

## A SPORTS MANAGER SPECIFIC TRAITS

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### **Abstract**

The economical, social and cultural environments are characterized today by a deep dynamism which raises numerous challenges for organizations no matter their size or field.

Sports organizations that fight for survival and development in a deeply crisis-touched economical environment are also in this situation. Even though some of the negative effects have died out already, there are still many turbulent elements that can cause issues.

Managers are responsible for the way they distribute resources but also for the manner in which they manage to ensure key-elements exploitation. The following paper aims to highlight a series of major elements which define all sports managers

**Keywords:** sports organizations, sports manager, management roles, performance

### **1. THE COMPLEXITY OF A SPORTS MANAGER DUTIES**

A manager represents the leading process element which involves planning, decision making, coordination, evaluation and control – all done for reaching a common goal, in this case, competition goals.

A sports instructor most common tasks include schedule building, selecting athletes and trainers, establishing strategies, reaching technicians training pinnacle and monitoring results.

Experience gathered from specialists along the years regarding human activities (Fayol, 1949) can be structured by using the following management functions: planning, organizing, leadership, coordination and control. These elements are presented under different forms and in correlation with other management components in order to bring out the impact of a manager over his/hers organization. (Burdus, 2008). All these must be integrated in a strategic vision capable of bringing performance (Nastase, 2010).

Mintzberg (2013) has been describing for 30 years 4 major role categories which become widely appreciated:

- Interpersonal roles
- Information roles
- Decisional roles

### **1.1. Interpersonal roles**

In the current article we will consider a trainer acts the same way a sports manager does, because he is the one who plans, organizes, motivates and constantly evaluates activities and human resources of which he/she is responsible.

Every sports instructor who also leads a station and coordinates a program must take hold of 3 different interpersonal roles.

The first one is the conventional role. As a competent person which was given formal authority over a sports program (or more than one), the instructor is expected to execute different routine procedures like scheduling, fund raising and requests, signing documents, public statements and supplying technical information. The conventional role is usually the most visible management task of an instructor.

The second interpersonal role is leadership regarding transformation and transaction activities. Transaction management requires a natural change of an aspect in favor of another, in 2 people's relationship with the purpose of highlighting and exploiting a positive influence.

Transformation management – goes beyond daily management terms of sport program coordination, by creatively using change and conflict. An instructor focused on transformation commonly involves in changes even if he/she is aware of a possible conflict which can actually benefit his/her area or the results and also ensures a professional tuning between trainers and them.

We observe that transformation management involves both challenge-like aspects and essences. The transformation considers an organization from a strategic point of view, which automatically means an organizational culture rebuild. (Verboncu, 2008)

The third management role of a coordinative instructor is connection. This role represents a very important part of a sports trainer success or failure.

The instructor as a sports manager deals with a very large pool of people in order to start a successful sports training program. Sometimes, connections may seem to be a transactional component, but it is very important interactions are open and objectives clearly defined. (Li, Nicholls, 2000).

A vertical connection is represented by the function hierarchy. Of great technical importance is the horizontal connection every equal has with each other. Keep in mind other discrimination criteria such as age, sex, etc., must not be present – the consulting competence and decision making ability are the only criteria allowed here. (Radu, Nastase, 2011) This relationship leads to developing and maintaining a good technician, athletes and specialists communication.

### **1.2. Information roles**

The first informational role which a sports instructor has, has something to do with monitoring and information relay. A sports training program is constantly shrouded in its own “information cloak” whose elements are data gathered from current and periodic evaluations but also during competitions. To these we can add various other sources.

Magazines and profile publication display new advanced techniques for use in different sports, training systems and effort “recipe” evaluation. All of these must be studied and applied to our country system, with a worry for our athletes own physical, physiological and psychological potential.

Therefore, a profile instructor along with the trainer decides on setting and relaying information to athletes. The process of understanding these is gauged by monitoring training.

The doorway to success opens by explaining information and by making athletes aware of knowledge importance and how to apply them to their own and their competitor behavior. An atmosphere is created in a briefing room which extends with binding all efforts together in order to achieve individual, posts, departments and team goals.

Usually, sports instructors exert their authority by making justified requests. In response, the employees could assume the obligation of fulfilling them or to refuse to execute them. Coordinative sports instructors may use various methods in order to diminish the possibility of a rejection and to boost commitment.

When addressing subordinates, coordinative instructors must take certain behavioral steps to ensure high commitment rates:

- They must be respectful, avoid status differences, be responsible and obey other factors connected to hierarchy;
- They must show trust (if an instructor has trouble communicating then it is less likely staff will gladly do chores);

- They must use a simple language system and when complex communication situation occur, strong, convincing questions regarding acknowledgement must be addressed to the audience;
- They must issue reasonable requests;(policies, official approval, rules and negotiation agreements can help with making requests legit)
- They must use arguments (offering motives for a request helps bridging the gap between coordinators and subordinates);
- Use hierarchy chains (the communication method used and established means lower the possibility of a distorted message. The general rule is not to overlap the trainer and wind up directly at the instructor but as we know, exceptions harden a rule);
- They must practice authority in order to confirm task fulfilling – if obedience for justified requests is not shown, a future insubordination is very likely;
- They must be receptive to new – subordinates who consider their instructor a robot are prone to lack enthusiasm.

