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Sports Medicine for Coaches- A Coaching Clinic

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**CONCORDIA UNIVERSITY, ST. PAUL: ST. PAUL, MINNESOTA
DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES**

Sports Medicine for Coaches: A Coaching Clinic

**A GRADUATE PROJECT
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements
for the degree of
Master of Arts Degree in Sport Management**

**by
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St. Paul, Minnesota
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Dedications

I would like to dedicate this to my family members for their support as well as Ryan Blahosky, the Activities Director at Willmar High School.

Abstract

Sports medicine is a vast area of medicine, and expecting a coach to understand all of the medical knowledge is improbable. A coaching clinic that entails basic knowledge of first aid and injury prevention for coaches is critical in today's age where young athletes are put at risk of injury. By utilizing the knowledge and skills of the area clinic, Affiliated Communities Medical Centers, the coaching clinic aims to educate coaches with the latest techniques in injury treatment and prevention. Using local venues to educate the coaches allows for easy access, and small size to ensure quality learning. The coaching clinic will use clinic resources and area high schools to promote the importance of attending the clinic to improve any athletic program. By providing quality information, that is easily accessed and affordable, coaches are able to gain skills and knowledge that will improve their respective athletic programs. The capstone project detailed components of the coaching clinic including hosting organization, site, budget, marketing plan, risk management plan, ethical analysis, and personal reflection.

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Chapter One: Organization Introduction

In the 2012-2013 school year, it was estimated by the National High School Sports-Related Injury Surveillance Study (2013) that 1.3 million injuries were sustained by high school athletes (p. 16). With this large number of athletes having injuries, it is crucial for those around these young athletes to understand the importance of injury prevention and treatment. It is Affiliate Communities Medical Center's goal to ensure that coaches receive and understand and get the correct information to help young athletes stay active.

According to the National High School Sports-Related Injury Surveillance Study (2013), an injury is defined as “an injury that occurred as a result of participation in an organized high school competition or practice and required medical attention and resulted in restriction of the high school athlete's participation for one or more days beyond the day of injury” (p. 11). It is safe to say that any athlete that competes at the high school level puts themselves at risk for an injury. It is the role of a coach to understand the risks that their respective sports place on young athletes, and to minimize those risks with education. For coaches instructing athletes, the 1.3 billion athletes that are injured yearly can be daunting because of the risks that these numbers bring. *Merriam-Webster* (2015) defines a coach as “one who instructs or trains; one who instructs players in the fundamentals of sport” (para. 2b). As a coach, it is important to understand the role they have as instructors. Coaches have minimal education in terms of first aid care and injury prevention, making this a major weakness for athletic programs.

Affiliated Communities Medical Centers (ACMC) is a health care network in West Central and Southwest Minnesota made up of an 11-clinic network, serving six local hospitals (five critical access). The clinic has about 100,000 patients throughout the region, has over 180 physicians and advanced practice providers, and features more than 40 specialty departments

with over 900 support staff. The “heart of APMC is providing compassionate, quality care for our patients” (APMC, 2015, para 1).

APMC's Sports Medicine physicians and advanced practice practitioners are “proud to be a part of the support system for area athletes and sports teams. The team members have extensive training and experience in the specialized health care needs of all athletes at all levels of competition. The team also provides diagnostic, treatment, and preventive services to anyone involved in sports or recreation. (APMC, 2015, para 1)

The goals of APMC’s sports medicine department are to provide quality outreach athletic training coverage for area high schools, colleges, and recreational athletics. The department also aims to educate area athletes, coaches, parents, and the general public on the importance of injury prevention and prompt injury assessment by a trained sports medicine professional. Along with that, the clinic and department strive to educate area physicians, physical therapists, and other healthcare professionals on the specialized skills of our Certified Athletic Trainers (ATC) regarding sports medicine care through the Sports Medicine Symposium (APMC, 2015).

Establishing proper injury prevention techniques, learning basic first aid skills, creating protocols for emergency situations, and practicing taping are all skills that coaches will gain by attending the coaching clinic. Educating coaches about the importance of injury awareness means that if there are no medical professionals around, these coaches are able to intervene for their athletes. With this knowledge coaches are able to trust themselves with the care of their athletes to help ensure their safety.

Chapter Two: Event Introduction

Having young athletes' lives in their hands can make a coach uneasy. These young athletes are at a great risk for sports-related injury due to the nature of the competition that has evolved to more physical games, with "2.17 injuries occurring per 1,000 athletes" (High School RIO, 2013). While coaching education has improved over the years, there are still questions as to how effective these programs have helped high school coaches improve their own athletic programs. In a 2008 study completed by Valovich-McLeod, McGaugh, Boquiren, and Bay (2008), the authors found that 3 percent of youth coaches surveyed passed a First Aid Assessment.

It is important to educate coaches on the prevention, recognition, and care of injury. To better serve athletes, coach education will be the focus of a two-day clinic. The purpose of the coaching clinic is to give coaches the resources needed to help improve their own athletic programs. The clinic is dedicated to improve the health of the community through the education of the coaches. Through this quality education and resources, the coaching clinic will provide the information necessary to help athletes achieve their own goals as a healthy athlete.

A coaching clinic allows for coaches to obtain quality information from medical professionals that specialize in sports medicine. The clinic allows for coaches to gain basic knowledge and practice skills taught over a two day period. With a two-day clinic, these areas can be addressed to help minimize the occurrence of injury, and hopefully allow for minimal time lost for athletes if an injury is sustained. The clinic emphasizes that "the role of the coach is not to definitively diagnose injuries but to recognize and treat minor injuries and to know when to refer to medical professionals" (Hackworth, Jacobs, & O'Neill, 1983, p. 64).

With high injury rates and coaches not having the proper education to help treat and prevent those injuries, it is important to create a program that is effective in giving the coaches the right information in the most efficient way. In a study done by Saunders, Otago, Romiti, Donaldson, White, and Finch (2010), coaches were given a program to help prevent lower-limb injuries. Following the implementation, they were given a questionnaire on the study itself and its' effectiveness to prevent injury, its' ease of implementation, and the likelihood of continuing the program. This study suggests that coaches are willing to educate themselves, with 83 percent of coaches seeing an overall athletic improvement because of the program (Saunders, Otago et al., 2010, p. 1131).

It is important to gain understanding of programs that have been implemented, and their effectiveness to educate coaches with the correct information to help treat and prevent athletic-related injuries. A study by Covassin, Elbin, and Sarmiento (2012) was conducted on the CDC's Heads Up campaign. The aim of the study was to see how youth coaches used and understood the information provided by the program to help prevent, recognize, and respond to concussions. According to the study, 65 percent of coaches surveyed found the fact sheet for coaches to be very useful in recognizing, preventing and responding to concussions (Covassin, et al., 2012).

Having a team or program that is able to participate at their physical best because of no injuries is the ultimate goal for these coaches. Having an education to help prevent and treat any sport-related injury is the key. It is with research and design of an effective program that this clinic hopes to show the importance of having a prevention program to help have such successful athletic programs.

The clinic's expected date will be November 11th and 12th, 2016. Having the clinic on a Friday night and all day Saturday allows for those wanting to attend to not miss work or practice.

By having a two day clinic, this allows for a great deal of information to be presented to those in attendance. The clinic will cost roughly fifty dollars for attendance that will go towards operations costs.

The costs of the clinic are minimal due the nature and availability of the information presented. Materials for first aid would need to be provided for application and practice. Handouts and materials will also be supplied for those in attendance. As for the operations of the event, the cost for the venue, marketing and staff are minimal due to the availability of these within the clinic system. Having marketing and communications departments allow for low cost promotion and planning for the event, as well as physicians and support staff that are readily available.

As for speakers, the clinic will utilize the staff that is currently employed by ACMC. The sports medicine department is comprised of three athletic trainers, one physician assistant, four orthopedic surgeons, and ten physical therapists. These staff will be utilized within their normal pay structure, so no additional compenstion or overtime would be needed to pay staff (See Appendix A for a specific budget breakdown).

Having an environment that allows for coaches to learn and retain the information is a critical part of the coaching clinic. A facility that allows for all involved to learn and expand their knowledge in a setting conducive to learning is crucial. A conference center is a great venue for a coaching clinic because it allows for a versatile location that can accommodate the learning needs of all of the coaches in attendance. A conference center as defined by the International Association of Conference Centers (IACC) (Carey, 1994) is a “venue that exist for one purpose: to provide an environment that will facilitate and support meetings, they are designed to separate functions, minimize distractions, and maximize convenience for attendees”

(p. 53). This venue is important to have because of the uniqueness of the learning environment. Most conferences are education and research based, while the coaching clinic is both, as well as application based. To have a setting that allows for an academics, as well as hands on activities, means having a space that is multipurpose and allows for movement and changing of the layout.

