

The University of Akron

From the Selected Works of Dr. Mary J. MacCracken

Spring 2009

Future Focus 2009 Grant writing: Help to get you started..doc

Mary Jo MacCracken



Available at: https://works.bepress.com/maryjo_maccracken/7/

Future FOCUS

Ohio Journal of Health, Physical Education, Recreation, and Dance



OAHPERD

Spring/Summer 2009

OAHPERD Leadership

Executive Committee

president
AL STEPHENS
Toledo Public Schools

*executive director/convention
and exhibits coordinator*
PEGGY BLANKENSHIP
Columbus

president elect
CINDY MEYER
Cuyahoga Falls

parliamentarian
VACANT

All-Ohio representative
GINGER HEMSWORTH
West Chester

interim treasurer
LISA GUNDLER
Fairfield Intermediate School,
Fairfield

recording secretary
RONDA HOVATTER
Ohio University

trustees
JAMES COOK
Graham Local Schools
HAROLD "HADGE"
HISSAM
Chagrin Falls

CAROL PLIMPTON
University of Toledo

Division Vice Presidents

vice president—dance
JENNIFER GORECKI
Ashland University

*vice president—
adult development*
VACANT

vice president—health
JIM SMITH
Northmont High School

vice president—higher education
PAM BECHTEL
Bowling Green State
University

*vice president—
physical education*
PATTI WILSON
Otterbein College

vice president—recreation
RUTHIE KUCHAREWSKI
University of Toledo

vice president—sport science
JOHN RONCONE
Brown Mackie College

vice presidents—student division
PHIL FRYE
Youngstown State University

HEATHER DIXON
Kent State University

Special Appointments

editor Future Focus
ROBERT STADULIS
Kent

archivist/historian
TIFF COOK
Ohio University

jump rope for heart liaison
LOIS CARNES
Solon City Schools

hoops for heart liaison
LARRY DOYLE
Central Elementary,
Brecksville

AHA Director of Youth Markets
JENNIFER PESHINA
Canton

physical best coordinator
VACANT

public relations
LOUISA RISE
Goshen Local Schools

convention manager
CAROL FALK
Otterbein College

convention program manager
MELISSA MCCARTHY
Bexley City Schools

Membership Services Coordinator
LETTIE GONZALEZ
Kent State University

Editorial Advisory Committee

LAURIE BELL, PH.D.
Director of Dance
Dept. of Communication Arts
Ohio Northern University

SAMUEL R. HODGE, PH.D.
Associate Professor
School of Physical Activity
and Educational Services,
College of Education
The Ohio State University

LAURA HOSSLER
Physical Education Teacher
Grove Patterson Academy,
Toledo

EDDIE T.C. LAM, PH.D.
Associate Professor
Department of Health,
Physical Education,
Recreation, and Dance
Cleveland State University

MARY E. LAVINE, PH.D.
*Visiting Professor, Physical
Education Teacher Preparation*
Bowling Green State
University

ROBIN D.
MITTELSTAEDT, PH.D.
*Associate Professor and
Division Coordinator*
School of Recreation and
Sport Sciences
Ohio University

BETH J. PATTON, PH.D.
Lifetime Wellness
Coordinator/Professor
Sport Sciences Department
Ashland University

TED SPATKOWSKI, PH.D.
*Coordinator of Health and
Physical Education*
Department of Health and
Physical Education
Walsh University

Publication Guidelines

Future Focus is the official biannual publication of the Ohio Association for Health, Physical Education, Recreation and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted. Manuscript guidelines and submission dates are detailed inside the back cover.

Change of Address/Incorrect Address

If you or another member of OAHPERD did not receive a copy of *Future Focus*, or if the address was incorrect, or if you have a change of address, please notify the Executive Director. Mailing labels are provided to *Future Focus* by the Executive Director. Please send the information to:

Peggy Blankenship, CAE
Executive Director
17 South High St., Ste. 200
Columbus, OH 43215
P: 614-221-1900
F: 614-221-1989
E: peggy@assnoffices.com
www.ohahperd.org

Advertising Rates for Future Focus

Business card size \$50.00
Quarter-page ad \$75.00
Half-page ad \$125.00
Full-page ad \$225.00
All advertising copy must be high-res PDF format. See inside back cover for deadlines. Make checks payable to OAHPERD.

Copyright © 2009 by
the Ohio Association for
Health, Physical Education,
Recreation and Dance.

