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A "PRACTICAL" THEORETICAL MODEL FOR TEACHING SPORT-EVENT MANAGEMENT

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Abstract

Sport event management, which utilizes modern communication and information technologies, has become an interdisciplinary field. Metadiscrete experiential learning experiences provide increased learning acquisition, since students find themselves in real-world event-management settings. Using a conceptual event-management model to examine a sport event allows students to examine the event from many functional-area perspectives. Within a sport event many "projects" or facets (e.g., strategizing, planning, realizing, controlling) come together during an event. This article provides a model for teaching sport event management in a workable manner, blending theory and practice in order to increase student learning.

INTRODUCTION

A Model for Teaching Sport-Event Management

A cursory examination of the headlines surrounding sport events often reveals event-management challenges, mishaps, and mistakes. In 2013, Major League Baseball's (MLB) New York Yankees endured a public-relations fiasco when a delayed shipment of Mariano Rivera bobble head dolls resulted in the club having no bobble heads to give away, but plenty of upset fans (Petchesky, 2013). During the 2014 Winter Olympics in Sochi, Russia, a variety of problems occurred including stray dogs roaming the Olympic Village, a failure of the 5th Olympic ring to "expand" during the Opening Ceremonies, and numerous construction issues throughout the city (Ilich, 2014). When one of the most financially successful Major League Baseball (MLB) teams and an Olympic Games that cost over $51 billion to operate have event problems, there is a clear indication that event organizers can be more proficient in their endeavors. An event-management class's ultimate objective in an event-management class is to provide students with a fundamental understanding of the event-management process, in order to minimize the likelihood of their being involved in such an occurrence.

Sport event management is an interdisciplinary endeavor, requiring knowledge and skills associated with marketing, logistics, finance, organizational dynamics, and management. It also requires effective communication between internal and external stakeholders. Thomas, Hermes and Loos (2008) defined event management as "…the coordination of all of the tasks and activities necessary for the execution of an event regarding its strategy, planning, implementation and control, based on the principles of event marketing and the methods of project management" (p. 40). Sport event management coursework is a staple of almost every sport management program, since preparing students to work in the sport industry necessitates a solid grasp of event management. However, the manner in which this content is taught varies considerably at different colleges and universities (Eagleman & McNary, 2010). Though the use of event management textbooks and other written materials is important, scholars have noted providing students with practical experience and placing them in charge of planning and operating an event is an effective pedagogical strategy (Southall, Nagel, LeGrande, & Han, 2003; Verhaar & Eshel, 2013). Ensuring students actively are involved in executing an event provides an opportunity for them to apply theoretical foundations to practical situations.

This paper focuses on strategies for providing a pedagogical model to plan, organize and manage planned "special" sport events in an educational setting. As noted by Getz (1997), special events occur either on a one-time or set schedule; they are not spontaneous unplanned events. Consequently, if formulated properly, sport event management courses allow students to gain practical experience in "special" sport event planning and coordination (i.e., execution). If combined with a strong theoretical foundation, planning and executing a special sport event allows students to maximize their learning experience (Southall et al., 2003). Within this setting, a major challenge is effectively combining theory and practice.

The event management educational model presented in this paper has evolved over the past decade and has been applied in a variety of practical settings. This integrated pedagogical structure incorporates elements of three theoretical frameworks: Southall et al.'s (2003) *metadiscrete* experiential learning, MacAloon's (1984) spectacle frame, and Nufer's (2002) event-management domain. The resultant archetypal event-management pedagogical model can be used to guide sport-management students through the planning, organizing and management process of a small-scale or mega event. It can also be utilized in online, blended or traditional class settings. After briefly discussing each theoretical framework, this paper will offer general guidelines for applying the pedagogical model to a student-planned event.

Theoretical Frameworks

Metadiscrete Experiential Learning. In 2003, Southall et al. proposed a now widely used metadiscrete experiential learning model that provides "…the sport industry with entry-level employees better able to utilize theoretical constructs in the practical work place and graduate students better able to construct theoretical concepts to answer practical questions" (p. 30). As Figure 1 illustrates, metadiscrete sport event-management experiences provide increased learning acquisition based upon students being put in real-world event-management settings in which they must solve actual problems. These common "work" experiences occur within "practical and theoretical frameworks familiar to both" (Southall et al., 2013, p. 30) and result in more effective theoretical and practical linkage.

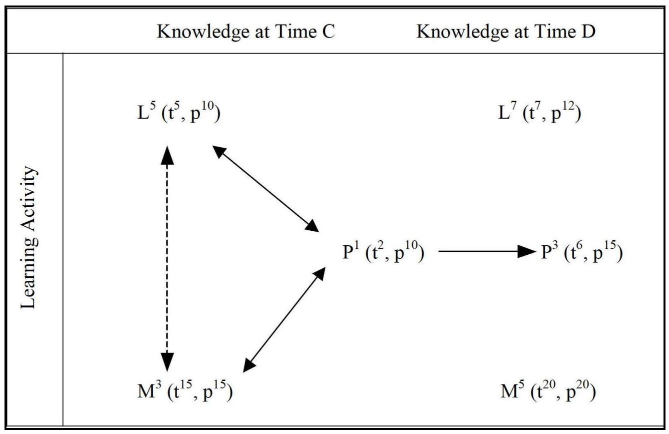

Figure 1. Metadiscrete Experiential Learning

In a metadiscrete experiential learning environment, a faculty-mentor (who possesses theoretical knowledge and practical experience) provides students with theoretical perspectives from which to view practical sport-event situations (Southall et al., 2003). A metadiscrete framework involves studying a previously held event, or planning, organizing and managing a forthcoming sport event from both practical and conceptual perspectives. Metadiscrete instruction requires educators to use appropriate theories to provide context for their personal practical experiences (Southall et al., 2003). This use of theory to inform practice allows a faculty-mentor to adapt their curriculum to a variety of events and course settings. Within a metadiscrete pedagogical setting, the following two theoretical tools - the Festival Frame and Event Conceptual Model- are very useful in providing a theoretical foundation from which instructors can successfully create a learning environment in which students can maximize their understanding of event management.

Spectacle Frame. In its simplest form, MacAloon's (1984) festival frame can be conceptualized as a series of concentric circles that allow festival or event planners (as well as students) to "astral project" and travel – in time and distance – "through an event," while focusing their attention on the experiences of spectators, sponsors, vendors, and/or participants. In today's technological setting, it would be as if a spectator was moving from the "outer circle" of an event to the "center of the action," with a flip camera on top of his or her head, chronicling the entire experience. For students – as future sport-event managers – MacAloon's model provides a mental frame through which to view an event (e.g., sport event or festival), from its outer physical reaches (e.g., airport, mass transit system, parking lots) to areas more commonly associated with a sport event (e.g., main entrance, concourses, spectator-seating, locker rooms). As they "travel" through an event, students must conceptualize the event in its totality, attempting to "see" the needs of both geographic and functional areas. In addition, by analyzing needs and preparing checklists for each event area, students can better recognize interconnections between various functional areas and understand how the event's various micro aspects combine to form the actual sport event.

The simplicity of the festival frame is one of its strengths, as new technology is developed and the festival-frame experience is extended, new frames can be added to the frame. For example, before the proliferation of the Internet, tickets were typically purchased at an on-site box office or over the telephone. As a result, prior to the 1990s a student-developed festival frame specific to the functional area of ticket sales would likely not have included online primary and/or secondary ticket sales elements, but would only include an on-site box-office, remote-location ticket kiosks, or a ticket-sales call-center. However, in teaching sport event management in the 21st century, such elements are essential components of a sport-festival frame. An example of a festival frame that has been used in a sport marketing and sport-event management course can be found in Figure 2. The festival frame's adaptability is one of its strengths. While some may view the festival frame as a teaching tool and not a theoretical framework, inherent in the concept of a theoretical framework is allowing those who use the framework (e.g., researchers, teachers, or practitioners) to test the theory and describe results. The festival frame and event conceptual model described in the next section are consistent with Southall et al.'s (2003) contention that combining theory and practice results in superior learning outcomes.

Figure 2. Sport Event Festival Frame

Event Management Domain. In addition to being able to travel through a sport event, it is important that students conceptualize key event elements. Utilizing this type of conceptual model allows students to take an event and examine it from various functional-area perspectives. The concept is utilized in structural engineering, where it is referred to as a Building Information Modeling (BIM) process (Autodesk, 2013). Modern structural design and engineering software allows architects and engineers working on a design for a high-rise building to visualize and simulate a building's design before actually constructing the building. Through visualization and simulation tools, such software allows construction-management teams to more efficiently and effectively design and analyze projects. However, while it is feasible for construction companies and architectural firms to purchase a perpetual license for an Autodesk AutoCAD software suite, few sport-management professors have $5,000 available to purchase a software package of this type and adapt it for use in a sport-event management class.

