



## Elements and Phases of Management

### Introduction

The earliest term used for management was administration. Even today most people use these two terms interchangeably. All administrators will accomplish managerial duties, but few managers will function as administrators. Management reflects a wide spectrum of contiguous responsibilities such as planning, organizing, staffing, directing & coordination, supervision & control, evaluation; readjustments, improvement and follow-up etc. and not simply teaching. In an organization, things go by smoothly only when people learn to know:

- (a) what and how to set their objectives.
- (b) realize what their resources and potentialities are, and
- (c) understand how to organize their effort and economise on their energy.

The chief element in the entire managerial process is 'man'. Precisely, resource management and goal-accomplishment are possible "through man and man only"

The scope of management in physical education can be discussed from two perspectives.

- (1) Organisation involved in Sports such as voluntary organisation, government department, corporate and private organisations &
- (2) Areas of Concerns such as the management of programme development, financial, personal, material, performance, office & infrastructure.

### 1. Planning

Planning is an intellectual process, the conscious determination of courses of action, the basing of decisions on purpose, facts and considered estimates. It is the core of all the management. Usually planning involves setting up objectives, making policy statements and a detailed description of the means, processes and procedures through which the objectives are to be achieved. In physical education, planning is involved in designing curricula, activity programmes, intramural and extramural competitions, instructional classes, budget preparation, and appointment of teachers, coaches and student leaders. Planning is a complex but continuous process and is undertaken by administrators, executives, directors, coaches, teachers, within the ambit of delegated authority. The three units in the plan may be designated as follows: Instructional Unit, Service Unit and Administrative Unit. It covers all the areas of management uniformly, budgeting, perhaps and it is the most concrete and crucial element of the entire planning process. The important steps are as follows:

- 1. Be aware of opportunities
- 2. Establishing objectives
- 3. Development of planning premises or assumption
- 4. Collection of data
- 5. Identifying and appraising alternatives
- 6. Selection of alternatives
- 7. Follow-up actions.

## **2. Organizing**

Organizing is a process or state of being in which two or more people coordinate their efforts and pool their resources to achieve given purpose. It involves creation of a well-knit structure which must function cohesively. Implementation of plans is at the heart of organizational process. An organization (a department, a business concern, an institution or a body of individuals) consists of a number of units and sub-units-each manned by a group of skilled and/or unskilled individuals-and assigned some specific job(s). Like various anatomic systems all these units have to work in coordination with one another for achievement of common goals. The process and procedure of organizing special programmes are event-specific. For example, a play-day is organized as occasion of informal fun and frolic a ceremonial parade or a mass-activity demonstration calls for solemnity, formality, orderliness and discipline. It may be impracticable to prescribe rigid organizational procedures for each and every event/occasion, it is worthwhile to offer a few samples and leave rest to the ingenuity and intelligence of the physical educators. The organizing agency (school, college or university or sports departments) of an inter-school/intercollegiate/sports tournament should set up a committee of the representatives of various participating units to conduct the proceedings. Generally, the organizing committee is constituted from out of the school/college faculty or physical education personal or sports departmental staff only. Much will depend on the level and dimensions of competition. For instance, a dual, triangular or quadrangular meet would not require a large organizing committee; the department of physical education can take care of all the organizational aspects of the tournament. In case of a tournament being organized at district level or inter- university level or beyond, the constitution of an organizing committee and sub- committees is obligatory. The organizing committee should comprise top educational, administrative and technical officials with chairman, secretary and other office bearers duly elected or nominated as per requirement and convenience.

## **3. Staffing**

Staffing means employing and deploying personal at various positions. It involves creating vacancies, making recruitment and appointing personal. In its wider dimension, staffing covers orientation, training, development and placement of personnel. It may refer to those behavioural mechanisms both formal and informal through which all employees, from top to bottom work in close cooperation. Physical education personal staffs are selected and appointed on the basis of duty prescribed for academic and professional qualifications. Formal courses are formulated by the university academic with specific objectives for which informal training comes through practical work and field interaction with students, athletes, faculty and supporting staff.

## **4. Directing and Coordination**

**Directing** involves use of authority, the ability to assert oneself within prescribed parameters on individual and environment. To direct is to guide or order the course of action of the organization authoritatively using insight, understanding, sense of judgement and discretion. Direction is authority on the move, guided and controlled by the will of the officer. It refers to skilful and intelligent use of authority. In physical education, direction is required for construction use, maintenance of infrastructure, appointment, supervision of personal, budgeting, organization of competitions etc. The power of directing is vested in competent leadership.

Its use requires wide knowledge, command over the subject and a sense of priority.

**Coordination** is the lifeline of organization. A small well-coordinated organization gives out superior performance than a disharmonized monolith. Coordination is the single most important parameter of the efficiency and success of an organization. Organising functions are departmentalisation, staffing, forming the office team into a working group, providing better working conditions, preparations of guidelines and manuals, training the office personnel and placing them according to their knowledge, experience and skills.