CONTENTS

President's Message	
Al Stephens	2
Executive Director's Message: "Have you been surfing lately?"	
Peggy Blankenship	3
President Elect's Message: "Unfinished Business"	
Cynthia Meyer	3
Jump Rope For Heart & Hoops For Heart News	
Jump Rope For Heart and Hoops For Heart Update	
Jenny Peshina	4
New Jump Rope For Heart State Coordinator Appointed	
Lois Carnes	5
Hoops For Heart News	
Larry Doyle	5
Money Raised to Honor a Friend	
Lois Carnes	6
Editor's Comments	
Bob Stadulis	8
Updating Your Coaching Toolbox:	
Bridging the Gap Between Coaching Research and Practice	
Comparing Two Coaching Legends: The coaching behaviors of John Wooden and Pat Summitt	
Michael Sheridan	10

REFEREED ARTICLES

Grant Writing: Help to Get You Started	
Mary Jo MacCracken	14
Physical Activity/Exercise Guidelines—"Walk the Walk"	
Thomas P. Martin	22
Using Importance-Performance Analysis to Evaluate Sportspersonship Behaviors in Interscholastic Athletics	
Doyeon Won, Simon M. Pack, and Donna L. Pastore.	29

Guidelines for Authors	Inside back cover
---	-------------------

President's Message

Al Stephens

It seems like each time I write, the topic is about change. Well this one is no different. As many of you may be aware there has been a change in our Executive Director position and even though there was much discussion as to our next step, I feel the decision made by the Board in moving in a new direction will be a great benefit to OAHPERD in the long run. The Executive Director position has been open since February 1 and I would first like to thank all those that stepped in to pick up the slack so that our members would not be inconvenienced in any way. I know how much extra time you took out of your regular busy day to make this work and I truly appreciate it.

To borrow on a line from Star Trek, "OAHPERD is boldly going where no state AHPERD has gone before." As of April 1, 2009, the Executive Director position has been filled by Peggy Blankenship, CAE, who works for the Columbus-based association management company, Accent on Management. Peggy is a certified association executive who has a wealth of knowledge regarding nonprofit associations, including but not limited to, board strategic development, fiscal management, convention planning, membership retention and much, much more. Peggy will



provide our Association with professional management. Accent on Management has been in business for 40 years and manages two additional school based associations. Along with Peggy we will receive services from Tionna Van Gundy who is an executive assistant who will work side-by-side with Peggy.

Ohio is once again leading the way. Those states unable to hire a full association staff, such as Texas, Illinois, and North Carolina, have often considered the possibility of a management company as it gives them the benefits of a full staff at the cost of an individual stand-alone director. These states have their eyes on Ohio as we go through this change with the hope that we will succeed.

I am really looking forward to working with Peggy, and I must say that, in the short time I have been working with her, the more and more impressed I have become. I understand the thoughts that may be out there. The "OAHPERD" has been successful for over 100 years with an individual director. However, the Board sees that the demands of the job have changed over the years and the responsibilities have increased to the point that it is time that we look at alternatives that will guide the OAHPERD into the future. For many, the want for change is easy; it is the giving up the old that is difficult. The OAHPERD is changing, Ohio is changing, and the nation is changing, some for the good and some for the bad. We have many battles to fight including substitution for PE, State Standards for Health Education, finding ways to address the needs of our Recreation and Dance divisions, making the OAHPERD a more inclusive organization, and many more. The steps we have taken over the last several months I believe will only move to make the OAHPERD a stronger, more viable organization for which we can all be proud to say we are a member.

Al Stephens



Interested in becoming an AAHPERD member?

Visit the AAHPERD website: <http://www.aahperd.org> or

contact AAHPERD Membership directly at: 800-213-7193 or membership@aahperd.org

Executive Director's Message

Peggy Blankenship

Have You Been Surfing Lately?

Yes, Ohio weather is not ideal for surfing, but there is a type of surfing that you can do in the comfort of your home—web surfing. Have you logged onto the OAHPERD website lately to see what we are offering?

The website for the Ohio Association for Health, Physical Education, Recreation & Dance recently has been updated with access to some great member benefits. If you have not visited the site lately, here is just a little of what you are missing.

- Upcoming workshops and seminars pertaining to your area of expertise. Click on the different **Division** links or check the **Continuing Education** link to see if there is something offered near you.
- The 80th Annual Convention **Call for Proposals** is Open, but the deadline is fast approaching. Submit your presentation proposal today!
- The **Physical Education academic content standards** draft of benchmarks and indicators as proposed by the Ohio Department of Education—the downloadable document.

So, if you haven't taken the time to go surfing lately, do so... and be sure to stop by www.ohahperd.org on your way!

Peggy Blankenship

President Elect's Message

Cindy Meyer

Unfinished Business

Unfinished business sums up my transition from retiree to totally “unretired,” or RBW, *retired but working*. In 2003 I set sail on an adventure with my husband, and that is literally what we experienced for the next four years. What a challenge we shared sailing from Cleveland to Florida and then to the Bahamas. Despite all the enjoyment of learning new skills and meeting new friends, I always looked forward to the opportunity to get back to the children. Shaker Heights City School has provided me with that opportunity. And, getting back to the children meant getting back to the profession.