While utilizing an AutoCAD program is an expensive undertaking, Nufer's (2002) Event Conceptual Model can be easily reproduced and utilized. The model breaks down an event into three main elements: (a) target group, (b) focus, and (c) concept (see Figure 3). All three categories are interrelated, but each focuses on a different event classification dimension. Combining or differentiating between the model's various categories and sub-categories allows students to create a unique *event conceptual map*, which can be amended throughout the event's planning and execution. Since Nufer's model is adaptable, it can be applied to a variety of sport or entertainment events

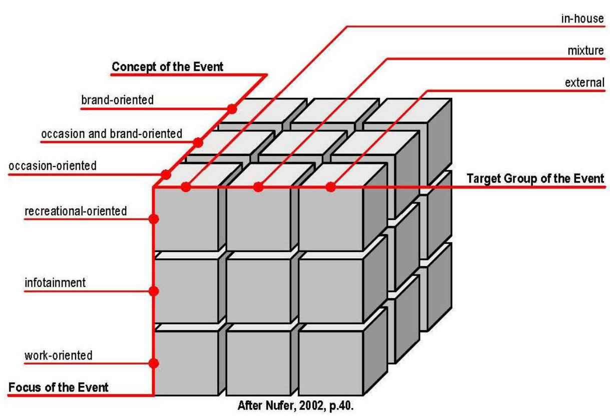

Figure 3. Even Conceptualization Model

Target Group. As noted by Nufer (2002), a critical component of an event is the target group or groups, which will participate or be spectators. As students begin thinking about a special event, one method of differentiating the activity is by determining the event's various target groups. An event may be public (National Football League [NFL] Punt, Pass and Kick) or private (company 18-hole golf tournament). It may be corporate focused (Dew Tour), or designed to support a specific product or brand (Susan G Komen Race for the Cure). It may also be a niche event, designed for only knowledgeable fans or participants (Rocky Mountain Endurance Races) or designed to generate revenue by appealing to a group of consumers (Hoop It Up). An event may have a combination of target groups, or certain aspects of the event may – in fact – target specific smaller, more precise groups (Tough Mudder). Conceptualizing the various target groups "forces" students to look at an event through the target groups' eyes. Doing so changes the focus of the event.

A sport event's target groups include on- and off-site participants, customers, and partners. The on-site target groups may include not only in-stadia participants and spectators but also advertisers, sponsors, and vendors. The off-site stakeholders may include domestic or international television, radio, or Internet viewers. A list of target groups may be large or small. What is important is that students use this category to begin identifying the many stakeholder groups for which the event is targeted. Target-group analysis may likely be an ongoing process, since an event's target groups may change as the event planning process continues.

Focus of the Event. Another facet of Nufer's (2002) event classification model is determining the primary and secondary event foci. Some questions that students should ask include:

- Is the event designed to generate revenue?
- Is the event intended to inform as well as entertain?
- Is the event a corporate work event?
- Is the event participant or spectator focused, or both?
- Is the event a made-for-television event?
- Is the event going to be broadcast to a remote audience?
- Is the event focused on marketing a product?

These questions help students conceptualize the interconnection of event marketing and sponsorship opportunities and look beyond the within-the-lines or on-the-court event elements. For instance, there are numerous long-distance running races that occur throughout the United States. However, some races may have a primary focus toward determining the top runners in the field while others may have a primary focus toward having fun. For example, both the New York City Marathon and the San Francisco Bay to Breakers attract thousands of runners to their events.

Though the New York City Marathon attracts runners of varying ability, the race tends to focus upon elite runners attempting to win the race and other participants working to achieve their personal bests. However, the Bay to Breakers is a different type of race. Though there are runners who are trying to win the event or run their best time, the primary focus of the race is having a good time and seeing what types of bizarre costumes participants will create. By knowing the foci of the event, organizers can better target pertinent event stakeholders and can more effectively execute various event tasks (marketing, security, sponsorship, etc.). This category is closely aligned with and consistent with MacAloon's (1984) festival frame. By asking these and other pertinent focus questions, students will be more easily able to conceptualize how and why various functional areas should be organized.

Concept of the Event. In addition to target group and focus analysis, students should conceptualize an event's orientation. In other words, is a special event an occasion, a brand, or a combination? This is, in some ways, closely aligned with an event's focus, but there can be subtle differences. For instance, an event may be viewed as a for-profit, brand-oriented event within the organization, but viewed as an "occasion" by some participants or spectators. While the NFL Super Bowl is the league's championship game, some attendees and viewers think of it more as a "party" rather than just a sport event. There are a variety of events before, during, and after the game. In fact, sub-events may each have a different concept, which in many cases has little to do with the sport of football. Students should be aware a sport event might have several associated concepts. In addition, throughout an event various concepts may take "center stage." Since highlighting an event's various concepts is part of marketing an event to internal and external target groups, this category is not discussed in isolation. The interrelated nature of event categories is reflected in the three-dimensional nature of Figure 3.

Once the target, concept, and focus of the event have been identified, the event manager can proceed with the various micro processes of planning for the event. For every event activity, the event manager will have an established basis for specific details. The use of Nufer's model, particularly when used in tandem with MacAloon's (1984) festival frame, provides a strong theoretical basis for event management.

Teaching Event Management

Having conceptualized a three-part event management model, the next step is to outline a process for allowing students to organize various learning domains according to contextual criteria, and transitioning from macro to micro foci. This focal disaggregation and re-aggregation allows students to use relevant data at a later date, adapt good ideas, follow tips, and optimize event-management strategies for their individual event's needs (Schwandner, 2004).

Consistent with Southall et al.'s (2003) metadiscrete experiential learning model, at the conclusion of a sport event management course taught in this fashion, students should have developed competencies in event strategizing, planning, realizing, controlling and managing. Students should be able to develop, execute and control events involving specialized functional areas characterized by chronological and logical interdependencies, as well as personnel interrelations. The first phase is event strategizing.

Event Strategizing. This first planning phase or stage involves identifying and solving basic problems. Utilizing MacAloon's festival frame and Nufer's categories as conceptual tools, students are encouraged to address and solve rudimentary problems, keeping in mind the event's focus, concept, and target groups. In order to determine if, after the event is completed, it has achieved its goals, measurable objectives, strategies and tactics should be identified and catalogued well before the event occurs. Goals and objectives can be operationalized through the entire process and connected to communication and event-marketing strategies. An event's structure must be consistent with its strategic planning. For example, if one of the goals of the event is to generate local or national publicity, then a list of targeted media outlets should be developed by the media relations functional area staff. From this list, publicity objectives (e.g., a specific number and type of mentions or stories) should be determined. Specific strategies and tactics for achieving these objectives can then be articulated. A checklist can then be constructed that specifies media relations tactics to be implemented.

In addition, large demographic groups should be defined and targeted as primary and secondary. A simple, but extremely useful, exercise is to conduct a situational or SWOT (strengths, weaknesses, opportunities, and threats) analysis. This procedure often crystalizes Nufer's categories for students. In addition, such strategizing delineates the general economic, financial, physical, social or organizational conditions that may constrain the event.

Defining the "size" and scope of an event occurs in this stage. Table 1 details a variety of questions that should be asked both by the event management team (Note: Typically an event management team is comprised of the event's leaders or directors, who have responsibility for the event's overall execution and every other student who will be responsible for some aspect of the event.)

The answer to the aforementioned questions and many others must be undertaken before the event planners can proceed to the next steps where specific tasks are assigned and executed. If there are not satisfactory answers to the questions noted in Table 1, the event is not likely to be a success. Though few event planners would proceed if the initial strategic analysis revealed fundamental flaws in an event's overall strategy, in some cases, entrepreneurs might proceed if there are only a few potential areas of concern. Ideally, the sport event management instructor should explain how these initial strategy questions could lead to an initial event idea being scuttled due to a low likelihood of success. The following planning segments are dependent on this initial strategizing.

Table 1. Event Strategizing Questions

Event Strategizing Questions
Is the event private or public?
Is it a ticketed event?
What type of people will the event attract as participants and/or spectators?
Will those people have special needs (e.g., medical, security, disability, etc.)?
Does the event management team have sufficient resources to execute the event?
If sufficient resources (whether human, financial, technological, etc.) are not currently present, can they be procured?
What marketplace factors exist that will influence the event's operation and chance of success (e.g., government regulations, competitors, local infrastructure, etc.)?
What type of facility (or facilities) will enhance the event's opportunity to maximize success?
Are those facilities available?
What financial considerations must be evaluated when planning the initial idea of the event?
What are the primary vulnerabilities of the event and how can they be controlled?
What are the hazards (e.g., man-made or natural) to the staff, facility or guests?