## **5. Supervision & Control**

**Supervision** may mean many things to many people. In industry, supervision stands for “overseeing”, in business, it underlines “direction and control” with a view to enhance human efficiency and ensure better output. In educational setting, supervision is an ingenious technique of “improving instruction” and exerting legitimate controls on all factors and conditions considered crucial to educational process. The controlling process of office management includes guidance; direction and execution are positively corrected. But whether in practice the execution is being done as per the guidance and direction can only be determined through systematic supervision and fruitful controlling system. An office has a responsibility to provide such a system in order to derive better results. Supervision has emerged as an important function of administration and an integral aspect of total management. As organization grows, several layers of management including supervision come into being. Partially managers at all levels are supervisors to all those who report directly to them. In physical education, teachers supervise students in their classes & playground supervisors oversee the activities of an entire area. Directors of physical education at colleges/universities partially perform supervisory duties. Supervision is an essential aspect of management in physical education and sports with its multifarious functions, programmes, processes, procedures, methodologies and curriculum, all require supervision at all levels. Supervisors should provide leadership. Supervising requires leadership qualities that bring out the best individual effort of each staff member and a total coordinated effort working toward common goals.

**Controlling** means keeping job standards, methods procedures, functions, resource conservation etc. within strictly define parameters of effectiveness and efficiency. It may mean creating inter-relationships among various components of the organization and coordinating efforts of all sections of individuals and leadership. Controlling entails patting or pulling up people for what they do. A judicious selection of incentives helps managers exert effective controls on the people. In physical education, teacher/coaches assert themselves during instructional classes, the referees, umpires and other game officials control competitions and the head of department asserts control on administration. Control is no suppression but guidance and supervision.

## **6. Evaluation**

Evaluation refers to assessment of work and performance of employees as well as organization as a whole. Performance of the people may be measured in such a manner that it facilitates comparisons. Evaluation is a measuring stick of progress, performance and achievement. Evaluation can bring about some qualitative change in the processes procedures and products. The organizational, administrative and instructional policies, practices and programmes of physical education may be subjected to periodic evaluation in order to ascertain the correct present position. Communicating and decision-making are sub-functions of management. In fact, they are essential qualities of leadership. Decisions must be taken quickly and firmly so as to keep wheel of progress moving. Good managers are known for their ability to take speedy decisions. Evaluation is basically concerned with estimation of the quality and quantity of operation, functions and performances, and the factors and forces crucial to the realization of objectives, and their effectiveness vis-à-vis inputs in terms of energy, effort and resources. It entails, “checking feasibility of an idea, testing the consequences of a proposed solution, evaluating group performance, helping the group to evaluate its own performance against standards”.

Precisely, evaluation helps the administration to

- (i) make the institution effective and dynamic,
- (ii) realistically measure progress in relation to the aims and objectives set, and
- (iii) modify programmes, practices and procedures, if necessary, in the light of existing factual conditions with an eye on the future course of action.

Evaluation is an integral part of a managerial system. It is an instrument through which desirable changes in the practices, programmes, policies, processes and procedures of physical education can be brought about. It is a highly responsible activity which decides the fate of the subject or object being evaluated. Evaluation of teachers, coaches, instructors and directors are essential both for academic and administrative reasons. It helps to estimate their suitability for the job, their competency as professionals, the quality of leadership they provide and their weaknesses that need to be corrected. Generally, performance of students at the examination, achievement of the institution in games and sports, co-curricular activities etc. are indices of teacher's performance.

#### **(a) Readjustments by Evaluation**

1. It can modify programmes, practices and procedures, if necessary, in the light of existing factual conditions with an eye on the future course of action.
2. It extent to which learning experiences and teaching environment provided have been "Effective" in bringing about quantitative and qualitative changes in the programme, personal and performance vis-à-vis the pre-set objectives and goals.
3. It can extent to the pinpoint drawbacks in the systems of incentives and awards for performance and achievement in physical education and sports.

#### **(b) Improvement by Evaluation**

Evaluation facilitates improvement in the teaching and learning process. It understood the quantitative and qualitative changes in the programme. It is to improve academic standards and not victimization of teachers.

#### **(c) Follow-up by Evaluation**

1. To determine the degree/extent to which the objectives of organization, institution or a particular programme are being achieved.
2. To assess the worth of the programme in terms of its utility importance and effectiveness for the community.
3. To compare the programme with the recommended standards and /or those set by other Institutions.
4. To take short-term and long-term measures to correct inadequacies and make up deficiencies in "men and materials" thereby improving the standard of services and programmes.

#### **Conclusion**

Planning, organizing, staffing, directing & coordination, supervision & control, evaluation; readjustments, improvement and follow-up are the elements and phases of management. Sports management also includes "any combination of skills related to planning, organizing, staffing, directing & coordination, supervision & control and evaluation within the contexts of an organisation or department whose primary product or service is related to sports and, or physical activity".