

Leadership in Collegiate Athletic Administration

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Abstract. Collegiate athletics was originated in the U.S. after Civil War in the 19th century, and has been prosperously developed in its scope and variety ever since. However, conflicts have been lying in the way in its development. For the better development of collegiate athletics administration not only in the U.S., but also in the Taiwan context in particular, it is fundamental, yet, essential for researchers establishing reference for sport practitioners in this area to achieve better performance, and policy makers to establish more thorough regulations and system. This study reviews present reference on collegiate athletic administration in respect of athletic coaches as well as athletic administrators that include the work of college athletic administrators, the leadership role of coaches in collegiate athletic administration.

Keywords: Leadership, Athletic Administration, collegiate Athletics

1. Introduction

College sport was started by students during the post Civil War period in the 1860's and 1870's in the U.S.. The desire of the nation for diversion after World War I provided a driving force for sports in general and particularly in intercollegiate athletics that participation in a wide variety of sports was introduced at the college level. During the 1920's, popularity of intercollegiate athletics reached a climax; phenomenal growth in college athletics which largely as a result of the war resulted in urging for effective administration in physical education and athletics by the end of the decade. It became necessary to employ graduate managers, coaches and trainers to provide continuity and leadership for the expanding enterprise [1].

Participation in sports has historically been linked to colleges and universities under the premise that participation serves an educational function and supplements the mission of higher education. Yet, intercollegiate athletics is rarely discussed in institutional accreditation self-studies, mission statements, or annual reports as part of higher education's primary purpose of teaching, research, and service.

2. College Athletic Administration

College sporting activities did not make up the educative function of higher education; instead, these student run activities were co-opted by the leadership of higher education for marketing purposes to increase enrollment, philanthropy, and public support [2]. Chelladurai and Kent indicated that the economic impact of intercollegiate athletic is huge and substantial and thus represents a significant component of the sport industry [3]. Intercollegiate athletics developed as a separate commercial enterprise. To be successful in athletic administration, it is essential to identify and strengthen skills and knowledge including standard tasks like staffing, budgeting, coordinating, planning, communicating, reporting and scheduling [4]. However, studies suggested that both men and women in athletic administration positions may be lacking in the necessary professional training [5][6][7][8]. The number of studies that identified the competencies critical for the success of intercollegiate athletic programs was limited [9][10][11][12].

3. Characteristics of Leader

Mohnsen clarifies leader's characteristics: A leader is who innovates, develops, empowers, has long-range perspectives, challenges status quo, focuses on people, communicates, originates, initiates change, fixes the problems, gives acknowledgement, creates tomorrow's opportunities, and does the right things [13]. Great leaders tend to possess vision, compassion, courage, conviction, competence, integrity, character, energy, persistence, self-confidence, composure, humor, knowledge, and, above all, respect for others [14][15][16]. A leader is also likely to be effective communicators, decision makers, planners, and risk takers. When leaders are at their best, they challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart [17].

4. Leadership in Athletic administration

Leadership has been identified as one of the most frequently studied topics in sport management literature [18] [19]. The influential nature and significance of the coaching position is well established. The limitations inherent in judging leadership by success alone have posed the problem of identifying situations and roles that necessitate the demonstration of leadership. Sports coaching have been advanced as an activity that seems to require the utilization of leadership [20]. Some researchers highlighted the coach's influence on performance [21]; while others have claimed that a coach's influence can extend beyond athletic performance, to personal development [22] [23] [24]. Intercollegiate athletic conference commissioners constituted one group of administrators affected by challenges like conference fiscal affairs; policies, procedures, and programs; establishment of strategic long-range plans; supervision of conference staff; and implementing the processes which facilitate high quality communication among member institutions, the conference offices, and various constituent groups [25]. The challenges of athletic administration, and the need for knowledge and development in leadership, have been recognized by both researchers and sports administrators in the past few years [26] [27] [28] [29] [30]. These divergent challenges and competencies are all tending to make athletic administration a unique and complex area of leadership research, and make the study of athletic directors' leadership behaviors critical to the effectiveness and efficiency of their respective organizations.

5. Conclusion

Collegiate athletics emerged after the Civil War in the U.S. by students, and its popularity has been growing ever since; however, professional disciplines through education and training are required for coordinated and effective in collegiate athletic administration. To provide professional training in collegiate athletic administration, to explore leadership qualities through continuous research approaches is crucial. Most organizational researchers claim that there is no simple approach to the examination of leadership and its effectiveness [31]. A better understanding of leadership behavior must include the antecedents of leader behavior [32]. In addition, the emphasis on gender equity in the issue of athletic administration is scarce in Taiwan; develop further research on the subject of women leaders in athletic domain is necessary.

6. References

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