Event Planning. After the strategic planning phase has determined that the event has a strong likelihood of achieving success and preliminary macro questions have been answered, the elements of event planning can occur. Obviously, securing the event venue(s) is a critical step. Without a venue for the event, it is difficult to prepare for all of the event's functional areas. The cost of procuring the venue will have an important impact upon the financial success of the event and the venue's attributes including size, amenities, available equipment and various other characteristics will help guide the event planners to determine micro activities associated with the event.

With the facility secured, a variety of controlling activities must be established and event functional areas created. Each functional area will need to identify and develop procedures relevant to their areas of responsibility. A critical aspect of each event functional area is establishing leaders who will provide guidance and maintain performance accountability for the members. Each functional area needs to estimate its personnel and financial needs in the early event-planning phase so preparations can be made to address budgetary issues. Each area should have regular meetings to insure progress toward established goals and objectives.

As each individual functional-area team is created and plans for the event are established, a master event timeline of responsibilities and timelines for completion should be developed. Such a timeline is often called a *Gantt chart*, since the first modern use of such a timeline is attributed to Henry Gantt in the early part of the 20th century. The creation of such a master schedule encourages each functional-area team to think through their tasks and determine not only in what order their team's tasks need to occur, but also how their tasks may impact and be impacted by tasks assigned to other functional areas.

Just as individual functional area members report and discuss plans with a functional-area manager/coordinator, functional area heads report and discuss their functional-area plans with the event's executive team. The event's managerial hierarchy can be clearly delineated through developing an organizational chart. Having students develop a graphic depiction of reporting protocol and lines of communication helps functional-area teams adhere to developed timelines or schedules and maintains their developed plan in accordance with overall event concepts. Constructing an organizational chart is not the end of this process, but only the beginning. Ongoing and systematic communication between functional-area teams and the executive team helps insure each team is aware how their area is affected by and impacts the event's overall capabilities (e.g., staffing, marketing, budget).

As functional area teams develop plans, checklists must be established. These checklists not only assist the team in knowing what they need to accomplish, but can also be utilized by other team members if changes in personnel occur. For example, if the event team planning hospitality activities loses its leader due to illness, the rest of the event teams will have a quick reference guide to check to see what must be done. Checklists create a measure of accountability among team members. In addition, when checklists are developed and distributed to other event teams, areas of crossover and duplication can be identified. For instance, if both the event registration team and the sponsorship team identify pre-event setup needs of a truck to transport materials, the teams can discuss utilizing one truck to avoid duplicate expenses.

Event Realization. Legendary World War II German Field Marshall Erwin Rommel was thought to have remarked, "Every plan is good until the first shot is fired." More recently, the American boxer and sometimes philosopher, Mike Tyson, summarized this idea when he noted, "Everyone has a plan until they get punched in the mouth" (Berardino, 2012, para. 2). Ultimately, the greatest event plan must be executed, and in some cases, superb, well-designed plans are not implemented properly once an event has begun. A variety of challenges occur before and during an event, including items that are in direct control of the event team, such as event staff failing to arrive for work or issues that are beyond anyone's direct control (e.g., inclement weather).

Though not every potential problem situation can be predicted, successful event operations are much more likely to be realized if the executive event management team and each functional area emphasize the process of addressing various event outcomes. Created checklists should be subject to continual review and revision. This process can provide a context for event staff members developing the ability to think and act, rather than be inextricably bound to a single operating procedure. The event executive team should ensure policies and procedures are developed and in place, but should also emphasize the need for short-term problem solving by functional-area staff members. In nearly every event a question is asked or a situation occurs that requires a general thought process prior to execution. Certainly, veteran event staff members are better equipped to handle these types of situations, but in some cases veterans are not available. Ideally, in a sport-event-management classroom setting, there are some students who have previously worked on that specific event or something similar. In some cases, coordination between undergraduate and graduate programs can create a learning environment in which event "returnees" and "rookies" learn with – and from – each other.

Even if there are no event veterans, creating an environment where students are prepared and confident is crucial to an event's success. The best way to create an environment where students are engaged and motivated problem solvers is to systematically *table top* various event functional area procedures.

A table top exercise is a brainstorming exercise that encourages participation from all members within a functional area or the entire event staff. Developed event procedures can be reviewed and tested during a table top exercise. The exercise focuses on the steps involved in activating the event. Various scenarios can be developed that allow participants to breakdown what steps need to be taken to complete the procedure. "Table topping" (as it is often called) can be limited to functional area heads or may involve all event staff. (Note: Table top elements are also discussed in the subsequent lab packet section.)

The table topping process enables event workers to visualize event flow and more likely predict where potential problems might occur. In most cases, individual event functional areas should table top its area of responsibility. Once every team has conducted one or more table top exercises, at least one dress rehearsal for the event should occur. This dress rehearsal is vital because individual teams may develop, practice, and perfect their actions and a reaction for their area, but executing individual activities in a vacuum is not going to occur during the event. Each of these areas must be coordinated so they can effectively perform their duties once the event begins. For example, concessions and the media-relations teams will develop and practice plans to provide ingress and egress for visiting vendors and media members. However, if such plans are not coordinated, teams may not identify potential "back-stage" access, restricted areas, and event set-up and tear down conflicts.

It is critical that the dress rehearsal include all aspects of the event, not just the "main event" elements. Most events do not just involve a sporting event, but also involve pre and post-event activities. Ceremonial pre-event elements such as the introduction of prominent attendees and sponsors may involve a special public address system not utilized during the main part of the event. Dismantling of the post-event equipment may require special tools that will not be present at the facility unless the event team remembers to bring them. Ultimately, a dress rehearsal is intended to prepare functional-area teams to execute all event aspects in real time.

Event Controlling. Though most students initially think of event controlling in terms of the various functional areas (e.g., parking, ticketing, security), it first involves control of the planning process, information, organizational staff members, and, often and most importantly, costs. Event controlling spans all domains and phases of the event and does not begin with the event, but rather begins with the first meeting to propose a potential event.

Event managers need to recognize deviations that occur in the event plans and identify causes of those deviations. Though the pre-event planning process needs to be thorough, there is rarely a perfect plan executed exactly as scheduled. Deviations can occur and they need not create a potential disaster. Of particular concern is controlling the expenses that will accrue from the various event activities. Sport event management instructors must continually emphasize the need to control costs. Of particular concern for students is understanding that a component of the budget control process is incorporating the "when" aspect of revenues and expenses. A thoroughly planned event budget will not function properly in practice unless enough revenues are generated in a timely manner to cover required event expenses (Brown, Rascher, Nagel, & McEvoy, 2010). Instructors must insist students learn that the timing of payments from sponsor and media contracts is nearly as important as the amount those contracts mandate.

There is often euphoria when the competition or other core aspect of an event begins. From this point, until the event is concluded, it is critical that control of the budget and other event functional areas is maintained. It is crucial that staff understand the event continues after the competitors have left the playing field and spectators, sponsors, and media members have gone home. Every functional-area team needs to effectively close out its areas of responsibility. An accurate final accounting must be completed and any delinquent accounts addressed. Ultimately, the final phase of event controlling involves gathering large amounts of data that will be utilized to prepare the final overall event evaluation.

Ultimately, event management involves synthesizing many functional area responsibilities. Within a sport event many "projects" or facets (e.g., strategizing, planning, realizing, controlling) come together during an event. Managing the merger of these components is the essence of sport event management. Event management occurs simultaneously and continuously within a sport event framework (Ammon, Southall, & Nagel, 2010). It is a process that is not black and white, but a series of responses to intricate situations. Sport event management involves using human resources to respond to the unfolding of an event in real time. Regardless of whether the event is a mega sport event or a small-scale charity tournament, understanding the domains and how they are interrelated allows students to make the transition from a staff member or volunteer to a sport-event manager.

Sport Event Management Instruction in Practice: Lab Packet

When implementing this pedagogical model, a series of guided activities supplement instructor lectures. While the minutiae of such activities are best left to each individual instructor, this section offers some general guidelines and suggestions for combining theoretical lecture/discussions with student-directed activities to develop a one or two semester course. By combining theory and practice, a more well-managed sport event and increased student learning are the likely outcomes.

Time restrictions and monetary limitations may preclude planning, organizing, and managing a large-scale sport event as part of a semester-long undergraduate sport-event management course. However, students can still be exposed to sport-event management fundamentals by activating a smaller, and consequently more manageable, sport event.

