

# LTC 501

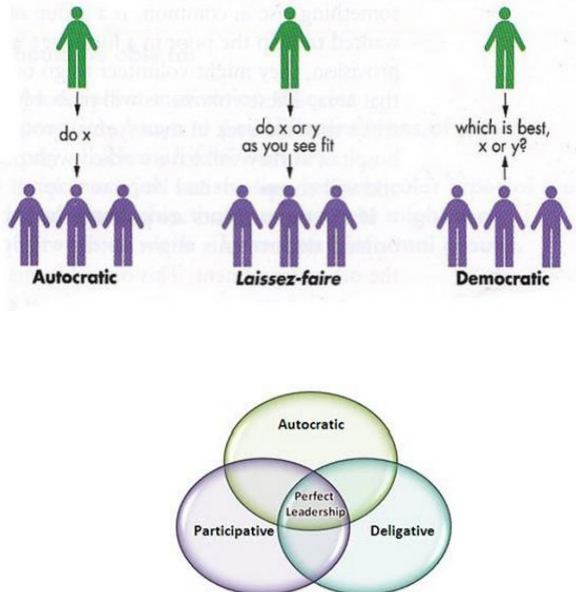
- ☐ #1 Define "Education Based Athletics"
- ☐ #2 Leadership Style Assessment & Philosophy
- ☐ #3 The Major Organizations
- ☐ #4 **Activity Review** the *Interactive* NIAA Welcome Packet and Check out the Link and download.  
<https://members.niaaa.org/page/Resources?&hhsearchterms=%22welcome%22>
- ☐ #5 Professional Development Academy

## Philosophy

This is a field of inquiry that attempts to help an individual (organization) evaluate, in a satisfying and meaningful manner, his/her (its) relationships to the universe, self, and relationship to the "world". This includes a synthesis of the person's beliefs (of an organization) and a guiding force for all activities and could be called the philosophy (or philosophy of the institution).

### Terms to identify:

1. Idealism - Values and beliefs that cause individuals to aspire to a higher state of being. A certain degree of idealism should give direction to the long-range plans of coaches and athletic administrators.
2. Ethics - Values that give direction to behavior in all situations.
3. Autocratic - A dictatorial, singular or dominant point of view that is not open to discussion.
4. Pragmatic - A philosophy and behavior model that focuses on logical and tangible goals that have clear value merit.
5. Integrity - Honesty, sincerity in day- to -day operation.
6. Democratic - A leadership style that emphasizes cooperative, shared and collegial decision-making.
7. Laissez-Faire - A leadership style provides minimal guidance or structure to subordinates.
8. Code of Behavior - Norms, values, standards that are accepted by a culture, society or population (e.g., good or poor sportsmanship).
9. Eclectic - A comprehensive leadership style that incorporates elements of all others as dictated by the circumstance.

Leadership Styles Traditional	Leadership Styles New Styles
	<ul style="list-style-type: none"> <li>• Charismatic</li> <li>• Visionary</li> <li>• Participative</li> <li>• Situational</li> <li>• Transactional</li> <li>• Pace Setter</li> <li>• Servant</li> <li>• Transformational</li> </ul>

Each athletic administrator may have been influenced by the leadership styles of those individuals' current and past that have been a part of professional and community associations. Each individual athletic administrator must develop his/her own style of leadership. In order to do that, he/she should have a working knowledge of the characteristics of the command (autocratic), cooperative (democratic), and submissive (laissez-faire) leadership styles. Administrators may prefer to utilize characteristics from these styles and develop their own combination (or eclectic) leadership style. Regardless, it is important to be able to recognize the various styles of leadership and utilize them as the situations demand.

**Terms to identify:**

1. Staff Planning - The essence of democratic leadership. Excellent procedure for policy development by a coaching staff.
2. Methods of Communicating:
  - a. sending, receiving
  - b. content, emotion
  - c. reinforcement of another person's communication (affirmation, head nodding)
  - d. autocratic-rigid-structured
  - e. laissez faire-unstructured
  - f. democratic-cooperative
3. Analyzing Productivity:
  - a. goal setting
  - b. regular assessment of progress
  - c. re-prioritizing goals and directions
  - d. resource allocation

## **NIAAA Code of Ethics**

The NIAAA Code of Ethics sets the standard for the athletic administrator and his/her operations.

<https://members.niaaa.org/page/CodeOfEthics?&hsearchterms=%22code+and+ethics%22>

## **NIAAA/NFHS**

The Mission of the National Interscholastic Athletic Administrators Association is to develop, enhance and preserve the educational values of interscholastic athletics. The NIAAA serves its members by providing resources to develop and to enhance leadership skills and to offer opportunities for professional growth. Through a partnership with the National Federation of State High School Association (NFHS), the NIAAA promotes a positive working relationship between the State High School Athletic/Activities and State Athletic Administrator Association. Furthermore, the NIAAA seeks not only to enhance current relationships but also to develop new ones with strategic alliances and partners.

The NIAAA prepares two references that the athletic administrator will find helpful both for the CAA exam preparation and for conducting day-to-day business. They are: Athletic Administration: A Comprehensive Guide and A Guide for College-Bound Student-Athletes and Their Parents. These publications are available from the NIAAA.

The NFHS consists of the 50-state high school athletic and/or activities associations and the association of the District of Columbia, as well as affiliated interscholastic organizations from several Canadian Provinces,

Bermuda, St. Croix and St. Thomas-St. John. These associations coordinate efforts to avoid duplication and increase efficiency.

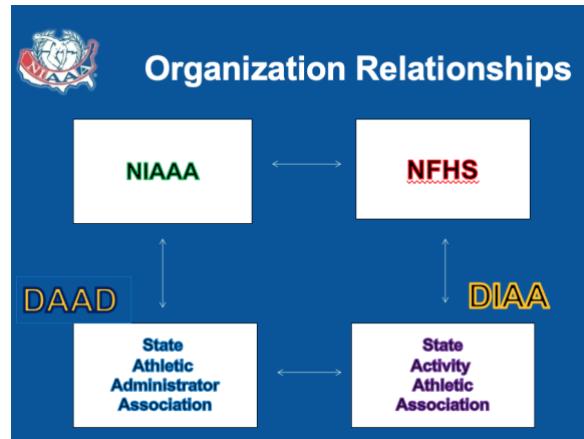
The purpose of the NFHS is to coordinate the efforts of its member associations toward the objectives of interscholastic activities. In order to accomplish this, the NFHS is guided by a philosophy consistent with accepted purposes of secondary education. Member state associations' programs are administered in accordance with the basic beliefs stated in the philosophy.

These state high school associations are organizations of individual high schools. Each school designates an individual to represent it in the state association which is primarily concerned with the administration and establishment of controls to insure the proper conduct of activities and programs. These controls both protect and promote interscholastic activities.

**Terms to identify:**

1. NIAAA Origin- 1976- Kansas City meeting to form NIAAA 1977 First NIAAA Conference in Omaha, NE
2. NFHS Objectives

- a. Purpose - Recommend regulations and standards to guide the conduct of high school athletic programs.
- b. Rule Writing/Policy Committees - Advice from states, sections and regions.
- c. Bylaws/Philosophy - Support for state association standards; defines participation as a privilege and suggests local standards be defined; defines spectator events as positive outlets for student participation; suggests physical exams every two years.
3. Healthy Lifestyle activities – Avoidance of performance enhancing and banned substances.
4. NFHS Origin – 1920 - School personnel from Illinois, Wisconsin, Michigan, Indiana, and Iowa.
5. There are 8 Sections in both the NIAAA & NFHS



**New Athletic Director  
Welcome Packet**

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