The third role category, decision roles, will be presented in a future article due to its importance and because I intend on presenting it in the most scientific framework.

## 2. PREPARING AND EVALUATING TRAINERS

The instructive process required for performance sports has always been a complex and demanding activity which consists of and involves depth and professional caution. This phenomenon along with its perks, goes down in the “sports lab” under GM guiding – performance is turned from potential to reality by records, medals or titles.

The main roles in this process are played by trainers, these sport technicians who often break patterns in their activity without any managerial coordination. It is important to understand people you work with and even treat them as clients, both internal and external (Rașcă, Deaconu, 2012).

For this purpose, we struggled to explain one of the management system segment, evaluation.

A management process implementation is influenced by competence levels. Evaluation is an important process for all learning-oriented companies. (Martell, Calderon, 2005).

By going through athlete, instructor, the chief of performance sport activities workstations, we take joy in the opportunity but also the responsibility of establishing, in this field, on a solid foundation – called experience. Starting from these, we will go further down the trainer evaluation process.

As a manager, caught in this array of dynamism, we have the obligation to question:

- What am I supposed to do?
- How must I do it?
- How can I be the manager this club needs?

In a sport relationship system, evaluating technician competence is a delicate and difficult chore. This is obvious as no matter who that person is, we all have dignity and self-awareness which can be harmed during this phase. In general, any human receives gladly any appreciation and feels awkward when subjected to any criticism.

Evaluating a coach activity, especially of great value, is not only delicate through its indiscrete probing method but also difficult as the product obtained by him/her – champions or non-champions are not the result of his work alone but of that of other independent factors: athlete capacity, training conditions, tradition and discipline, social climate, etc.

Willing to know trainer competence levels better, we rendered these other factors obsolete and went with our own specific actions.

We started our knowledge seeking from the idea that a good manager does not immediately apply a plan of getting rid of the smallest trace of hostility, mediocrity or revolt.

The natural reaction which we used was the evaluation for a better view (in any club there is a natural tendency of raising and preparing own coaches).

Faced with impact factors we conducted a management analyses based on:

- unit requirements;
- internal and external limits;
- own and superior options;
- the guidance nature expressed by partners;
- human, material and financial limits;

- sports technicians agreement and attitudes;
- identifying opportunities.

If evaluating athletes is a coach's job, evaluating coaches is the responsibility of the club's general manager.

### 3. A STUDY REGARDING COACH EVALUATION

For this purpose, we sketched a series of indicators which we considered accurate and relevant in making decisions and drawing conclusions. We developed a questionnaire and its questions which had possible answers tightly connected with evaluating coaches.

This evaluation used a pool of 90 coaches. The formative evaluation focused on the following principles:

- Criteria-based: by comparing results with patterns;
- Rule-based: by initially setting an international compatible value.

10 questions were designed – these questions referred to: training plans, effort programming, competition and training objectives, competition and monitoring patterns, sports technical relation, training lessons.

The results made us reflect:

- on one hand, a percent of 60 declared they had a very clear perspective of the future;
- on the other hand, in the field, we later observed a deficiency in creativity real support (creativity resulted from the questionnaire). There were neither new ways nor signs of experimenting new ideas. The sequel was a methodical training period which focused on reconsidering planning documents, leadership, evaluation, specialists meetings, experience exchanges.

At the next testing, all results were definitely boosted, both management preoccupation and coordination taking a hold.

A better rate of acknowledgement through monitoring was achieved (which is also based on evaluation).

We consider management evaluation influences oriented activity towards:

- understanding management and leadership premises;

- accepting performance assistance;
- authority distribution;
- identification and setting long-term objectives including in hiring trainers;
- perfecting sports technicians' training;
- internal and external selection.

We understood that:

- a complex sort of organization with a large number of athletes, coaches and technicians cannot be run solely on experience and direct knowledge;
- coach activity can be judged only by monitoring;
- performance is a mix of athlete potential, equipment, gear and facilities and also trainer preparation – which must also include deep feelings of satisfaction and responsibility (Boroi G., 2006; Leonte I., 2006).

We must also keep in mind that, in a system of human relationships, evaluating technicians is a very delicate and difficult task.

We observed a scientific evaluation of a coach activity cannot be done independently of evaluating other factors. If social and institutional evaluation ensures social progress, self-esteem and own image, the drive of becoming better and transforming into a champion is also born. Care for a person and his activities must have different shapes and sizes in order to improve his/her activity on more than one levels (Gligor-Cimpoieru, 2012).

If a failure in this matter can be seen from the outside as a competence lack symptom, the personal awareness of failure as well as the resistance attitude towards this result create the need for improvement. In this situation knowing your own inferiority in certain areas of your field must become a motive. We also have to remember that self reflection of your own activity is a crucial component of motivation dynamics and that of human personality. The social – professional integration of any coach cannot be achieved in a static process; as a result, this endeavor must be continuous.

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