Constructing a lab packet that provides a roadmap for students to work from a macro to micro foci is crucial for moving from theory to practice. Any lab packet should be continually updated, reflecting the adoption of new ideas from colleagues and sport organizations. Utilizing "tips of the trade" will allow development of a dynamic event management curriculum that keeps up with the newest best practices. Some possible lab packet elements are outlined below. In keeping with the use of checklists discussed above, the following sections may be included. For each section, appropriate checklists can be developed:

Event Knowledge Test. One of the most important skills for any member of an organization is product knowledge (Irwin, Southall, & Sutton, 2007). Developing an event-knowledge test (EKT) for a sport-event management class is designed to provide students with an opportunity to review an event's marketing mix (i.e., product, price, place, promotion, people, public relations). Since many students will have completed a sport marketing class, this situational analysis will be a familiar activity. Having students develop and take an EKT will ensure they have an appropriate understanding of a specific sport event and the various functional areas with which they may be associated. The required level of event knowledge may vary, depending on whether students are developing a charity tournament, or serving as event-operations staff/volunteers for home games of their university's athletic team or a local minor-league franchise. If the developed event (e.g., golf tournament, three-on-three basketball tournament) is designed to benefit a chosen non-profit or charitable organization, every student must have a thorough knowledge of the designated beneficiary organization as well. In addition to benefiting a charitable organization, it is often advantageous to partner with a professional sport organization or athletic department to provide students with real-world event operations experience. In this case, students should be expected to have a complete knowledge of the franchise or department, including such elements as its history, staff, schedule, and ticket prices.

Developing a lab packet with sport-event management activities, conducting on-site visits, encouraging students to shadow staff members, and facilitating group discussions are all strategies that will increase event knowledge. In addition, a variety of assessment strategies can be regularly administered (e.g., oral quizzes, weekly exams, and a cumulative product knowledge test). High levels of event knowledge, coupled with motivational activities designed to build a sense of event ownership throughout the semester, will increase the likelihood that the event will be successful.

Developing Objectives and Strategies-To-Tactics Questions. As part of developing an EKT, the class may engage in an extended questioning/brainstorming session designed to generate a lengthy set of product-knowledge and event-specific questions. Some possible questions might include:

- What are the key messages the promotional plan should communicate?
- How can publicity, promotion, and advertising activities disseminate messages? In what media should stories be placed?
- How can elements of the event(s) be utilized as publicity and promotional engines? What compelling stories can be told? What can be done to make the event newsworthy?
- How can stakeholders help promote the event's message(s)?
- What long-term legacies can the event provide? What opportunities are there for future events? Are there other related events that can be developed?
- How can the event be clarified in the mind of attendees and the public?
- How can promotional strategies be developed and pursued? What resources are required? Are there sufficient resources? If not, where/how are additional resources obtained?

These initial questions may lead to an entire new set of questions:

- How can the event be made interesting and exciting for attendees?
- How can the event registration, access, and comfort be improved and/or maintained?
- How can value be added for attendees?
- How can new event attendees be secured? How can first-time attendees be convinced to become returnees?
- What events/organizations can be utilized via cross-promotions to build awareness and attendance?
- How can the general public be educated about the event?
- How can media be encouraged to cover the event?

Developing partnerships with relevant stakeholders is a crucial concept for students to grasp. Consequently, there may be several questions related to partnership development that might be proposed:

- How can the event be used to establish and strengthen ties to stakeholders?
- Are there opportunities to provide unique access to event attendees or special hospitality opportunities that demonstrate sponsor value?
- How can the event be viewed as showcases for potential future sponsors/donors? Are there opportunities to provide prospective future partners with one or more perquisites of a current sponsor that will demonstrate the value of joining a "family" of sponsors?

- Are there opportunities to offer a partner added value (e.g., pre- and post-event advertising, on-site signage, participant awards and ceremonies, special segments, giveaways, staff uniforms, event program, save-the-date cards, flyers, emails, website, posters)?

In addition, while revenue-generation may not be the event's focus, it is important that students appreciate and discuss the proverbial "bottom line" at the outset. For a class-developed event, asking such money questions is vitally important, since most such events involve zero-based budgeting. Some revenue questions may include:

- What is an appropriate admission? Should registrations be tiered?
- Is it appropriate or desirable to sell event-themed merchandise? What type(s) of merchandise? At what prices?
- How many, for how much, and to whom should sponsorships be offered?
- Can sponsorships be bundled? Should "low-cost" packages for new sponsors who want to test their association with the event be developed?
- Are multi-year sponsorships desirable?
- Should year-round sponsorship partnerships be pursued (to provide benefits through association with other events or class/program activities)?
- What advertisement packages may be available? Who will sell the ads and to whom will they be sold?

Developing Checklists. Checklists are fundamentally problem-solving tools. While problems may be simple, complicated or complex, Gawande (2010) noted checklists are "…quick and simple tools aimed to buttress the skills of expert professionals" (p. 128). Students should look upon checklists not as replacing managerial skills, but as instruments for making sure mundane tasks are not forgotten. Checklists allow sport managers to focus on the "hard stuff!" A checklist should be simple, measurable and replicable. Every item should improve communication among team members. Every member of each functional area should be involved in the checklist-creation process.

In addition, since the questioning activity outlined above should have produced measurable objectives, checklist items should address developed objectives. Checklists should be designed so that they can be read aloud and verbally checked. To assure a checklist does not impede an event's workflow, it should use simple language and sentence structure, so it can be referred to during natural breaks. As long as critical areas will not be omitted, limiting a checklist to one page is optimal. Flipping through multiple pages for a single checklist defeats a primary purpose of a checklist. The checklist should allow for errors to be detected and easily corrected.

While a checklist is a crucial event-management tool and should be an integral part of a sport-event management course, it is important to remember a checklist does not replace a thorough staff briefing and discussion of possible scenarios. A checklist is a static list; sport events are dynamic and fluid. Student will still need to talk through the “hard stuff” and address critical issues. More than anything, a checklist can be a valuable change agent within a class setting. The act of developing and listing steps on a checklist often raises questions about the order of listed tasks. Each semester checklist procedures may be slightly redesigned. Such discussion and revision helps empower students and gives them a sense their input is valuable.

A class dynamic that checklists can help moderate is organizational *groupthink* (Janis, 1982). In many groups one or more dominant individuals may “speak” for the group. This dominance can stem from past experience, physical presence, voice inflection, or many other personality traits. If students feel inhibited from questioning existing policies and procedures, alternative ways of doing things may be ignored. Janus (1982) noted a group is especially vulnerable to groupthink when members from similar backgrounds have no clear decision-making rules and make decisions in an isolated setting. In a class setting, peer pressure or dominant personalities may lead to a deterioration of reality testing. This pressure may result in organizational/team members adhering uncritically to organizational/team/functional area hierarchy and blindly following orders. Too often functional area team members believe doing what they are told (whether in a class or real-world setting) is the safest course of action. Within an organizational setting, a person of lesser rank often finds it difficult to speak up if a “superior” forgets to execute an important procedure. However, if that step is noted on a checklist, it is far easier for the subordinate to help the superior recognize and rectify his or her error (Gawande, 2010).

Consequently, responsibility for checklist development and implementation should be shared among team members. Each section of a checklist should be read aloud. Conducting regular “talk-through” activities allow each team member to double-check each checklist item and each other. Regularly putting processes and procedures under a microscope provides an opportunity to critically examine each task, raise questions, and potentially improve the workflow. Talk-through discussions culminate in more formal *table top exercises* (See Table top exercises below.).

Developing Functional Areas. Each sport event may have a variety of functional areas. For a semester-long event management class that has decided to plan, organize, and manage a charity golf event, the general functional areas may be subdivided into more specific teams. Some general functional areas may include operations, tournament, registration, marketing, event presentation, and hospitality. Operations may be subdivided into more specific areas of responsibility such as facility operations (e.g., space allocation management, load-in/load-out, labor, signage, first-aid, security, transportation, parking, shipping and receiving, business affairs, accounts payable-receivable, purchasing, and legal). Tournament may include scheduling, course preparations, communications, and marshaling. Registration may be broken down into pre-registration, registration, VIPs, information services, and office services. Marketing is a broad category that encompasses creative services, sponsorship, sales, advertising, promotions, and publicity. Presentation elements include creative rundowns and script development, sponsorship management, talent booking, rehearsal management, and technical production. In addition, it is crucial that hospitality and social events, including receptions and parties before, during, and after an event, are planned, organized, and managed.

Table Top Exercises. As previously discussed, table top exercises are the culmination of many previous course activities. An in-class table top should simulate a specific event element. It may be an emergency situation, a specific procedure related to concessions, or some other event-management facet. Conducting their own table top exercises allows students to discuss and validate their developed plans. Each table top also provides a faculty member with a chance to unobtrusively evaluate student competencies, test established procedures, and develop appropriate training opportunities. Such verification allows for students to determine if their plans are reliable and workable. These activities are crucial in validating the confidence placed in a written plan. Until a plan has been "table topped," any confidence placed in the integrity of a written plan is just an article of "faith."