About 30 years ago, the unique facilities of conference centers were starting to pop up and become a staple in the conference world. According to Carey (1994), the conference center was becoming a more and more popular by setting themselves apart from other venues and hotels to host conferences. This unique feature of being able to host small to large conferences and meet all the needs of those involved meant that the conference centers were busy, and being used by everyone in the conference world.

A conference center is unique in that they can change the venue to work for almost anything. From a large business gathering to a small company meeting to educational conferences, these venues are able to accommodate almost any type of gathering. They are designed for the comfort and ease, information exchange, strategic planning, and quality education (Carey, 1994). Conference and convention centers also provide top of the line facilities as well as amenities that will improve the overall feel of the meeting or clinic. From upholstered chairs that are ergonomically designed to state of the art audio-visual equipment, these facilities are there to provide the best service around. The state of the art technology is also important to the clinics and conferences because it allows for all there to understand and retain the information provided.

For the purpose of the coaching clinic, the conference center is a great venue to host because of the great learning environment that it provides. It allows for lecture style set up as well as practical application set up. The coaching clinic is being held at the Willmar Conference

Center (WCC) in Willmar, MN. The conference center has over 10,000 square feet of flexible meeting/exhibit space and was recently updated in 2014 (WCC, 2015). The facility is also connected to two hotels and two restaurants, with catering available on site as well. These extras are a bonus for those attending the clinic because it allows them to stay and relax and not worry while attending the clinic. The spaces are also intended to allow for participants to leave their materials in the space, and be reserved for one group.

The “phrase living, learning, and leisure, coined by Benchmark Hospitality Group, is an apt description of the conference center experience” (Carey, 1994, para. 8). It is important to understand the having an environment that is comfortable, easy to learn in and pleasant make a world of difference to a person attending a conference or clinic. It is import to have things like coffee kiosks or snack bars that allow for attendees to stay refreshed and engaged.

The coaching clinic would utilize the space of the WCC to its advantage to allow for coaches and presenters the best learning environment. The center has several options for utilizing the space for each type of event. In the case of the clinic, Gallery 7 would be utilized in the class setting to provide working space, and space for presenters to give their presentations. The other spaces that would be utilized would be Galleries 1, 2, 3, and 4 for breakout sessions, as these too would be class set up to allow for work space. The benefits of have multiple rooms allows the clinic to have equipment, testing tools, and demonstration tools set up and ready to go.

Gallery 7 has 3,312 square feet, and Galleries 1, 2, 3, and 4 have 1,050 square feet of usable space. All five rooms will be set up with high technology audio-visual equipment, allowing the presenters to communicate the important information to the coaches, while also allowing the coaches to see and hear the information presented (See Appendix B for Gallery graphic). The table set up would allow for two people per table, and provide enough space and

support so that each coach could be on the table for the hands on portion of the clinic. This unique aspect of the coaching clinic means the WCC has the capability of support the weight of someone sitting on the table top itself.

The conference center environment, according to Carey, (1994) “eliminates obstacles and when that convenience is created, people can concentrate on understanding the meeting content above anything else” (p. 12). The conference center allows for all involved in the clinic process to utilize the time wisely, and educate the coaches on what is most important. The coaching clinic aims to educate coaches on the importance of injury prevention and treatment, and with a venue like the WCC, the task of doing that is made easier.

Chapter Three: Marketing Plan

A marketing plan allows for ACMC to show their value of the coaching clinic to area high school coaches. According to Greenwell and Thorn (2012), a marketing plan is a “written document outlining an organization’s strategy and the course of action necessary to implement that strategy” (p. 30). For organizations, it is important to continually evaluate the marketing plan to allow for growth, and to ensure that the goals and objectives are being met. The plan itself can be created in many different ways. Plans should include purpose, product, project market, position, player, package, price, place, promotion, and promise. These ten elements allow for the plan to provide the basic knowledge of how the organization wants to succeed.

Purpose

For this event, the marketing plan works to gain attention to the clinic’s services, attract coaches that do not have basic knowledge of injury care and prevention, and to increase awareness for sports medicine. The goals of marketing the clinic are to ensure that those in attendance will receive the best quality education from highly qualified medical professionals with expansive knowledge and experience in the sports medicine field. Highlighting the importance of the ever changing research and continuing education for sports medicine topics will also be crucial.

By introducing injury prevention skills, basic first aid, proper nutrition for athletes, and highlighting ongoing sports medicine research, the coaching clinic aims to improve the knowledge and skills useful for the coaches at the high school and younger levels. The goal of the clinic also entails gaining a large representation of central and southwestern Minnesota

coaches. By having at least 50 percent of coaches contacted participate, the clinic will create a knowledge base of coaches that are able to prevent, treat and educate their athletes.

Product

Promoting a coaching clinic means being able to identify the product itself. According to Pedersen, Parks, Quaterman, and Thibault (2011) “the product is a three-dimensional product that is composed of tangible goods, support services, and the event itself” (p. 255). In terms of the coaching clinic, the tangible goods of the clinic are the handouts and skills given to the coaches in attendance. Along with the handouts and skills, coaches are also given contact information and a network of skilled medical professionals to reach out to if a need should arise.

From the perspective of support services, there is a great importance in having support staff in regards to putting on the coaching clinic. From providers, to social media, to administrative assistants, the support staff that helps put on the clinic is vital. Having a support staff that works well with the event allows for the event to go off without any problems and meet the goals and objectives.

It is important to understand the event itself in terms of it being a product. “Marketers must understand and appreciate the elements of the core product of sport as well as the core product extensions” (Pedersen et al, 2011, p. 256). The extensions of the product include the theatrics of the event that bring attention to the event itself. These extensions are important to the event promotion because they reach the audience and peak interest in the topic of sports medicine. With creative promotion, the product extensions are used to increase attendance and increase awareness of the services provided by ACMC.

Project Market

For the coaching clinic to evaluate the ways of marketing and continue to improve, it is important to use an analytical tool to break down the various aspects of the clinic. Such analysis is done to make sure that the right processes are being done to reach those that are intended to be reached, that the information presented is the right information, and that strategies are done effectively and efficiently. One strategy for analyzing a planning method of an organization is the Strengths, Weaknesses, Opportunities, and Threats (SWOT) method.

The SWOT analysis has four elements: The strengths are aspects or characteristics of the business or project that give it an advantage over others; the weaknesses are aspects or characteristics that place the organization at a disadvantage relative to others; the opportunities are internal and external prospects that can improve organization's performances within the context; the threats are internal and external influencing factors in the environment that could cause trouble for the function or project. (Quincy, Lu, & Huang, 2012, p. 2)

The SWOT analysis process is used to help those in the organization be "aware of what is occurring internally and externally to effectively plan, manage, and lead the organization in the most effective and efficient manner" (Hazelbaker, 2006, p. 53). Using a SWOT analysis ensures that everyone in the organization has input about the procedures, and an opportunity to provide different ideas of strengths and weaknesses.

This process of a SWOT analysis can and should be done at all stages of an organization's planning. A SWOT allows for an assessment to be completed and move an organization forward to ensure they are fulfilling their mission and values. Decision makers within an organization need to "address these and other questions to clarify key strategic choices in the organization" (Kearns, 1992, p. 11).

The coaching clinic's marketing plan is to educate and present the opportunity to area coaches on the importance of injury prevention and prompt injury assessment. Affiliated Community Medical Centers' (2015) mission statement is to be "dedicated to improving the health of our communities" (para. 1). This dedication to the community means providing quality care and education to anyone who seeks it out. For the marketing plan to be successful and thrive it is important that the "goals and objectives align with the mission of the organization" (Pedersen et al., 2011, p. 255). When examining the SWOT (Appendix C) of the marketing plan, it allows the organization to make adjustments and create new material. The marketing plan for the coaching clinic has many different strengths and weaknesses and with the SWOT analysis, it will be able to improve and modify those issues.

Position

To make the coaching clinic unique and appealing to coaches, it is important to position the coaching clinic in a way that will increase the awareness of the event. According to Pedersen et al. (2011), "positioning refers to the process of establishing a sport entity in the minds of consumers in the target market" (p. 256). By positioning the coaching clinic in the right frame, it will ensure that area coaches are getting the information they need to register for the coaching clinic. By differentiating the clinic from other events or clinics a coach may attend, it allows the event to reach a larger population and reach our targeted audience. Creating a "distinctive" image creates a brand that the public associates with clinic.

