factor, Love of Sport, was included as a seventh motivating factor based on Bang and Ross (2009) and the Pierce et al. (2014) findings, indicating this factor is critical for sport management students. Five factors from the VFI were used to measure satisfaction, with the phrase through the sport management undergraduate program added to all items in order to emphasize the research context. One question regarding intention to volunteer in the future was selected for measuring retention. Multiple analysis of variance (MANOVA) was used to analyze differences between independent and dependent variables.

PROCEDURE

The 46-item questionnaire was distributed to sport management undergraduate classes that were approved by the respective program coordinator from each institution. The classes were chosen based on representative samples of students (e.g., mixture of students from all levels of their program - introductory to senior-level classes) in the program while avoiding duplication of students. After a brief introduction by the researcher, the students completed the survey at the beginning of the class session, which took approximately 10-15 minutes. Students were informed that participation in the study was voluntary. No incentives for participation were provided and confidentiality was assured.

RESULTS

Significant differences were found among dependent variables based on gender, Wilks' $\Lambda = .91$, $F(9, 312) = 3.59$, $p < .01$ (see Table 1). Results indicated females ($M = 5.59$, $SE = .11$) rated Values significantly higher than males ($M = 5.16$, $SE = .06$). Females ($M = 5.71$, $SE = .11$) also rated Understanding significantly higher than males ($M = 5.38$, $SE = .06$). Males ($M = 6.54$, $SE = .05$) rated Love of Sport significantly higher than females ($M = 6.29$, $SE = .09$). Overall, hypotheses were not supported and appeared to deviate from previous literature. Outcomes suggested males did not rate Career higher than females (H1), and both genders were equally satisfied with their volunteer experiences (H2) and likely to volunteer in the future (H3; see Table 1 for more specific information).

DISCUSSION

Findings for motivation, satisfaction, and retention are valuable on their own, but evaluating these concepts in relation to gender adds another dimension to comprehending sport volunteer psychometric characteristics (Bang & Ross, 2009; Skirstand & Hanstad, 2011). Given that sport is a traditionally male-centric context (Coakley, 2009) and sport administration programs follow similar male-dominated enrollment patterns (Jones et al., 2008; Pierce et al., 2014), it was not a surprise the sample consisted of only 26.4 percent female students. Participant demographic data was in line with outcomes by Skirstand and Hanstad (2013), suggesting sport events are typically dominated by males with sport experience.

The large male influence may have contributed to significant differences for Love of Sport between genders. This line of thinking

supports contentions from Han (2007) and Schuyler (2008), who argued males were more involved with volunteer service due to leisure reasons and connection to sport. Khoo and Engelhorn (2011) and Trudeau and Devlin (1996) also concluded that males were primarily motivated to volunteer due to their interest in sport. Regarding a comparison among genders, findings are in line with Bang et al. (2009) in that males rated love of sport more highly than females as a motivation to volunteer. Ostensibly, traditional societal gender roles place a higher importance of sport on males, which lead to increased participation and an increased love for sport.

Analogous to literature suggesting females derive more intrinsic rewards and personal growth from volunteer activities (Burgham & Downward, 2005; Skirstand & Hanstad, 2011), females in our study had significantly higher scores than males in Values and Understanding. The Values factor concurs with previous literature on females being generally more sensitive, emotional, and nurturing towards others than males (Paris, 2004; Weisberg, DeYoung, & Hirsh, 2011). The Values factor also resembles what Weisberg et al. (2011) termed agreeableness, which "involves the tendency toward cooperation, maintenance of social harmony, and consideration of the concerns of others" (p. 2). Khoo and Engelhorn (2011) noted females were more motivated to volunteer in a Special Olympics setting due to factors such as community involvement and a better society. While volunteering at a Special Olympics event may attract in general a more philanthropic volunteer, results reveal females may be more motivated to volunteer in a service-based sporting event (e.g., charity runs or youth outreach events) due to emphasis on values and altruism.

In contrast to previous literature, outcomes of the current study yielded no significant difference in Career, Social, Enhancement, and Protective factors among genders. Despite two studies that found males primarily volunteered with a career-oriented focus (Gillespie & King, 1985; Mirsafian & Mohamadinejad, 2012), the present study indicated Career aspirations were equally high for both genders. Potentially, career-oriented motivation is similar for all college students regardless of gender, since they are often preparing for their future professional lives through their volunteer experiences. This point

Table 1: Mean Scores of Variables Based on Gender

Variables	Gender	Mean	Std. Error	Sig
Career	Male	5.78	.06	.21
	Female	5.93	.10	
Social	Male	4.05	.08	.89
	Female	4.07	.13	
Values	Male	5.16	.06	<.01**
	Female	5.59	.11	
Understanding	Male	5.38	.06	<.01**
	Female	5.71	.11	
Enhancement	Male	4.61	.08	.59
	Female	4.69	.13	
Protective	Male	3.70	.09	.89
	Female	3.72	.15	
Love of Sport	Male	6.54	.05	.02*
	Female	6.29	.09	
Satisfaction	Male	5.04	.08	.65
	Female	5.12	.14	
Retention	Male	5.30	.09	.17
	Female	5.54	.15	

* $p < .05$. ** $p < .01$.

may be particularly salient for sport management students because they explicitly rely on volunteer experiences to enhance a career often associated with sport event operations. Moreover, results did not support literature suggesting Social factors are more important for females (Waters & Bortree, 2012; Mirsafian & Mohamadinejad, 2012; Skirstad & Hanstad, 2011). Social factor outcomes may differ from the aforementioned studies in that both genders appear to be volunteering primarily for career-related purposes. Results also contradicted with Bang et al.'s (2009) study where females rated personal growth (Enhancement) significantly higher than males. This lack of significant difference may also be due to the strong career aspiration for both genders.