Having developed and taken a product-knowledge test, constructed objectives and strategies-to-tactics guidelines, created functional-area teams, and established checklists, table top participants should have an awareness of their roles and be reasonably comfortable with them. They can visualize and articulate their roles before they are placed in a more stressful situation. This process tests procedures, not students. If students are under-prepared, a table top allows the plan to be criticized, not the students. However, for the instructor a table top identifies students' lack of preparation and training. Such evaluation can take place while still allowing students to feel comfortable in their roles. Consequently, table top exercises are both evaluation and motivational tools.

Constructing an Event Manual. Constructing an event manual provides an opportunity for students to document the planning, organizing, and managing of the event. It not only provides structure during the entire event-management process, but also provides a step-by-step reflection and evaluation tool for examining the many learning activities that occur during this process. Consistent with metadiscrete experiential learning concepts, continually cataloguing the event by editing and re-editing an event manual throughout the course is an important step that increases student learning (Southall et al., 2003). In addition, functional-area responsibilities can be clearly outlined within the event manual, offering documentation for work experience.

At the conclusion of the semester, students can be provided a *pdf* of the final event manual, which can become part of their job-interview portfolio. Table 2 details potential event manual sections. Though it is not an exhaustive list, it provides a starting point from which a unique event manual can be created.

Table 2. Potential Event Manual Sections

Potential Event Manual Sections	
1. Event Mission Statement and Objectives	15. Registration (If applicable)
2. Contact List	• Pre-Registration
3. Calendar of Critical Dates	• Day-of-Registration
4. Emergency Procedures	• VIP Registrations
5. Event Time Line/Schedule	• Attendee Gifts
6. Organization	• Office Services
7. Functional-Area Checklist	16. Presentation
8. Job-Specific Checklists	• Event Rundowns and Scripts
9. Maps and Floor Plan	• State Management
10. Event Policies and Procedures	17. Marketing
11. Risk Management	• Creative Services
12. Financial Information	• Business Development
13. Contracts	• Sponsorship
14. Operations	• Sales
• Facility Operations	• Advertising & Promotions
• Transportation	• Publicity & Media Relations
• Business Affairs	18. Transportation Plan
	19. Lodging (if applicable)
	20. Post-Event Assessment and Reconciliation
	21. Peer Evaluations

CONCLUSIONS/IMPLICATIONS

This article concentrated on providing some guidelines for developing a sport-event specific curriculum in a university educational setting. The combination of theoretical and practical elements allows for a course in which undergraduate sport-management students gain practical sport-event management experience and maximize real-world learning. Ultimately, the biggest challenge of teaching event management is effectively combining theory and practice. The developed archetypal event-management pedagogical model can be utilized to guide sport-management students through the sport-event management planning, organizing, and management process.

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Hot Topics Paper

THE DEATH OF LEADING AND SERVING IN THE PROFESSORATE

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INTRODUCTION

Baldwin & Chronister, 2002; Birnbaum, 2000; Horowitz, 2007; Lewis, 2006; Rourke & Brooks, 1966; Tighe, 2003; Donoghue, 2008; Ginsberg, 2011; Lewis, 2007 have written on the power of university administrations, and the resultant effect on teaching and learning in the university. These authors chronicle the direct implications of administrative power on the professorate:

1. University faculties are populated by 70% non- tenured track faculty (adjunct professors or clinical professors) (Ginsberg, 2011; Baldwin & Chronister, 2002).

2. Universities are pseudo-corporations and managed by those who have little knowledge of teaching and research (Ginsberg, 2011).

3. The price of education has skyrocketed and is linked to administrative salaries and costs (Ehrenberg, 2002).

4. Students pay heavily for a mediocre education; the only quality education is limited to elite institutions, which still maintain an active professoriate[1].

5. The last professors who teach, research and serve, will soon be retired, leaving a university that is basically there to serve administrators and staffers (Donoghue, 2008).

While these texts are focused on the overall university, we, the present authors, believe there is a concomitant effect on Kinesiology –a practical, people-centered profession and discipline. The paper will: (1) discuss and highlight the effect of the administrative university on Kinesiology, (2) provide strategies to foster people-centered leading and serving in the Kinesiology professoriate, and (3) offer a real life story of the administrative effect on a new hire.

Universities are to inspire research, expand knowledge, and question all there is and was. The people who are the heart and soul of these institutions, the professoriate (Donoghue, 2008), should agree with the goals of teaching, learning, serving, and researching and view them as

[1] Though their professors are also complaining of poor teaching and exclusive environments (Lewis, 2007; Karabel, 2005).

interrelated: Research serves teaching; service supports teaching; and teaching reflects service and research.

We personally have watched a change in climate (the behavior and attitudes of the university professoriate) and the culture (the values and beliefs of the university) under the administrative university[2]. Young faculty, who are fortunate enough to be hired into tenure track lines, have been acclimated to a very different culture (Donoghue, 2008). The present culture, for lack of a better term, is a "me" perspective environment where faculty expect more benefits, less responsibilities, and no burdens associated with teaching or service. The culture then affects the climate of teaching, the teacher – student interaction, and even the building climate where the professorate resides.

The Indoctrination Process of the "Me Philosophy" Begins

Donoghue (2008) argues that the Administrative University is lead by administrators with bottom-line calculations of business executives, not intellectual ideals of scholars. Traditional professors are viewed as costly anachronisms and are easily replaced by low-pay adjunct instructors. Ginsberg (2011) offers a detailed analyses of how administrators have taken over the University and how the university has become a tool to benefit administrators. He virtually attacks everyone from overpaid presidents and provosts, communications specialists, human-resource staffers, and the worst of the lot are the "deanlets" (assistant and associate deans and department chairs) who have direct control over the faculty. This management model establishes a culture that new hires' primary worth is in their research productivity and grant money earned (Aronowitz, 2000)[3].

Those who stay in academia know that tenure and promotion will be won only if they focus on the culture of productivity measured in grant dollars. The bottom line for the new hires is to amass publications, write grants, and procure money. The result is disengaged young faculty who

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[2] We are using the terms climate and culture in a very general and native perspective. Culture represents the values, beliefs, myths, traditions and norms of an organization. Climate describes the dimensions of the environment that can be measured with relative precision. Leadership, organizational structure, historical forces, standards of accountability, standards of behavior, communication, reward, trust, and commitment are variables within the climate (The Kennedy Group, 2005). However, with that being said, we must agree with Denison's (1996, p. 645) oft quoted study about difference between climate and culture, "...these two research traditions should be viewed as differences in interpretation rather than differences in the phenomenon." Thus as we, the authors, interpret climate and culture (Sims, 2000), we understand that where culture ends and climate begins, may be the same point.

[3] Some young professionals realize the problem and have opted out (June, 2015); they want no part of the present system.

neither lead nor serve. The acculturation to the "me culture" begins from the moment the new hire signs the contract.

The "Me" Journey

Today each new tenure track faculty member hired is granted a "startup" cost to support his/her line of research. These costs somehow magically appear from the general academic program funds. No explanation is offered the "resident" (hired before 2005) faculty, why each new hire deserves startup costs, or what the startup costs should produce for the greater good of the faculty, the students, or the university. Rather, each new faculty member is given carte blanche to use his/her discretionary funds. Not once in our experience has any of the new hires taken the time to inform the resident faculty how the "startup costs" were spent or for what benefit.

Some colleges leave positions open to capture salary savings for startup, others have to borrow from the general fund, or the departmental funds to pay for the start-up costs (Pendegraft, 2015). In one of our departments, the chair did a sweep of all non-used funds in one year and used those funds for start-ups. The amount was sizable. A bitter ethics discussion resulted in a loss of credibility for the department chair.

Each new hire has a reduced teaching load to "work" on his/her research. To be fair the new faculty members are usually highly talented, well prepared, knowledgeable, and published in their specific discipline area. Each however, is "silo-ed" (Kretchmar, 2008) outside their specific area. The silo perspective meshes into every discussion with the new hires. Conversation is usually about "my research and my field". Not one of the new hires has ever queried us about our research.

The "me" perspective also floods into the new hire's view of service. Both our universities employed professional counselors to advise students on course selection and oversee student progress toward graduation. Unfortunately, the system has flaws. In midterm, the staff was terminated. With advising looming, we, the faculty, were asked to advise students until a replacement could be found. The response from the resident faculty was 'yes'. The response from the new hires was an unequivocal no. "I can't possibly do that. Hire someone else. The students will figure it out." When informed that faculty should be concerned about the advising process, the response was, "It's not in my position description".