ACMC's brand uses the high quality knowledge and care of its providers to promote the use of the medical clinic. With ACMC's brand attached to the coaching clinic, it allows for those in the area to know that the clinic will provide quality information. The loyalty and

awareness that is attached to APMC's brand is also important to emphasize to area coaches as a reason to attend the coaching clinic.

Pick Players

As stated before, with the significance of injury in athletics, coaches are being placed in situations all too often that require them to treat minor athletic injuries. It is important to identify those coaches that are in need of education to allow for proper care of athletes. According to Zannon, Hall, Lockstone-Binney, and Weber (2014), "through the segmentation of consumers into smaller homogeneous groups based on particular shared characteristics, organizations are better able to understand their customers, identify opportunities, tailor product offerings, and design positioning strategies to fulfill their needs, wants, and preferences" (p. 565). The use of marketing segmentation is used to target the players that will attend the coaching clinic.

Market segmentation is important in the process of promoting the coaching clinic because it identifies those that have similar wants and needs. Targeting specific market segments allows for more "strategic business planning and assists with efficient and effective allocation of limited resources" (Zannon et al, 2014, p. 566). The process of using demographic and psychographic segmentation would be used for the coaching clinic. Demographic segmentation would be used for the place of residence, while psychographic segmentation would be used for the interests and lifestyles. This zeroing in on specific consumers allows for the product to be sold and made appealing (Pedersen et al., 2011).

A strategy focused on geographic area of the central and southwestern Minnesota schools, the coaching clinic will use this demographic information to find those specific coaches that would be interested in the coaching clinic. By finding those coaches that do not have current

certifications in first aid and prevention, this process of psychographic segmentation pinpoints those coaches that would highly benefit from attending the coaching clinic. This allows for the resources to be focused towards contacting a certain population and not waste financial and related resources.

Package

For coaches, they may have had a course or two while in school, but over the years, those skills and that knowledge diminish and change. The plan to market the coaching clinic will ensure that coaches understand the importance of attending such a course, and understand the importance of continuing education to better their respective athletic programs. The promotion of the clinic to central and southwest Minnesota coaches will ensure a wide range of coaches are being exposed to the event.

By grouping the different tangible and intangible benefits of the coaching clinic, the success is based on the needs and wants of those in attendance. Packaging the benefits of attending with those benefits of the information to be learned allows for those interested in the event to place greater weight on attending. Using the knowledge that will be gained by attending allows for the prospective attendees to understand the importance of the coaching clinic, not only for themselves, but their own programs.

Price

An affordable clinic will be used to gain the attention of those that are being targeted. The cost of the coaching clinic is low due to the availability of the resources within ACMC. By using staff and physicians already employed and paid by ACMC, the cost of putting on the clinic is minimal, and only includes the conference center and materials (see Appendix A). The staff is

able to use their presentations as part of their own continuing educations and provide quality information to coaches.

Promotion

The process of implementing the promotional plan of an event can be achieved in many ways. According to Pedersen et al. (2011) “promoting products involves implementing a mix of activities that will best: communicate the desired image to the target audience, educate and inform the target audience, and persuade the target audience to buy” (p. 263). This implementing of promotions allows for the event to be placed in the best possible location so that a wide variety of people see the information and attend the clinic.

Once elements are in place for the event, having a plan to implement the promotion plan is necessary. According to Pedersen et al. (2011), “presenting the product in the best possible manner to encourage the selected target audience to purchase it” is very crucial for the event creation process (p. 259). Using the resources that ACMC has to promote the event allows for ease of access to those that would be interested in the coaching clinic. By using this existing customer base, the clinic will successfully reach the intended audience.

Advertising. Whether in a big city or a rural town, radio is one of the most effective tools for getting your message out to potential customers, and it does so at a cost far below other methods. From a weekend of advertisements designed to promote a special event to once a day advertisements, radio is a viable advertising medium. Radio is on 24/7, reaching over 93 percent of people age 12 and older every week, and 78 percent daily (KWLM, 2014). No matter how small or large the advertiser, radio allows creativity for the brand and creates a unique identity that consumers will remember.

According to Boyles and Diss (2006), radio production costs less than TV and print. Its “placement” means, simply, the type of program your advertisements precede or follow. Placing an advertisement means paying more money for the “peak” drive times or determining when your “clientele” listens. In the case of the coaching clinic, placing the ads on the sports radio station is best. The target audiences are those involved with sports and those associated with sports. Placing the advertisements in the evenings when coaches are listening to results from the previous night is best. Placing advertisements during the broadcast of events is also a viable option for the coaching clinic.

Publicity. Using existing social media outlets and reaching out to high school athletic departments, the promotion of the coaching clinic aims to use existing “customers” as well as gain new ones. Along with social media, providing an inexpensive clinic for coaches allows for those in attendance to attend that might not be able to attend based on financial reasons. By providing a low cost, high quality clinic, coaches will obtain information for their respective programs that will help build a successful program. Using the inexpensive price to promote the clinic contributes to the hopeful attendance of area coaches.

One of the fastest growing areas for sport publicity and marketing is the area of social sites, or social media. One key feature of social media use in sport is its ability to overcome the barriers to access, if an organization were able to use social media to make use of these benefits, it would aid it in achieving relationship marketing goals of brand building and customer loyalty (Thompson, Martin, Gee, & Eagleman, 2014). This customer loyalty is what the use of social media aims. Using social media to gain attendance for the coaching clinic will allow for a wide range of people and canvas a wide range of locations. With the ease, access and availability of the Internet, and an increasingly connected population, organizations can now tap into a growing

virtual community of sports fans and followers. Using these mediums to gain access to the area coaches allows for APMC to build a relationship with these coaches.

Signage conveys a message more as an impression than as a direct message. “The message is received and acted on based on the awareness and feelings of the receiver with regard to the sender” (Mullin, 2007, p. 230). APMC has TVs placed throughout the clinics to advertise upcoming events, new physicians, education, and current conditions. This form of promotion allows for an interactive way for the “viewers” to receive the message and hopefully retain the information.

Web sites can be “used to promote the organization by providing information that was not as readily available in the past” (Mullin, 2007, p. 270). APMC’s website is used to provide a wide range of information to area people. The website allows for the coaching clinic to be linked with APMC. The website allows for the information about the clinic to be as up to date as possible. It is also used to link and connect coaches to the Sports Medicine website that has a large amount of information for those that are around young athletes. From the involved providers to tips for athletes to stay healthy, the website allows for anyone who visits it to have quality information.

Personal Selling. Another way to present the product, the coaching clinic, is to present it in a manner that would benefit the coaches. The coaches will not only get knowledge from the clinic, but they will also create a network of area coaches and health care providers. This use of packaging allows for the business aspect of the event to show.

Media Relations. People want to make informed decisions. Yet at the same time, do not individuals want to be buried in messages that have no relevance to personal lives. “An e-

mail campaign's biggest hurdle is getting opened. Recipients delete much of their e-mail based on what's written in the subject, to, and from lines. Be clear and conserve space” (Bettinger, 2003, p. 1). According to Bettinger (2003), email can be used to “gain the attention of those people that are being targeted, but you have to make sure that they read it” (para. 5). Email communications need to make the point in the first 10 lines, keeping sentences short and to the point, and if possible, personalizing the content (Bettinger, 2003).

Direct mailings will be used to ensure that the information about the clinic physically gets to those that would benefit from the clinic. “Direct mailings reach only the people the organization wants to reach, which minimizes spending on circulating a message to people who have little interest in the contents” (Mullin, Hardy, and Sutton, 2007, p. 260). These mailings will be utilized to provide information to area coaches about the clinic in an eye catching way. Using the recommendations from Mullin et al. (2007), being able to get the information to the coaches will be simple. These guidelines are: make the headline important and grab the attention of the reader, make the headline and the visual match and complement each other, information should be specific and informative, and information should be readable and flow (p. 260).

The coaching clinic will use information taken from the Minnesota State High School League (MSHSL) webpage. The emails and physical addresses are provided for each high school league sponsored sport head coach and this information will be taken and put into a database. The area youth league coaches’ contact information will be obtained from their respective sites as well.

Promise: Evaluation Strategy and Tactics

When the process of promoting the events is done and the event has completed, it is the time to evaluate the full process. This requires an evaluation of the “extent to which the marketing plan met its purpose to meet the mission of the organization” (Pedersen et al., 2011, p. 265). When looking at evaluating an event and the marketing associated with it, there are many tools to use to ensure that the marketing plan met the needs of the organization.