Regarding satisfaction, no significant differences were yielded between genders. In Bang and Ross's study (2009), Values, Career, and Love of Sport were the three factors most successfully predicting volunteer satisfaction. Clary et al. (1998) found that Values, Career, and Social were the three pivotal factors contributing to satisfaction. In the current study, Love of Sport, and Career were most highly rated by both males and females, indicating a strong professional development component in a context that sport management students seemingly enjoy or love. While Satisfaction scores were not as high as Love of Sport and Career factors, it should be noted that satisfaction did receive scores over 5 for both genders, suggesting male and female students were relatively satisfied with their volunteer experience to the same degree. It appears that for sport management students, satisfaction occurs if volunteer experiences contribute to professional development. It is our contention that based on these results, Bang and Ross (2009) and Clary et al.'s (1998) findings are not generalizable to a population consisting of only sport management undergraduate students.

Overall, sport management students participating in this study were equally likely to volunteer again regardless of gender. Although multiple studies have linked satisfaction with retention (Chelladurai & Ogasawara, 2003; Currivan, 2000), retention may not rely on satisfaction for this unique group of students. Retention scores were slightly higher than satisfaction scores, implying that students see a value in volunteering that is based on more than satisfaction. Again, the strong professional development component of volunteering specifically in their chosen profession of sport is most probably associated with this finding. Encouragement from faculty, resume-building opportunities, and creating professional networks could explain why each gender would return to sport volunteerism if satisfaction was not optimal.

Organizations that utilize sport management student volunteers can apply the study findings for efficient recruitment and retention of this population. Because females rated the motivating factors Values and Understanding higher than males, emphasizing potential altruistic and learning experiences could attract more female volunteers. Conversely, since males rated Love of Sport more highly than females, organizations can present males with descriptions on how a volunteer experience directly relates to sport. Volunteer satisfaction often hinges on the fulfillment of expectations (Peachey et al., 2014). Perhaps documenting expectations prior to or during recruitment of volunteers could support organizations in facilitating such experiences, thus achieving higher volunteer satisfaction. Since no significant differences were detected in volunteer retention, sport entities should focus on maximizing factors that lead to volunteer motivation and satisfaction, which could in turn lead to higher retention rates regardless of gender.

Additional research is needed to understand volunteer motivation, satisfaction, and retention aspects from a gender perspective. An in-depth analysis of other potential factors leading to satisfaction could be beneficial in helping organizations delineate underlying or mediating reasons that sport-management student volunteers would be retained. Furthermore, longitudinal studies examining volunteer characteristics of sport management students could provide a more comprehensive understanding of retention and volunteer tendencies. Finally, qualitative studies (e.g., interviews, focus groups,

observation, ethnographic studies) may be beneficial to researchers and practitioners wishing to obtain more insight on expectations and experiences of both genders within a sport management context.

CONCLUSION

Gender findings indicate sport management students' behaviors are not entirely consistent with motivation, satisfaction, and retention outcomes derived from other volunteer contexts. Results illustrated that males may be recruited more due to their Love of Sport, and females may be attracted if Values and Understanding factors are reinforced. Although differences did exist, it is important to note ranking of factors for both genders was similar. In other words, Love of Sport was the highest factor for both male and female participants, with Career being the second highest. Additionally, no significant differences were found in reported Satisfaction and Retention scores among genders. Presumably, the impact of gender differences is neutralized by the importance of gaining practical professional development experience in a chosen career field that students seemingly enjoy. Finally, comprehending the nature of the volunteer intentions and experiences within sport management student populations is timely and of merit, considering the increased dependency of sport organizations on specialized and knowledgeable volunteers.

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Send it in ...to the Editor

A new idea that you have penned,
Share it with a Indiana AHPERD friend.

On the Journal pages, let it end.

We sure do want it... send it in!

It may be an article you did write
In sheer frustraton one weary night.

But, someone else it may excite.

...Send it in.

Is it a cartoon that you have drawn?

Did you compose a unique song?

Could our whole profession sing along?

...Well, send it in.

Some folks are inspired by poetry

And works of art let others see

The inner thoughts of you and me.

Please, send it in.

Then, there are works that scholars do,

Great research... we need that, too.

But, you know we must depend on YOU

To send it in.

Won't you share with us your thought

That we all just may be taught?

My, what changes could be wrought

If you'd just send it in.