New hires have an attitude that their time is sacrosanct. New hires have little time for office hours. Most really are not physically there for office hours, rather they have cyberspace office hours. In the "Me World" office hours are interpreted to mean being available on email at the designated office hour time. Of course, the new hires are explicitly told not to waste time – cyber hours are quite acceptable. This climate or attitude about not being there is also manifested in actually answering emails or telephone calls. Days or weeks may pass before an email is answered

Effect on Climate on Learning in the Classroom

New hires are tutored to not waste time actually teaching or grading papers. They are told that "a productive faculty member is one who writes and gets grants; a productive faculty member is one who travels." They are told that their graduate students should do most of the teaching and should grade assignments. Unfortunately, the graduate students often lack many skills to do so – but that is not a consideration either because if "they can't, they need to figure out how to do the work" with no guidance from the faculty.

New hires are taught that reading student work is lost productivity time, which should be spent on writing grants. New hires then make the intellectual jump and morally justify that student work is not important or worthy of their time and effort.

Suggestions to Overcome the Silo – To Lead and Serve

Ginsberg (2011) offers various solutions that could possibly de-rail what we, as resident faculty, are experiencing presently. However, our concerns voiced in this paper has to do with changing a silo-ed culture and thus a climate for new hires so that they can be inspired to lead and serve which is one of our most sacred trusts as faculty members.

Un-Silo-ing Suggestion 1: A **Functional Philosophy of Teaching**

A dialogue needs to be started, continued, and maintained about the role and philosophy of teaching within the unit. What is the purpose of teaching? Is the purpose limited to dissemination of knowledge? Or is the purpose about learning to learn? This philosophy needs to be an institution-wide conversation about the role and purpose of teaching in the institution.

> Even the most hardened researcher who seldom steps foot in a classroom must understand that his/her job position exists because of undergraduate education. Research is highly valued and vital to the institution, but so is teaching. They will move forward together (Bernardo, 2014).

We argue that the most important teaching philosophy is to inspire students to "learn how to learn"**.** Yes information is important, but the curriculum should be more than memorizing information that is assessed through a "Scantron" or multiple choice examination. If learning is the relatively permanent change in behavior not due to maturation, motivation, or training that is the result of experience, (Sage, 1984; Magill & Anderson, 2013) then we, as teachers, should focus on the experience that is most fruitful for students: learning how to learn. We recommend a dialogue about the importance of teaching for learning rather than teaching for information transmittal. As Delabanco (2012) said,

> …if it's a cliché to say, 'my teaching enhances my scholarship' or 'my scholarship makes me a better teacher,' that because both statements are often true. Passion for learning lies at the heart of scholarly and scientific investigation and great practitioners have what one scientist called 'radium of the soul' by which their students are inspired to push further, to revise or reject or extend the mentor' work….at best, in other words, research is a form of teaching, and teaching is a form of research (par. 2706).

Teaching comes from the heart and not from the head – teaching has a soul (Lewis, 2006). These important points help to move teaching from the head, the objective process, to teaching from the heart, where inspiration begins.

We recommend good teachers should mentor the young hires through discussion of teaching philosophy, assessment practices, and teaching personality. A new young hire should already have a well-developed understanding of curriculum for they are usually subject matter specialists, however**,** teaching philosophy, assessment techniques and teaching personality are seldom if ever taught through a Ph.D. program.

Assessment Techniques

Assessment techniques are critical to successful teaching. Several components are essential to develop good, sound assessments. What is a good assessment? A good assessment provides "truthful" information of what students have learned. Students who have learned the material will demonstrate what we have taught and will do well on the assessments; students who have not learned the material will not do well on the assessments. There must be clear objectives for the course. Make assignments and tests crystal clear so that students can consistently interpret and understand what you are asking relative to the objectives.

Develop a grading rubric (see Figure 1) that helps students understand how each component that is assessed contributes to the overall course grade. Providing weekly updates either in class or through the university learning platform will help students keep track. Score work consistently and fairly – the evaluation should be fair from the view of the students. Have a frank discussion with the new hires about what it means to have a fair assessment strategy for grading. Students should know what is expected of them, and how each expectation is graded and by what criteria. Ideal assessments reflect different levels of learning and thinking. Assessment should be daily and it should be very clear to the students how they can improve on their work.

Paper turned in on time ___/5
Line spacing double ___/5
Font Standard ___/5

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	(3 points)	**(5 points)**	**(7 points)**	**(10 points)**
Purpose	No purpose statement listed	Word, unclear purpose statement	Rough but understandable purpose statement	Clearly articulated purpose statement with who, what, where and how.
Organization	Appears to have spent little time thinking about or organizing the paper	Paper has barest semblance of organization	Paper has an introduction, body, and conclusion	Paper shows an obvious developmental plan with introduction clearly leading to body and conclusion. Evidence of paper protocol followed.
Grammar, spelling, and word usage	Relied on spellcheck however sometimes picked incorrect words. Evidence of no proof reading.	Spell checker picked incorrect words, word tenses used incorrectly, incomplete sentences	Spelling errors few and far between. Uses of tenses improved. No incomplete sentences.	No spelling errors and use of tenses and words correct.
Thesis	Opportunities to build the paper were squandered. Ideas were not developed and went nowhere.	Ideas partially developed but not supported. No connection between paragraphs and no use of transitions.	Thesis is clear and supported throughout the paper. Use of some transitions.	Thesis is clearly stated, supported throughout the paper with research.
Introduction and conclusion	Introduction is vague. No clear path set up for paper. Conclusion missing or undeveloped	Introduction sets a tone but is not carried out. Conclusion does not adequately close the paper.	Introduction lays out what will happen in the paper. Conclusion summarizes the paper.	Introduction is a creative hook and engages the reader. Conclusion robustly closes the paper with a final summary and the subject.
References	Few if any references listed. No APA format	References incomplete between paper and reference list and/or more than 3 format errors.	References complete between paper and reference list. APA format errors.	References complete between paper and reference list; less than 3 APA errors.

TOTAL: ____/75

Figure 1. Writing Grading Rubric Example

The second most important part of an assessment is that the students actually believe the instructor cares about their learning. This only occurs if the faculty is directly involved in the grading and assessment process. Good instruction should have continual assessment practices throughout the semester and the instructor of record should have an active hand in that process.

Teaching Personality

The single most important factor in teaching is teacher personality. It is the outward manifestation of the "radium of the soul" (Delbanco, 2012). There is no specific formula for teacher personality that guarantees success, however, the teacher personality must communicate to the student that the teacher cares, the teacher knows, and the teacher has a plan for how learning will transpire.

How does the new hire communicate that they care about the students and about the learning process? Showing care can be fostered in numerous ways. Obviously, most people who teach, care about imparting knowledge to students but good teachers also care about the relational aspect of teaching. Jerry Gill (1993) in his provocative text on "Toward a Philosophy of Education", gives some pertinent advice that might be helpful in a discussion of how to show care, if one truly cares about students. His most powerful advice is to respect students as people.

Respect for students as persons also demands student participation in many different modalities in the classroom. Examples of participation may be verbal participation through discussion and free flow of ideas from professor to student and students to students. Participation also occurs in the written assignments that the student accomplishes for the class as well as the response from the professor. Professors who care, read every word that their students write – and the professors write back to the students, continuing the dialogue, on their papers.

Writing is essential to the participation and discussion between all parties, and writing should be expected to be done well. No one learns to communicate well without being able to write well.

Dissolving the Silo Suggestion 2: Become a Community

Most of us grew up in sport and athletics, well hopefully, we did. We learned that the team was only as good as the weakest player, and we had to learn to work together. How was that done? How did the coach move us from individuals to a group mentality? As former athletes and former coaches, we know that the coach sets the most important tone of the team. Some coaches are authoritarian, some are servant leaders, and some may be transformational, and some just will it to be. What we have experienced lately are unit administrators who are not a part of our team, instead they are a part of the University team. In several faculty meetings, we have heard resident faculty members ask the unit administrator, "Do you serve us or the university?" The response was always a hearty "I serve you." But the fact that the question is asked, argues the opposite is true.

Therefore, how do we inspire unit leaders to be “the leader of the unit and serve the best interests of the unit”? .

Leading by Serving

Be careful in hiring a unit administrator. Evaluate carefully the goals, philosophy, and initiative of the prospective hire.