The marketing plan for the coaching clinic entails a wide variety of promotional mediums, and having this wide range means having to use a variety of evaluation ideas. The marketing plan uses social media as a large part of promoting the event. When using social media, it is simple to gain access to the amount of views on a particular post, as well as see how many followers were gained because of a particular post. With various social media sites, gaining access to the views allows the organization to see the exposure of the event, and examine where the majority of the views took place.

The other way to evaluate a marketing plan would be to use the actual event as an evaluation of the exposure. According to Davies, Coleman, and Ramchandani (2010), the "accurate measurement of attendance is not only important for the monitoring and evaluation of various types of impacts, but it is of great consequence to the marketing and sponsorship of free-to-view events" (p. 22). Although this tool to evaluate the attendance of an event takes place after the promotion, it can help future events become more effective and efficient (which is the long-term goal of the clinic). This method of evaluation allows for the coaching clinic to show the value of the clinic to the coaches themselves.

Applying a strategic marketing plan to an event allows for the organization to have a definite plan in place to ensure the success of the event, in turn ensuring the health and safety of the young athletes. The marketing plan for APMC's coaching aims to reach those that would

benefit the most from attending the clinic and ensure that they are getting the highest quality information possible. The coaching clinic's marketing plan ensures that those in attendance are getting the information, and meeting the mission of ACMC by "improving the health of the community" (ACMC, 2015, para. 3).

Chapter Four: Employee/Volunteer Planning

To have an effective and productive coaching clinic, it is crucial to have the best staff possible planning, coordinating, and providing the information. A manager, director, coordinator, or someone in charge, is vital to this process. The most effective skills that a manager can have when helping with the coaching clinic are knowing the task at hand, being supportive, bringing new knowledge or creating an environment for new knowledge, and focusing on a positive team environment (Noe, Hollenbeck, Gerhart, & Wright, 2008).

A coaching clinic has many different people involved in the planning and delivery of the program to make sure that the coaches are getting the most accurate information possible. The manager needs to make sure that they are giving the right tasks to the right people, and getting the right information out to the public. As a manager for a group of doctors, marketing employees, athletic trainers, administrative assistants, maintenance workers, purchasers, physical therapists, psychologists, and dieticians, there must be a wide variety of skills used to help the group succeed in putting on the coaching clinic.

First off, a skill that a manager should have is focusing on the task at hand, and making sure that the procedures are being completed to meet those tasks. A good leader or manager is able to identify the most important tasks to be completed, and then delegating those tasks to the support staff, and medical professionals. Along with identifying the tasks that need to be completed, the manager must be task-orientated and look at issues logically.

A manager that explores new avenues for knowledge allows for their staff to increase their knowledge base, and create employees that are the best in their respective fields. In turn, this allows for the best knowledge to be provided to the coaches. In the medical field, training and continuing education are very important because it allows those to provide the best care

possible. If a manager supports their employees and pushes them to gain further knowledge, then all involved will benefit (Benjamin, 2014).

Another skill that a manager should have is resourcefulness, allowing the manager to be able to “think strategically, engage in flexible problem solving, and work effectively with higher management” (Noe, Hollenbeck, Gerhart, & Wright, 2008, p. 415). A good manager is able to use their skills to meet multiple demands of the job, and to provide direction to the employees they supervise. For the coaching clinic, a manager must be able to give out appropriate tasks and work with others to make sure all aspects of the event get completed on time and correctly.

While supervising a wide variety of people, the manager must be able to work well with those people and provide support. Strategies like incentives, bonuses, spending time with employees one on one, and encouraging the employees are all different ways a manager can create a workplace that is enjoyable and successful (Anzalone, 2014). It is important for the manager to meet with the employees based on the wide array of knowledge to gain understanding of their talents and to utilize their knowledge for the coaches’ clinic. Team meetings are also a great resource for managers to bring cohesiveness to the group. Having regular meetings that involve an incentive, such as a meal, are a great way for the employees to feel special and also to help work on the clinic (Benjamin, 2014).

A manager that encourages their employees is a good fit for the coaching clinic and being able to create a climate of development is important. This goes along with the push to continue education in employees, and creates an environment that allows for growth. However, pushing employees to succeed can mean many different things, and each individual should be individually encouraged based on their strengths.

In terms of the coaching clinic, giving the staff free reign and encouraging them to explore the many facets of sports medicine allows for a wide variety of educational materials that can be presented at the clinic. This challenge for the employees to bring new and exciting knowledge to the clinic brings a certain encouragement to the staff. If a manager provides a challenging climate to encourage the development, will aid that the staff in striving to develop and improve the department or clinic. All of these leadership skills take a great amount of balance and time for a manager. If managers are able to create an environment where employees want to learn and want to educate the coaches, then the job of the manager is met. It is important for a manager to listen to their staff and work to become better for the best of the clinic. This balance between being task-orientated and relationship-orientated managers may mean bending over backwards to create the job environment wanted.

For the coaching clinic, it is imperative for the staff to have faith in the manager to get all the information together and presented. Without support from the other staff, a manager would be unable to put on this event given that their knowledge will not meet all that the coaches needs when gaining the right knowledge to help athletes. Staff must work together and create an environment that is positive and promotes learning. These are important to be able to provide the best and highest quality information to the coaches in attendance at the clinic.

Chapter Five: Risk Management Plan

One of the areas for coaching clinic presented is to create a risk assessment and making a plan for the respective venues. According to Cotten and Wolohan (2013), risk management is defined as “controlling the financial and personal injury losses from sudden, unforeseen, unusual accidents and intentional torts” (p. 278). The authors also described as “a course of action designed to reduce the risk and loss to sport participants, spectators, employees, management and organizations” (p. 278). In order to emphasize the importance of creating one’s own risk assessment, a risk assessment of Willmar Senior High School was completed and compiled to show and educate the coaches.

As a sport organization, it is crucial to have risk management in place to help with limiting any unnecessary problems. Willmar High School is located in Willmar, Minnesota with the population of 19,570 (United States Census Bureau, 2014). The high school has an enrollment of 1,145 (Minnesota Report Card, 2015) and roughly 300 athletes. The Activities Director is Ryan Blahosky, who has been at Willmar High school for the last three years. Going into his fourth year, Ryan has worked to improve the facilities and ensure that the student athletes have the experience with the resources that are available.

Willmar High School Athletic Facility Information

In 1994, Willmar Senior High was opened for use by students, grades 9-12. The facility was built with bond money and includes two academic wings and an athletic wing. The athletic wing includes: a three-court gymnasium, an eight lane pool and diving well, a wrestling room, a weight room, eight tennis courts, two practice football fields, two practice soccer fields, three softball field, a fitness center, and four locker rooms. (See appendix C for pictures).

These facilities have been maintained to meet standards in place by the Minnesota State High School League. Along with the required maintenance, the facilities have had minimal improvements done to bring increase to the modernness of technology. Improvements in the sound systems, water systems, and HVAC systems have been made to prevent any issues that may arise with normal use of facilities.

Mission and Philosophy

It is the mission of Willmar Senior high to prepare all students for a successful tomorrow. The overarching goal of the Willmar Public Schools is to be involved with the students, staff, parents and community. In the pursuit of these current beliefs, four principles provide guidance: 1) learning is a lifelong experience for all, 2) all individuals will be valued socially, culturally and academically, 3) all children can learn and succeed when given experiences appropriate to their needs, and 4) the learning environment will be psychologically and physically safe (Cardinal Activities, 2015).

Activities Director Interview

When speaking to Activities Director, Ryan Blahosky, it was evident that safety was very important to him and his department. Over the last three years, Ryan has implemented many changes and improvements to all facilities department wide. One of the major projects that he started was to improve the overall appearances and safety of the facilities. With Willmar High being 20 years old, there are many different aspects that are outdated and in need of improvement.

While trying to make improvements to appearances, the facilities also needed maintenance. The soccer fields needed to be overhauled and improved when he was hired, so

that was one project he made sure happened. “It is important to ensure the safety and well-being of our athletes, but it also makes a difference in the way the game is played. If you have a soccer field that is well maintained, the game plays faster and is more competitive” (R. Blahosky, personal communication, October 7, 2015). It is clear that making sure the fields and courts are in great shape is important to him. Along with ensuring that the facilities are in good working order, he has also brought new components into the facilities. With additions to the pool, gymnasium, and tennis courts, it allows for the school to be competitive and also host tournaments. From a better scoring system to wind nets, these additions allowed for the athletes to have a competitive edge against their competition.