Tom Sawyer

Indiana AHPERD Journal Editor

Deadlines

Journal	<input type="checkbox"/> Spring Issue / Feb. 15	<input type="checkbox"/> Fall Issue / Sept. 15	<input type="checkbox"/> Winter Issue / December 1
Newsletter	<input type="checkbox"/> Spring Issue / March 1	<input type="checkbox"/> Fall Issue / July 1	

Indiana AHPERD

MEMBERSHIP APPLICATION

(PLEASE PRINT/TYPE)

COMPANY/SCHOOL NAME _____

PRIMARY REPRESENTATIVE NAME _____

CITY _____ STATE _____ ZIP _____

TELEPHONE: AREA CODE (____) _____

E-MAIL ADDRESS _____

REFERRING MEMBER/COMPANY _____

Indiana AHPERD LEADERSHIP OPPORTUNITIES

OPPORTUNITY FOR INVOLVEMENT

INVOLVEMENT IS THE KEY WORD TO MAKING A CONTRIBUTION TO YOUR PROFESSIONAL ASSOCIATION. THE IAHPERD PROVIDES AN OPPORTUNITY FOR INVOLVEMENT THROUGH THE CHOICES BELOW AND WE ENCOURAGE EACH OF YOU TO BE ACTIVE PARTICIPANTS BY SERVING ON A COMMITTEE OR BY HOLDING AN OFFICE. PLEASE LET US KNOW OF ANY POSITION LISTED THAT INTERESTS YOU.

INTERESTED

TO APPLY FOR A LEADERSHIP POSITION ON A COUNCIL, SEND AN EMAIL OF INTEREST TO DR. MARK URTEL, NOMINATING COMMITTEE CHAIR, AT MURTEL1@IU-PUI.EDU. FOR ADDITIONAL INFORMATION, GO TO THE IAHPERD WEBSITE AT WWW.INDIANA-AHPERD.ORG, CLICK ON ABOUT, CONSTITUTION, OPERATING CODES, AND SCROLL DOWN TO THE LEADERSHIP POSITION OF INTEREST.

THE DUTIES AND RESPONSIBILITIES OF THE PROGRAM AND REGIONAL COUNCILS:

- WORK CLOSELY WITH THE PROGRAM DIRECTOR/REGIONAL COORDINATOR TO PROMOTE THE SPECIAL PROGRAM AREA
- ATTEND ANNUAL IAHPERD LEADERSHIP CONFERENCE (HOTEL AND MEALS PAID FOR BY THE ASSOCIATION)
- SOLICIT PROGRAMMING FOR THE STATE CONFERENCE/REGIONAL WORKSHOPS
- SERVE AS HOST TO GREET & DIRECT PRESENTERS DURING THE CONFERENCE
- SERVE AS PRESIDER FOR THE VARIOUS PROGRAMS IN YOUR SPECIAL AREA; INTRODUCING PRESENTERS, ASSISTING DURING PRESENTATIONS, PROVIDING PRESENTERS WITH THE SPECIAL GIFT FROM THE ASSOCIATION, ETC.
- MAKE NOMINATIONS TO THE AWARDS COMMITTEE CHAIR FOR TEACHER OF THE YEAR AND ASSOCIATION AWARDS.



SEND MEMBERSHIP CHECK PAYMENT AND ANY CHANGE OF MEMBERSHIP INFORMATION TO:

EXECUTIVE DIRECTOR: KAREN HATCH
2007 WILNO DRIVE
MARION, IN 46952

ANNUAL MEMBERSHIP

(Expires 1 yr from enrollment date)

- \$20 **STUDENT MEMBERSHIP**
(undergraduate / full-time graduate students)
- \$40 **PROFESSIONAL MEMBERSHIP**
- NEW MEMBERSHIP**
- RENEWAL MEMBERSHIP DUES**

MAKE CHECK PAYABLE TO INDIANA AHPERD.
SEND PAYMENT TO EXECUTIVE DIRECTOR BELOW.
MEMBERS RATES ARE SUBJECT TO CHANGE.

BE A LEADER!

WOULD YOU BE WILLING TO BECOME INVOLVED?

- _____ DISTRICT LEVEL
- _____ STATE LEVEL
- _____ COMMITTEE INVOLVEMENT
- _____ STATE OFFICE
- _____ REGIONAL LEADERSHIP

PROGRAM AREAS

- ADAPTED PHYSICAL EDUCATION
- AQUATICS
- COUNCIL FOR FUTURE PROFESSIONALS
- DANCE
- FITNESS
- HEALTH
- HIGHER EDUCATION/RESEARCH
- JUMP ROPE AND HOOPS FOR HEART
- PHYSICAL EDUCATION: ELEMENTARY SCHOOL
- PHYSICAL EDUCATION: MIDDLE SCHOOL
- PHYSICAL EDUCATION: SECONDARY
- RECREATION
- SPORT
- SPORT MANAGEMENT
- TECHNOLOGY

Share your Journal with a Colleague!



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Indiana Association for Health, Physical, Education, Recreation and Dance

www.inahperd.org