1. Why is this individual seeking the position? Hopefully the answer is about serving and leading. Avoid people who are self-serving, e.g., I always wanted to be a department chair, is not a response of an individual who wants to serve. Greenleaf said, the “…leader is servant first, it begins with a natural feeling that one wants to serve, to serve first, as opposed to, wanting power, influence, fame or wealth (1977, 1991, 2002, p. p. 352).
2. Do goals clearly serve the faculty? The hire should have definite goals of what is to be accomplished under their tenure as the leader. “…the leader always knows what it [the goal] is and can articulate it for any who are unsure…. [the goal] is something presently out of reach; it is something to strive for, to move toward, to become (Greenleaf, 1977, 1991, 2002, p. 29).
3. Ask pointed questions of the candidate, “What is their philosophy of leading?” “How does the faculty grow through their leadership?” Pay attention closely to how the candidate answers and responds. Do they listen intently (Greenleaf, 1977, 1991, 2002, p. 31)? Does the candidate focus on the speaker? Does the candidate wish to understand, or wish to be understood – these are radically different points of view as a leader.
4. What role does the administrator have in leading and serving? A true leader has initiative. A goal is clear. A good administrator listens, learns and leads. A true leader in their demeanor and actions says, “I will go, come with me! …I will go; follow me!” (Greenleaf, 1977, 1991, 2002, p. 29)

How does a faculty become a community?

A community does not just happen. Communities need to be developed, but to do so, depends on the character of the faculty members (Hauerwas, 1986, p. 113). “What is significant about us morally is not what we do or do not do, but how we do what we do” (p.113). . Just because an individual has credentials, studied with a well-known academic, and wants to work in your institution, does not always mean that individual is the right one for the community (Sutton, 2007). A successful community needs to have character and virtue. Communities are developed by individuals who value the philosophy of the community.

Our Professional and Personal Duty

What is our philosophy within the department? Who are we? New hires cannot be expected to be a part of a professional community unless we the resident faculty make a "stab" at improving the culture and climate (Tighe, 2003). Much depends on us, the resident faculty, to make a difference in this administrative university that we now find ourselves. Young faculty need us to lend a hand and to be involved in their lives.

We asked a junior faculty member what his take was on the current climate and culture, and his response is an interesting read.

Response by a young faculty

Teaching. I chose a career in higher education because I admire the professionals who positively impacted my life. As a sophomore in high school, and not a very dedicated student, my English teacher challenged. Our initial encounter was awkward and unique. He wanted to assess my knowledge, not in an invasive way, but in a manner where he could learn about me personally as well as help me grow academically. At first, I did not believe that a teacher could care this much. I also questioned if this effort could be sustained for an entire year, let alone one semester. His effort was no act; his personal interest motivated me to invest in his class, and uncover an academic thirst that I did not believe was possible. Much of my class experience hit a spectrum of emotions from positive embarrassment to self-fulfillment; it was sublime. We still remain in contact, and I am always quick to remind him that his personality mixed with pedagogical style permitted me to realize that I wanted to pursue a similar career. I also realized the power a good teacher can have on molding minds, inspiring, and challenging predispositions that could have remained untouched through other educational endeavors.

In college, I was fortunate that a handful of instructors and professors stimulated me in a similar manner. I gained a deep appreciation for the knowledge they imparted, which had a lasting impact. The college experience reinforced my desire to pursue a career in higher education, where I could emulate some of these inspired educators and ultimately have a positive effect on students.

My entire experience as an undergraduate experience was not always positive. I recall some faculty members who never had the time, and were more focused on their research agenda than building skill development and interpersonal relationships with undergraduate students. I also remember feeling intimidated, and kept my questions brief when I would approach these faculty members. Though these surly faculty members were part of my higher education learning experience, I still desired my current career knowing that I might be forced to work with other "me first" professors.

I am presently in my dream job as a tenure track assistant professor. This career has permitted me to teach a wide range of students. The relationships I have cultivated while pursuing tenure are ones that I will nurture for the rest of my life. Teaching has been everything I imagined and more. Countless days I leave my office feeling blessed and fortunate for a career that does not feel like a job. More importantly, multiple students have left positive impressions upon me as my English teacher had. Obviously this time, the roles have been reversed. I now understand why my high school English teacher cared so much. Additionally, I believe this relationship has been reciprocated with several of my students as I have watched them grow and accomplish unfathomable things. I could not be more satisfied with the teaching aspect of my career.

Research. Nonetheless, when I reflect upon my undergraduate experience, I did not fully understand the research responsibility and requirements of faculty members. I thought research was a choice and not a requirement. I believe that to be progressive in my field, research and continuing education are valuable and necessary. I think somewhere along the way though, our higher education model became backwards. Bennis and O'Toole (2005) claim the current system does not measure itself on the competence of their graduates, or by how well its students perform, instead, the model measures itself almost solely by the rigor of a faculty member's research.

In my third-year review portfolio, I highlighted accepted peer-reviewed papers more than strong teaching evaluations. As a colleague said, "Publish or perish." Though I am on track for tenure, the pressure to keep an active research agenda outweighs the pressure to excel at teaching. More important, the victim of this pressure is the student.

Emmert and Rollman (1997) in a national study on tenure and promotion standards within the discipline of Communication Arts and Sciences concluded that scholarship, in the form of publications and presentations, is significantly more important for promotion and tenure than teaching. Similarly, Bennis and O'Toole (2005) found junior faculty members were urged to avoid too much work as practitioners and so they can concentrate on research.

Evaluation. After my first year, I realized that my yearly evaluation is a "cover your ass" document for administrators. My issue with the evaluation process is that few incentives exist for me to participate in the university environment outside my position description because the experience will not be scored in my annual review. Professors could be doing outstanding work that brings positive recognition to their students, community, and university; however, if the faculty fails to meet the research standard, the additional accomplishments do not matter.

The evaluation process has informed me why some professors become embedded in their research, and sacrifice quality instruction and good class preparation. If I chose to focus more on research than teaching, administrative opposition would be minimal as long as I maintained a strong record of publications. Pavel, Legier and Ruiz's (2012) posited that scholarship is perceived as the most important pillar for tenure. Teaching is a distant second, followed by service, the least important of the three pillars.

I enjoy research; however, I conduct research so I can teach and be a part of the student journey. The current model is reversed, which attracts professionals who teach so they can research. This paradigm often cheats students from quality instruction, which is not fair with the rising cost of college attendance. I struggle with the value of a peer-reviewed article. Do not get me wrong, publications are important, but what has more effect on the university, a peer reviewed journal article from a tier one journal, or pushing a student to study abroad, participate in an alternative service break, or land an internship? Bennis and O'Toole found that the number of citations of articles written is dramatically lower now than it was a decade ago, suggesting that researchers scholarly production does not matter as much as we think, even to their peers in the field. However, Bennis and O'Toole (2005) also claim that a professor with an extensive research record is still considered a star, even if teaching suffers.

Service. My position description requires that I serve on university committees and participate in other forms of service. I have participated in matters of broader concern than my discipline including student recruitment and retention, assessment, accreditation, fundraising, alumni relations and invited guest speakers from Twitter, advertising agencies and other universities. Recently I returned from an alternative service break trip with undergraduate students in Central America. When I returned, I asked a colleague, "What's going to be better in the long-run for the university, a service trip that changed the lives of 12 students who will possibly be future alumni donors and great assets in recruiting prospective students, or a peer reviewed article that a few individuals in my field will read?"

I believe the answer lies not in the publication, but in the prospective and current students, as well as future alumni who will be affected more by an alternative service experience that produced a valuable video highlighting our contribution to impoverished people. Then again, the university does not grade on that scale – and I feel my experience will have little meaning in my third year review.

CONCLUSION

And thus the story from our young faculty member mimics our concern about the administrative university's effect on teaching and serving. If we resident faculty members want to make a change, it will be up to us to meet the challenge and become a part of the solution. If leading and serving is not dead, it definitely is quite ill and resuscitation is needed[4]. Those of us who are resident and senior have an obligation to resuscitate, and those of us who are the new hires need to reevaluate our role at the administrative university. However, the largest burden lies with administrators to return our beloved discipline and practice to one of serving and leading. If Bernardo (2014) is correct in stating that teaching as serving is the lifeblood of the university and is imperative, then teaching should be valued. An obligation exists that this message is integrated into annual performance reviews by department chairs and deans. It is one thing to say one values teaching and serving, it is wholly another to actually implement a model whereby faculty can freely engage in the teaching, serving, and research roles to impact students and the discipline alike.

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[4] National Association for Kinesiology in Higher Education has planned its 2016 Annual Conference around the theme: Mentoring Stewards for Our Profession. They note, "…stewardship is passed on to future generations through mentors who graciously accept it as part of the price of leadership." The implication is the problem exists and we professions need to be involved to make a difference.