One issue that Ryan has encountered pertains to the funding. In a small town with a free and reduced percentage of over 50 percent, it is hard to come up with the money that is needed to improve and add to the facilities. Using his “politician” hat has meant meeting with sponsors and boosters to ensure that funds can be used for every sport and activity. This has been a real challenge, but with the support from every coach, parent and student, he has been able to make changes to existing infrastructure.

The school is in the planning process of adding more athletic facilities because of a bond referendum passed this last spring. “I am so excited for the new facilities because we can now compete with schools we play. It is hard to stay with the bigger schools that have the best of the best facilities, but now we have that chance with the new facilities” (R. Blahosky, personal communication, October 7, 2015). The bond will allow for the addition of a two-court gymnasium, a gymnastics venue, a new wrestling room, and a new fitness center. This new space allows for all student athletes to stay on campus for practices, and new technology and equipment to be used.

The other part of the equation that is imperative to Ryan is ensuring the safety of the athletes and spectators. To do this, having plans in place to deal with emergencies is important. As part of the plan, the school has policies and plans in place to deal with bad climate weather, injuries, and catastrophes.

We make sure our coaches have emergency action plans in place and that they have practiced with the coaching staff and athletes (Appendix D). We also utilize athletic training services through a clinic who will make the judgement call as to when the weather is bad enough to postpone play when outdoors (Appendix E). The athletic training services are also used to help minimize the catastrophic injury. Our athletic trainer helps to prevent and treat any injury that happens to any athlete at the school. This helps with our liability and it keeps our athletes safe and playing. (R. Blahosky, personal communication, October 7, 2015)

Overall Maintenance and Assessment of Facilities

In terms of overall maintenance and assessment of the facilities, the athletic wing of the school shows that it is 20 years old. In terms of aesthetics and function, the facilities have been improved to meet the needs of the events they hold. There are many things that need to be improved, but again, with budgets being so small it is tough to be the best of the best. From the gymnasium floor to the poor drainage on the practice fields outside, the athletic facilities are in need of some maintenance. With multiple sports using the facilities and the wear and tear of the use takes its toll on the facilities. It is apparent that minor improvements have been made to ensure the facilities are meeting the needs of activities that use them.

Specific Risks Identified and Classified

After walking through the facilities, it was apparent that the risks that each area of the facility were minor, and no major issues needed to be addressed immediately. Although the risks that were identified were minor, they needed to be addressed in order to provide the best facilities possible. With the continued review and improvement of the facilities, the risks are minimal and do not need a drastic overhaul. All of these risks can be and should be classified. According to Cotten and Wolohan (2013), classifying the risk is done to “determine how often the risk may occur and the degree of the potential loss arising from the risk” (p. 280). In appendix H you can see the classifications of each of the risks, with the frequency and severity identified.

The locker rooms are the first area of the athletic facilities when coming into the building. With doors open, it is obvious that security of the locker rooms is lacking. This runs the risk of having theft or unauthorized persons entering them with the doors unsecured. All though there is signage and cameras outside of the locker rooms, there are still risks involved with having the doors open and unsecured. Along with the unsecured doors, the locker rooms also have very poor flooring. When the floor is wet, it is very slippery and hazardous. Since the locker rooms are connected to the swimming pool and a majority of the athletes shower in the locker room, the odds of the floor being wet are high. Even in shoes, the floor can be dangerous and cause slips or falls. Along with the floor being slippery wet, the drainage is poor near the showers, creating standing water and more of a hazard.

In the wrestling room, the subfloor is broken in places and unsafe for the amount of traffic that is on it. The sub floor is covered by two mats all year long. The mats get moved and taken out five to six times a year for matches in the gym. Once the mats are taken out of the room, one is able to see the wear and tear on the subflooring. There are visible signs of damage

to the flooring even with the mats on as well as instability in some places when walking on the floor. In addition to the flooring, there are extra mats and weights sitting out in the wrestling room. These four rolls sit in the room unsecured and are a hazard for climbing and jumping on. Along with the mats, there are weights sitting out. These are a risk because people may try to use them unsupervised and hurt themselves, or they may take them out of the room.

In the gymnasium, one of the major risks that is when the bleachers are out and the supports are exposed. There are four sets of bleachers and each end is open when pulled out. These bleachers are a danger to spectators and young children at events. With beams and wires exposed, the risk of injury is high as well as the intrigue to young kids to “explore.”

Outside, the soccer fields have a few risks. The main risk is the nets being unsecured. This is a great hazard because if the nets tip over any athlete in the way will be hit by the heavy net and frame. Most netting is secured by four to six large anchors in order to keep the net from moving, and by having these absent, danger is increased for any player that comes into contact with the net or frame.

Risks Treated

Making improvements and changes helps minimize risks by addressing the issues at hand. A treatment is “a method used to reduce, control, manage, or eliminate financial risks and bodily injuries” (Cotten & Wolohan, 2013, p. 265). With each of these risks, there is a potential for changing the exposure against any harm or injury.

In the instance of the locker room doors, there is not a potential for significant loss and the chances of any issues arise are small. In that case, retaining the risk is the most reasonable for the amount of loss that could happen. With signs in place stating that “the school is not

responsible for the theft or loss of property”, and surveillance cameras outside of the locker rooms, this gives the school no protection from a legal standpoint, but it is their duty to warn.

In the instance of the locker room floors, reduction is the best option for the school. Reduction “is a proactive approach to reduce the chance for injury” (Cotten & Wolohan, 2013, p. 273). By adding a layer of paint that adds some texture lessens the chance of slips and falls while walking on the wet floor. Also adding more drainage or inspecting the drains quarterly would eliminate the poor drainage as a factor for standing water that can cause slips or falls.

The flooring may be a harder task to eliminate. Subflooring can be expensive and funds are not readily available. With the new addition that will be starting in the spring, the flooring should be maintained with resources that the school already has in place. Having the maintenance staff fix and repair the worn out parts of the floor is the best option for the time being until a new facility is built. Something as simple as replacing one section of the floor can fix any instability and remove any risk of injury.

As for the extra mats and weights in the wrestling room, the best solution is to ensure the room is locked and supervised whenever anyone is in the facility. The supervisor then assumes responsibility for any injury or risk involved with the equipment or room. Also, by removing excess equipment or materials, the risks are decreased immensely.

Bleacher safety can be a difficult thing to combat, but taking steps to ensure that everyone that uses them is safe is important to risk reduction. One factor that can be dangerous with bleachers is the open ends that give access underneath them. One enticing factor that can contribute to the enhanced risk of injury is to children and their need to explore. With wires and beams, injury is a great risk for anyone that tries to go under the bleachers. By adding a tarp

barrier when the bleachers are open, it may prevent people from walking underneath the bleachers and minimize the risk of injury on the bleachers.

The simple fix of adding anchors to the soccer nets means preventing the net from falling over or moving when contacted. These anchors are easily purchased and inexpensive. With the fields being out in the open with little tree coverage, the wind plays a large roll in moving the nets and with the anchors in place, this minimizes the movement. (See Appendix F for pictures).

Suggestions and Recommendations

The Willmar High School athletics facility has been maintained well in the last 20 years, but there are improvements that need to be made to ensure the safety of the athletes and spectators. With an inspection there seems to be some minor issues that with time and money, can be easily fixed. With the new addition coming in the spring, the whole athletic facility will be examined at and improved.

One strategy that can be introduced would be quarterly walk-throughs to ensure minor maintenance issues can be addressed and fixed as soon as they arise. Periodic inspections help to check any malfunctions in equipment, broken equipment, or poorly working equipment. Having this in place will allow for the maintenance staff and administration to know what is going on in the facility and keep abreast of any issues that may happen.

It is important to go over risk management plans yearly and go over the findings to see what can be done to minimize risks. Risks are always going to be evident in high school sports and their venues, but having plans in place to ensure the safety of all of those involved is crucial. Having a risk management plan in place will help to minimize the risks to which these young athletes are exposed.

Chapter Six: Ethical Analysis

Another topic of utmost importance that will be covered in the coaching clinic is ensuring the safety of all athletes, and how to treat and care for each athlete ethically. It is important for coaches to understand they are the responsible adult entrusted to care for the athletes. Coaches must have the knowledge and skills to give the best care possible for each and every one of their athletes.