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PHYSICAL EDUCATION TEACHERS' PERCEPTIONS OF PROFESSIONAL SOCIALIZATION

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Abstract

The purpose of this study was to examine factors affecting positive professional socialization of physical education (PE) teachers. The participants were one elementary and two middle school PE teachers. Data were collected through field notes during passive participant observations, two semi-structured formal interviews and informal interviews, and document analysis of autographical posters. Thematic analysis was employed to examine data. The triangulation of data and member checks were utilized to establish trustworthiness. Results showed that the three PE teachers strengthened their teaching perceptions during professional socialization. The following key themes were identified in the study: impact from physical education teacher education faculty, positive experiences in method courses, positive experiences in early field experiences and student teaching, and close supervision from classroom teachers and university supervisors. The findings of the study suggested that different socializing events played a significant role in shaping positive perspectives during early field experiences, physical education teacher education courses, and student teaching.

INTRODUCTION

Teacher socialization (Curtner-Smith, 2001; Lawson, 1983a, 1983b; Schempp & Graber, 1992; Templin & Schempp, 1989) is a theoretical framework that assists teacher educators and researchers in finding how teachers strengthen and develop their teaching practices. Lawson (1988) described occupational socialization as "all kinds of socialization that initially influence persons to enter the field of physical education (PE) and later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). There are three phases of teacher socialization: acculturation, professional socialization, and organizational socialization, all of which impact teachers' conceptions of PE and the way they teach it (see Figure 1). Frist, acculturation explains how PE recruits learn about their career from PE teachers, coaches, and significant others before entering a physical education teacher education program. Second, professional socialization represents the time in which future PE teachers are enrolled in a physical education teacher education program. Third, organizational socialization refers to how workplace culture affects inservice teachers' teaching in school. Based on the three phases of socialization, the purpose of this study was to analyze and describe factors affecting positive professional socialization of PE teachers. More specifically, the researcher examined the effects of professional socialization from undergraduate physical education teacher education (PETE) preparation.

METHODS

The participants included one elementary and two middle school female PE teachers (aged 29-31years with 3-6 years of combined teaching experience. Data were collected from field notes during passive participant observations, two semi-structured formal and informal interviews, and document analysis of autographical posters, to gain an understanding of factors that positively influenced PE teachers during their professional socialization. A thematic analysis was utilized when analyzing the data to find common themes (Denzin & Lincoln, 2003). The researcher used data triangulation, peer debriefing, and member checks to establish trustworthiness in the study.

RESULTS

Results showed that these three PE teachers strengthened their teaching perceptions positively during professional socialization. While they indicated that they received value from all the support provided to them, four themes emerged: (a) impact from faculty in physical education teacher education, (b) positive experience in method courses, (c) positive experience in early field experiences and student teaching experiences, and (d) close supervision from classroom teachers and university supervisors. One of the participants in the study, Linda, said this about how the physical education teacher education faculty influenced her:

> They were amazing. I still talk to them and get a lot of advice and help from them. They always tried to make and help us to be a better professional. Faculty also taught us well and made us ready to become PE teachers. I feel very fortunate.

As explained by the following data excerpt, all three participants had positive experiences in their methods courses. As Laura said about method courses:

> I took elementary and secondary method courses while I was in the physical education teacher education program. Both classes were structured well and really helped me to think about how to manage and organize classes. I just remember that I did not understand why we had to write out detailed lesson plans for each lesson. However, it all began to make sense to me once I started teaching.

Another participant, Sarah, said:

> Both early field experiences and student teaching experiences were very helpful for me to learn more about classroom management, teaching strategies, lesson planning, and teaching practices from a classroom teacher and a university supervisor. More importantly, it was a good opportunity to think about cultural diversity.

The participants were supervised closely by classroom teachers and university supervisors during student teaching. As Linda said about her student teaching experiences:

> The professor that taught method courses came and observed my lessons periodically. He provided specific feedback and suggestions early so that I could improve shortcomings during student teaching. My classroom teacher supervised me closely and was a good role model. He helped me a lot to grow professionally.

In this regard, different phases of socializing experiences and events had a big impact on conceptualizing the PE teachers' perceptions on teaching during early field experiences, physical education teacher education courses, and student teaching.

CONCLUSION

Researchers use teacher socialization to explain the acculturation, professional socialization, and organizational socialization of PE teachers. Three stages of teacher socialization are closely connected and influenced to strengthening PE teachers' perspectives and practices on PE teaching. In addition, teacher socialization describes factors affecting PE teachers' pedagogical decisions and teaching behaviors on their teaching. In this regard, the most important conclusion concerning the experiences of these three participants was that the pedagogical perspectives and practices learned during professional socialization appeared resistant to Zeichner and Tabachnik's (1981) "wash-out effect." Future research should examine the influences of different conditions encountered during the student teaching experience by preservice teachers who have followed core physical education teacher education programs. Understanding the significance of professional socialization may serve to guide teacher educators to improve the effectiveness of physical education teacher education programs and PE teacher candidates' teaching effectiveness.

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CONSIDERATIONS FOR STUDENTS WITH INTELLECTUAL DISABILITIES TO PARTICIPATE IN SOCCER

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INTRODUCTION

The impact of social interaction and inclusion is significant for people with intellectual disabilities (ID). Social and recreational activities allow people with ID to enhance academic, social skill development, and behaviors. Research has shown that physical activities enhance a variety of health conditions of people with ID (Stanish & Frey, 2008). In addition, people with ID can improve a wide range of health conditions, such as developing body muscle, improving postural balance, and reducing fat mass (Krustrup, Dvorak, Junge, & Bangsbo, 2010).

Definition and Characteristics of ID

The American Psychiatric Association (2000) found that children with mild intellectual disabilities (MID) have an IQ score between 50 and 70. Research also has shown that people with ID frequently are deficient in manual dexterity, ball skills, and static and dynamic balance (Vuijk, Hartman, Scherder, & Visscher, 2010). Students with MID showed motor deficiencies in manual dexterity (70.9%) as well as in ball skills and balance (63.6%). Borderline-intellectually functioning people showed motor impairment in manual dexterity (56.5%) as well as in ball skills and balance (44.3%). Researchers suggested that exercise intervention programs, which include basic manual dexterity and balance activity, can enhance the motor performance of people with ID, including activities such as soccer (Vuijk, Hartman, Scherder, & Visscher, 2010).

Benefits of Soccer

Playing soccer is fun and easy to learn for people with ID. In addition to helping people with ID enhance motor performance, playing soccer also can improve lower body strength and cardiovascular fitness levels. Particularly, it enhances hamstring muscle strength and improves postural balance. In addition, because soccer is a team sport, the game facilitates social interaction and increases social networks. One study recommended soccer because it is more effective for people with ID when using a small-sized soccer field due to a lack of cardiovascular level and motor skill of some of the participants (Krustrup, Dvorak, Junge, & Bangsbo, 2010). A smaller field helps keep people with ID engaged, as well as creates rich environments in terms of tactical strategies and positioning, by allowing them to touch the soccer ball more frequently. Additionally, it typically enables people with ID to score more goals. This results in increasing their enjoyment, excitement, and motivation.

Soccer Programs for People with ID

Various programs and resources are available for people with ID to participate in soccer, such as United Sports, Adapted Sports Center, and Disabled Sports U.S.A. In particular, Disabled Sports U.S.A. offers a broad range of recreational physical activities, including soccer development programs for people with ID, regardless of their severity. By networking nationwide, Disabled Sports U.S.A. provides extensive opportunities for people with ID to improve and develop soccer, as well as to experience joy while playing soccer. The organization also promotes physical fitness and soccer tournaments. This kind of program can help people with ID develop independence, confidence, and fitness through participating in soccer. In fact, numerous local or city activity programs exist to accommodate people with ID to play soccer. Thus, it is recommended for families and caregivers to find suitable and professional national or local soccer programs for people with ID to learn and enjoy soccer.

Who are Appropriate Soccer Coaches?

For people with ID to enjoy soccer, it an essential that coaches realize the critical role they play in teaching the skills of the game. Research has shown that experienced and competent soccer coaches can help people with ID develop their skills in an environment conducive to learning (Rizzo, Bishop, & Tobar, D, 1997). This study examined 103 soccer coaches from Southern California. A program known as Coaches' Attitudes toward Players with Disabilities (CAP-S) asked soccer coaches for their perceptions of people with ID. Results showed a strong relationship between coaches' competence and attitude toward players with ID. Competent soccer coaches were more likely to work with players with ID and accept them as people with potential. Furthermore, the study indicated that is imperative coaches provide safe and warm environments and show patience with players with ID.

CONCLUSION

The result of this study indicated that people with ID can benefit both physically and socially from participating in soccer. In order to create a better environment, it is necessary to consider the field size and the limited physical capacity of people with ID. In addition, social organizations should encourage each society to provide more opportunities for people with disabilities to participate. Finally, the learning environment for soccer should be enjoyable. Coaches who are competent and experienced can deliver positive educational environments.

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