Ethics for Athletic Injuries - Deontology

When talking about ethics and coaching, it can be very controversial because of the many philosophies of coaching that people hold as well as the many ethical views that are presented. Ethics in medical treatment can also be very controversial, but for a coach, it is important to understand that the priority needs to be the athlete's health and well-being. If a situation arises where an athlete sprains their ankle while playing basketball, a coach must make sure that the athlete is not severely hurt, and treat the athlete to the best of their abilities.

The decision that the coach makes to treat the athlete and not continue practice or play, is making a deontological decision. They are making the decision to treat because it abides by a "certain universal principle of conduct" (Malloy & Zakus, 1995, p. 41). This deontology view of ethics is important to coaches when dealing with athlete's safety and well-being because without this view a coach may not treat an athlete. It is the duty of coaches to care for an athlete, in absence of a medical professional.

According to Prospects.ac.uk (2013), the job description of a coach "involves developing the participants' physical and psychological fitness and providing the best possible practical conditions in order to maximize their performance" (para. 2). This "duty" of a coach to provide

the best possible for their athletes is important, even though that coach may not have the “best” knowledge about everything pertaining to coaching. In deontology, the consequences may not reflect the intentions of the act (Malloy & Zakus, 1995, p. 41).

As such, if a coach treats a sprained ankle, but does not do it 100 percent correct, the consequences may be that the athlete may have to miss more games than expected or they may have lasting effects from the sprain. It is this view that can be tricky for coaches because the actions might be the right thing to do, but the knowledge of the coach may make the consequences of the action unwanted.

Ethics for Athletic Injuries – Teleology

As with deontology, teleology brings to the table a lot of questions when discussing coaching and treating an injured athlete. It is important for a coach to treat an athlete because they are concerned about what might happen to the athlete if they are, or not treated. This thought of making a decision and thinking about the outcome is teleology (Malloy & Zakus, 1995, p. 40). The thoughts that go through a coaches’ mind when an athlete becomes injured is most often “what will happen in the future?” The job of a coach is to have a team to teach and be able to compete, and with injured athletes, they are unable to do this. The decision is based on what is most important to the future of their team. These coaches are continually thinking about the consequences of the situation at hand.

When a coach has the proper knowledge and skill to treat an injury, they are able to care for an injured athlete and know that they did all they could to treat the injury, in addition expecting a positive outcome in the future. As with all decisions, there can be bad outcomes. If a coach is unable to treat the athlete because of their lack of knowledge, the decision to not treat

would be made to make sure the athlete was getting the best care possible, not just treatment for the sake of treatment.

Ethics for Athletic Injuries- Existentialism

The existential view of ethics can play a role in coaching and treating an athlete, but can have potential negative effects on an athlete. When a coach chooses to care for an athlete it is because they know injury needs treatment. Yet if the athlete refuses the care, this can be an existentialist view. The coach believes whole-heartedly that the athlete needs the care; they believe treating the injured athlete is the right thing to do.

The genuine integrity of the coach makes them the pillar of existentialism (Malloy & Zakus, 1995, p. 45). Although the coach's intentions were true and just, the athlete did not want the treatment, and the coach continued care anyway because they believed they were correct in the decision. If a coach has the right knowledge and skill, then the actions they took are correct to treat and care for the athlete because they have the athlete's well-being at mind.

Impact of Ethics on Coaching Clinic

The duty of a coach is to teach and mentor young athletes in the respective sports. For a coach to be knowledgeable in their sport they need to understand the rules, skills, plays, and risks. Along with coaching the athletes about their sport, they also need to make sure they are giving the athlete the best possible environment for learning and improving. With knowledge gained about the risks of injury and prevention of injury, a coach is able to provide this environment. It is also essential to make sure that a coach has the skills to treat an athlete in the event of an injury. The knowledge gained from a coaching clinic allows the coach to make the right decisions to be able to care for their athletes. Ethically, a coach has a duty to care for an

athlete if they are injured, and with the proper knowledge and skills a coach is able to do that without a reason of doubt.

Chapter Seven: Personal Statement

As a certified athletic trainer, continuing education is crucial to expanding one's knowledge and skill. It is imperative for coaches to do the same. A coaching clinic allows coaches to gain knowledge they did not possess and expand on knowledge that will be beneficial for their own programs and athletes.

Over the last four years, I have had great experiences as an athletic trainer, working with various doctors, physical therapists, coaches, administrators, parents, and athletes. I have expanded my technical education, taking courses on specific techniques that are unique to athletic training and athlete care, but had not gained academic knowledge on the management aspect of the sporting world. By pursuing my masters in sports management, I am able to gain an insight to all aspects of sports and recreation as well as continue my education.

A master's degree

In the last four years, the National Athletic Training Association has decided to go to entry level masters programs for athletic training due to the nature of the job, as well as the demand for quality care. Because of this change, many current athletic trainers, myself included, have decided to get a masters to better prepare themselves for this change that will be taking place in the next four years as programs transition to masters level.

Along with the change, a majority of colleges and universities currently only accept those athletic trainers with a master's degree. It is a goal of mine to be at the college level as an athletic trainer, possibly with a Division I or Division II School. The masters will give me the credentials, as well as the knowledge, to work with athletes at a higher level than my current situation at a high school and clinical setting.

Along with the title of a master's degree, I will also have the experience of creating a coaching clinic. The capstone project that I am completing is very applicable to my career, and I plan to implement the project with the clinic I work for and gain the experience of putting on this event. With real world experience and my education, the master's degree is very valuable to my career, both currently and in the future.

Reflection

I believe that the capstone project is one of the most beneficial aspects of the master's program. By choosing an event that is both interesting and multi-faceted, I am able to expand my knowledge and experience. With each course, I have built on my knowledge and gained new insight into the sport and recreation management realm.

When I first started working for my current clinic, there was a significant deficit in the sports medicine department, specifically in the education and prevention area. Since starting my education at Concordia St. Paul, I have been able to expand my knowledge of leadership, management, marketing, ethics, finance, and the legal aspects of sports and recreation management. It has been with these courses that I have been able to understand the importance of a multi-faceted education.

The courses have expanded my knowledge in ways that I did not expect as well as did not think I needed. The courses have given me the knowledge as well as the experience I needed to be able to continue my career as a quality athletic trainer. The knowledge I have gained has given me the familiarity of the sports and recreation world, and I feel comfortable going forward from here with the knowledge I have gained.

Leadership – Current

For me, my current leadership is difficult for me to assess. As an athletic trainer, I believe that it is easy to get overlooked as leaders. We are in the background, we do not get the attention or recognition that other professions get, but we do the same, if not more, amount of work. We are expected to be ready at a moments notice, know about everyone's injuries, plan for anything to happen, and be professional while doing so. It is these situations that as an athletic trainer I get put into, and I believe that my leadership skills stand out. I am able to prepare for situations to the best of my ability by using past experience, as well as my education.

As part of my leadership assessment I took the leadership trait questionnaire, and also gave it to three other people. My questionnaire shows that I am harder on myself than those that completed the questionnaire. Most everyone scored me higher in the empathetic and sensitive traits, as well in the self-confident trait. It is hard for me to look at myself as successful and good at something. It is also hard for me to look at myself as in the spotlight.

I believe that the traits that were assessed on the questionnaire are a great way to look at my leadership style. According to Northouse (2013) the "trait approach is believed to be persons that are born with traits that made good leaders and great people" (p. 19). This approach has been researched and revised over that past decades. Having a set of traits that are shown to be crucial for leaders to possess is important.

According to Northouse (2013), it is believed that the "traits that are central or a majority of traits are: intelligence, self-confidence, determination, integrity and sociability" (p. 20). These five traits have been utilized by many trying to gain leadership positions, as well as by those currently in leadership roles to ensure proper and successful leadership. I believe that I have these traits, some more prominent than others, but I do utilize each in my daily life, making me a good leader.

The other leadership style that I believe fits me is the style approach. According to Northouse (2013), the style approach “focuses exclusively on what leaders do and how they act. The style approach includes the actions of leaders toward subordinates in various contexts” (p. 75). This approach is helpful because it has two behaviors, task and relationship, that make up a leader. I believe that using the style approach allows a leader to grow personally, as well as shows how others see them. This approach allows for leaders to understand what they are doing correctly, as well as what they need to improve to become better, effective leaders. I found that using this approach is helpful to me because I am able to see the difference between my task and my relationship behaviors as a leader.

According to the style questionnaire, my task score was moderately high and my relationship score was high. According to Northouse (2013):

The score for task refers to the degree to which you help others by defining their roles and letting them know what is expected of them. The score for relationship is a measure of the degree to which you try to make subordinates feel comfortable with themselves, each other, and the group itself. (p. 94)

This shows that I am able to make others feel comfortable and trust that I am doing what I am supposed to do. I believe that being able to relate to people is what makes me a good leader. I do focus on tasks, but find myself more focused on making sure those around me are able to feel comfortable and confident. I have been thinking over the last few weeks of the course about my leadership and how to be better. I think it is important to continually improve, and change the way I lead. I believe that this course and the materials we have used have improved the way I lead as well as the way I think about leadership. I hope that with the

information and the knowledge from this course that I continually change my leadership styles to ensure what is best for me and those around me.

Leadership – Future

In the next 5 years I hope to be in a college setting, working with college athletes and educating future athletic trainers and health majors. I look forward to the day when I am able to teach the future generations the importance of a healthy lifestyle, as well as educate individuals about the importance of injury prevention and care. Over the next 5 years I see myself expanding my personal knowledge, as well as expanding the knowledge of those around me.

According to Kouzes and Posner (2012) leaders that use the Five Practices of Exemplary Leadership are those leaders that are making things happen in organizations. The Five Practices of Exemplary Leadership are: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart. These five practices are very important to my future because they help address areas of my own leadership that needs work or attention.

I believe that one of my faults is not listening very well. By improving my listening skills, and actually taking the words that people around me say, I will be able to become a leader that is doing the best I can be doing as well as respected by those around me. By changing one thing about my style, I am able to create good working relationships and have a successful job. The impact that is made on those around me is a positive and beneficial one. I have been able to educate and give advice to those around me. As an educator, being able to give the experience and knowledge is one of the best things to give. Leaving this legacy is important and I want to know that I am giving my best and doing what is best for those around me.

“Transformational leadership is the process whereby a person engages with others and creates a connection that raises a level of motivation and morality in both the leader and the follower”, according to Northouse (2013, p. 186). As an athletic trainer, this type of leadership is crucial. Looking into my future, I hope to utilize transformational leadership to ensure that I am doing what is best for me as those around me. According to Laurent and Bradney (2007):

Transformational leaders are future focused and set high standards for themselves and others, as well as gain the trust of others by mentoring, encouraging, and empowering those with whom they work. These leaders facilitate organizational change and high levels of performance because they transform attitudes, values, and behaviors by communicating a shared vision. (p. 123).

It is these characteristics that make me believe that following the transformational leadership style is important to me as an athletic trainer. Athletic trainers work in environments that easily can become hectic and disorganized due to the number of athletes we see and the amount of people with whom to communicate.

Athletes, coaches, parents, administrators, the media, and others add to the work related stress on the athletic trainer and have the potential to change the daily routine of an athletic trainer. Sound transformational leadership practices allow the athletic trainer to provide order to chaos and to lead people in a single direction. (Laurent & Bradney, 2007)

By looking to transformational leadership to expand my leadership skills, this will allow me to see what potential I have as a leader. By working with people and looking towards the future I am able to become a good leader, and meet the goals and objectives that have been set.

Also working towards incorporating the Five Practices of Exemplary Leadership is important. The five practices allow the organization, or in this case me, to be better than before and expand beyond where I have already been. The two practices that I want to work on are: inspire a shared vision and enable others to act. I believe that these two areas are the areas that I need to work on.

By looking at the future and expanding my knowledge and where I can go with it, I will be able to expand the vision and goals of those around me. I also think working with those around me to ensure a common vision is something with which I struggle. Being able to work together and come up with a vision or goal allows everyone to be on the same page, and feel like their voices are being heard and their work being recognized.

Enabling others to act allows for everyone to be a part of the group or organization. As an athletic trainer at the college level, that means having student athletic trainers. Giving the students the autonomy and trust to work on their own is very important. I have a hard time relinquishing control, especially when it comes to athletes, so being able to enable the students to do their own work and assessments is something at which I will continue to work at.

It is important for an athletic trainer to be open, and willing to any change to be a great leader to ensure quality care. According to Nellis (1994):

An athletic training leader must have a realistic, pragmatic understanding of his or her best-developed skills, underdeveloped skills, physical abilities, personal biases, and particular irritants which may cloud any judgments or affect any actions he or she may take. A good understanding of yourself will allow you to know when you must give extra consideration to a decision and how you will react under stress. (p. 328)

It is with these courses that I hope to take the knowledge and understanding into my daily living to become a better person and athletic trainer. I have grown exponentially in the last year and a half, and hope to continue to grow in my professional life. With the course work and life experience from the professors, I have gained a great view of sports and recreation management. I know what to expect and feel comfortable continuing my professional career in higher education.

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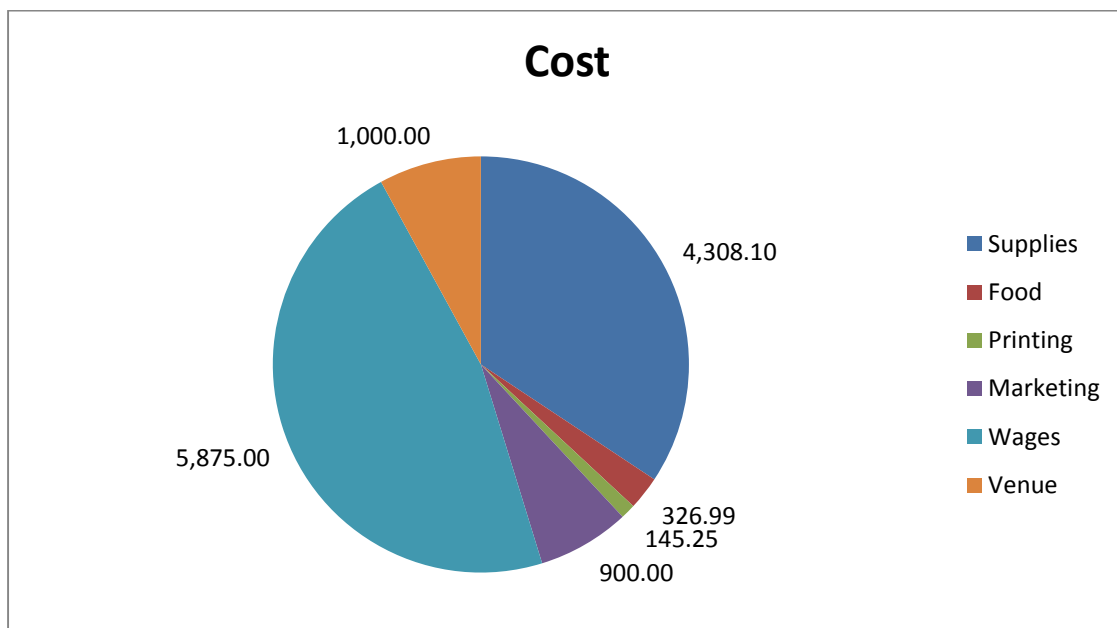
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Appendices

Appendix A – Coaching Clinic Budget

Supplies	Price	Quantity	Total
White Tape (Box of 32)	\$71.95	2	\$143.90
Power Flex 2" (Box of 24)	\$37.95	2	\$75.90
Power Flex 3" (Box of 16)	\$37.95	2	\$75.90
Elasticon 2" (Box of 6)	\$26.95	1	\$26.95
Elasticon 3" (Box of 6)	\$26.95	1	\$26.95
Pre-Wrap (Box of 48)	\$54.75	1	\$54.75
Telfa Pads 2 x 3 (Box of 100)	\$15.15	1	\$15.15
Telfa Pads 3 X 4 (Box of 100)	\$23.95	1	\$23.95
Gauze 3 X 3 (Box of 100)	\$8.75	1	\$8.75
Gauze 4 X 4 (Box of 100)	\$14.45	1	\$14.45
Steri-Strips (Box of 50)	\$75.95	1	\$75.95
Gloves (Box of 100)	\$8.95	3	\$26.85
Scissors	\$7.25	5	\$36.25
Shark	\$13.45	4	\$53.80
AED Trainer	\$367.00	2	\$734.00
CPR Trainers (3/set)	\$670.00	4	\$2,680.00
Triangular Bandage	\$16.95	4	\$67.80
Sam Splint	\$15.65	4	\$62.60
Ace Wraps 3" (Box of 10)	\$39.25	1	\$39.25
Ace Wraps 6" (Box of 10)	\$64.95	1	\$64.95
		Total	\$4,308.10
Food	Price	Quantity	Total
Water (Case of 24)	\$2.99	3	\$8.97
Subs (Serves 8)	\$34.00	7	\$238.00
Chips	\$1.10	40	\$44.00
Cookies (3 Dozen)	\$18.00	2	\$36.00
		Total	\$326.97
Paper	Price	Quantity	Total
Handouts	\$0.20	60	\$12.00
Folders	\$0.75	60	\$45.00
Mailings	\$0.75	75	\$56.25
Signs	\$0.80	40	\$32.00
		Total	\$145.25

Marketing	Price	Quantity	Total
Social Media	\$0.00	0	\$0.00
Email	\$0.00	0	\$0.00
Radio Ad (Per week)	\$500.00	1	\$500.00
Newspaper Ad (Per Week)	\$200.00	2	\$400.00
		Total	\$900.00
Wages	Per Hour	Hours	Total
Athletic Trainer	\$27.00	100	\$2,700.00
Marketing	\$30.00	40	\$1,200.00
Information Technology	\$25.00	15	\$375.00
Physician Assistants	\$40.00	10	\$400.00
Physicians	\$100.00	10	\$1,000.00
Administrative Assistant	\$20.00	10	\$200.00
		Total	\$5,875.00
Room	Cost		
Conference Room	\$1,000.00		
Total	\$1,000.00		
Total	\$11,655.32		



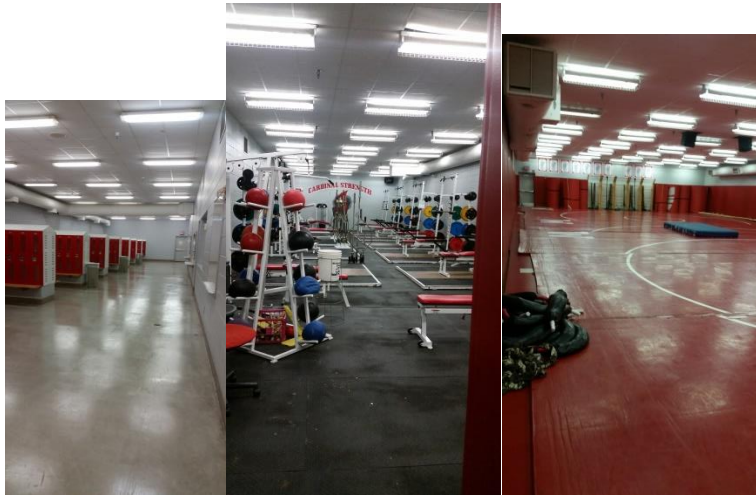
Appendix B – WCC Gallery Diagram



Appendix C – SWOT Analysis of Coaching Clinic

Strengths	Weaknesses
<ul style="list-style-type: none"> • Large clinic system • Wide variety of providers with vast knowledge of health care issues <ul style="list-style-type: none"> ○ 170 physicians ○ 35 specialty departments • Low cost • Offered to anyone who is a coach or parent of high school or middle school athletes • Support from interested providers 	<ul style="list-style-type: none"> • Sports medicine specific knowledge • Small sports medicine department • Lack of administration support • Busy coaches' and parents' schedules • Poor education location
Opportunities	Threats
<ul style="list-style-type: none"> • Support from area high schools • Pressure from coaching associations to receive continued education • Partner with area community and recreation departments to improve participation • Provide continuing education credits for presenters & attendees • Lack of knowledge about the need for education 	<ul style="list-style-type: none"> • Lack of interest • Gaining attention of area coaches • Coaches thinking it's junk mail • Time constraints • Large clinics out of the area coming in to provide similar services/education <ul style="list-style-type: none"> ○ Big Stone ○ Avera

Appendix D – Risk Assessment Facilities Pictures



Appendix E – Risk Assessment Emergency Action Plan

Emergency Action Plan

In the case of an emergency, use this plan to help with the process of helping the athlete.

1. Dial 911
2. Instruct the emergency medical personnel on the situation at hand. “My name is **_YOUR NAME_**, I am at **_NAME OF BUILDING/FIELD_** and we have an injured athlete in need of medical assistance. We are at **_ADDRESS_**. Can you send someone and meet **_NAME OF ESCORT_** at **_EMS ENTRANCE_** as they will bring them to the injured athlete.
3. Send someone to meet the EMS at the EMS entrance.
4. Please follow all instructions by the emergency operator & include all necessary information:
 - a. Your name, location of athlete, telephone #
 - b. # of injured athletes & their condition
 - c. First –Aid/Emergency care being given by the athletic trainer, physician, or coach
 - d. Any other information asked for by the emergency operator
5. Continue to provide emergency care until the arrival of EMS personnel. Upon EMS arrival, provide information that will help the treatment of the athlete.

Additional Information:

- Contact Parents IMMEDIATELY and inform them of the situation
- Get medical history & insurance information from contact card. If not on the card, get information from parents
- Contact Jessica Slavik at 701.306.7500
- Fill out Injury Report and return to Jessica as soon as possible

Emergency Numbers

- Willmar Police: 320.235.2244
- Willmar Fire: 320.235.1354
- ACMC: 320.231.5000
- Rice Hospital: 320.232.4560

Order of Care:

- Primary: Athletic Trainer
- Secondary: Head Coach
- Call 911: Assistant Coach
- Escort: Assistant Coach/Player

Appendix F – Risk Assessment Inclement Weather Protocol

Inclement Weather Protocol

For the safety of the athletes, coaches, medical staff, fans and anyone else attending outside events, follow these protocols during inclement weather.

Lightning Protocol

- Use the Flash-to-Bang Method:
 - Count the seconds following a lightning flash until you hear the corresponding thunder and divide the number by 5.
 - This is an estimate of the distance the storm is in miles
 - If the storm is 6 miles (30 second count) or less, all outdoor activity **MUST** be suspended & everyone should evacuate to nearby shelter
- Play may resume 30 minutes after the last sound of thunder or lightning flash
- If you are unable to find shelter, any automobile can be a third option
- As a very last alternative, find a valley or ravine and assume a crouch position
- If in a storm you feel your hair stand up and/or skin begins to tingle, immediately crouch down with your arms and head in a tuck position.
- IF you have a smart phone, you can download the CoachSmart App on your phone
 - In the app, you can see conditions around you
 - If there is a lightning strike within 6 miles, play **MUST** be suspended
 - Play may resume if the latest strike is farther than 6 miles away and 30 minutes after

Storm Shelters

Football Practice	Willmar High School	Civic Center
Football Game	Kennedy Elementary School	Under Main Bleachers
Soccer Practice	Willmar High School	Civic Center
Soccer Match	Kennedy Elementary School	Under Main Bleachers
Softball Game/Practice	Willmar High School	Civic Center
Baseball Game	Concessions/Bathrooms	Roosevelt Elementary
Track & Field Meet/Practice	Kennedy Elementary	Under Main Bleachers
Tennis Match/Practice	Willmar High School	Civic Center

Appendix G- Risk Assessment Facilities Risks



Appendix H – Risk Assessment

Location	Issue	Risk/Outcome	Severity	Frequency	Treatment/Recommendation
Locker Room	Open doors	Vandalism/theft	Low	Low	Have door lock automatically
Locker Room	Slippery Floors	Poor drainage, bad floor material/slips, falls, injury	Moderate	Medium	Post visible signage, Resurface floor with slip resistant paint, improve drainage
Fitness Center	Poorly maintained equipment	Faulty equipment, breaks/injury	Moderate	Low	Regularly maintain equipment, ensure proper supervising
Soccer Fields	Nets not anchored to ground	Blown over in wind/hit, fall on athletes	Critical	Low	Anchor nets to ground
Soccer Fields	Holes, divots, sprinkler head holes	Trips, falls, injury	Moderate	Medium	Mark sprinkler heads, fill holes, maintain fields
Gymnasium	Open-ended bleachers (underneath)	Exposed wires & beams/ trips, falls, injury	Critical	Low	Cover bleachers when pulled out
Weight Room	Small Space for large/heavy equipment	Trips, falls, injury	Moderate	Low	Limit clutter, instruct athletes proper etiquette
Wrestling Room	Broken/poorly maintained sub-floor	Trips, falls, injury	Moderate	Medium	Replace subflooring
Wrestling Room	Extra Mats/weights	Climbing on mats/jumping on mats	Moderate	Low	Store extra mats in secure room, store weights
Sporting Venues	Various Sports Injuries	Minor to severe injury	Moderate to Catastrophic	Low to High	Contract athletic training services
Outdoor Venues	Dangerous weather	Injury due to weather	Moderate	Low	Implement inclement weather policies