From my first step back into OAHPERD, I knew that though the profession has made progress there was still much “unfinished business.” The legislative battle to secure representation in the Ohio Department of Education and to develop academic content standards for physical education was over, but the writing process was just beginning. After a year-long effort by the Ohio Department of Education, Lisa Henry, Physical Education Consultant, and the writing team, mostly OAHPERD members, the document has been sent to Stan Heffner, Associate Superintendent, for final review before going to print and then on to the State Board of Education for approval. However, finishing the document is just another beginning. The real challenge is to get the working document to the professionals, administrators, and most importantly, to the students. OAHPERD can and should play a major role in that challenge as well.

OAHPERD also must address the need for health education standards and continue to help policy makers understand how adopting standards could potentially impact the obesity dilemma. We must continue to monitor and provide professional input into obesity prevention plans, especially in regard to statewide BMI and/or health-related fitness assessment. What should be assessed, by whom, and most importantly, for what purpose?

Attention should also be given to the new *US Physical Activity Guidelines* discussed by Penelope Slade-Sawyer, Deputy Assistant Secretary for Health, Director of the Office of Disease Prevention and Health Promotion, Health and Human Services. OAHPERD and other state associations will be called upon to collaborate and network in developing a framework for utilizing the guidelines to attract populations that are not currently participants in a healthy active lifestyle.

These are just a few of the monumental tasks for OAHPERD in the future. As president-elect I very much look forward to this adventure. I know that the “unfinished business” cannot be accomplished by one RBW individual. OAHPERD will need each and every one of us working together to promote a Healthy Active Lifestyle for all Ohioans. Please join the adventure.



NEWS



JUMP ROPE FOR HEART HOOPS FOR HEART UPDATE

Jenny Peshina,
American Heart Association
Director of Youth Markets



Play 60—The NFL Movement for an Active Generation and the “What Moves U Challenge”

Childhood obesity rates are at an all-time high; today nearly 1 in 3 kids and teens in the United States are obese or overweight. We know that physical activity produces overall physical, psychological and social benefits, and that inactive children are likely to become inactive adults. That's why the National Football League and the American Heart Association have teamed up to create *Play 60*, a program that inspires kids to get the recommended 60 minutes



of physical activity in school and at home. It also helps schools become places that encourage physically active lifestyles year-round.



Schools have the opportunity to play an essential role in getting students active, so we've created the *What Moves U Challenge* (which includes classroom and school-wide resources) to get students and staff excited, engaged and active!

Go to www.americanheart.org and look for under Children's Health for links to great resources and information about Play 60 and the What Moves U Challenge!

2008–2009 Jump Rope For Heart and Hoops For Heart Demonstration Teams

The following **Jump Rope For Heart Demonstration Teams** were selected as the OAHPERD sponsored demo teams for 2008–2009:

- Ropin' Rockets, North Avondale Elementary, Cincinnati
- Leighton Leaping Stars, Leighton Elementary, Aurora
- Putnam Pumpers, Putnam School, Marietta
- Louisville Leaping Leopards, Louisville Elementary, Louisville
- Emile B. Desauze Bumblebees, Emile B. Desauze Elementary, Cleveland

The following **Hoops For Heart Demonstration Team** was selected as the OAHPERD sponsored Hoops demo team for 2008–2009:

- Whipple Heights Hot Shots, Whipple Heights Elementary, Canton

The American Heart Association and OAHPERD choose six (6) demo teams per year. The chosen teams are dispersed geographically throughout Ohio, i.e., a team in Northwest, in Southeast, in Central and in Northeast; however, locations of teams vary year to year. The goal is to have demo teams available throughout Ohio, at least every other year. If you would like information on how you can become an OAHPERD sponsored team, please contact Jenny Peshina at 330-445-2606 or via e-mail at Jenny.peshina@heart.org.



Marla Thomas, Ohio Jump Rope For Heart Coordinator

New Jump Rope For Heart State Coordinator Appointed

Al Stephens, President of OAHPERD, has appointed Marla Thomas as the new Ohio Jump Rope For Heart Coordinator. Marla will be replacing Lois Carnes as of June 1, 2009. Lois is retiring after serving the AHA and the OAHPERD for 19 years.

Marla is no stranger to the American Heart Association programs as she has conducted Jump Rope For Heart and Hoops For Heart events since the early 90's. Additionally Marla has the distinction of forming the first performing hoops team in the nation. Her students demonstrate difficult basketball tricks and work to perform a precision and themed entertaining routine. Marla's Whipple Heights Hot Shots hoops team has performed at the OAHPERD convention and has been invited to perform at the 2010 AAHPERD convention in Indianapolis.

Marla's career began with graduation from The Ohio State University (B.S. Ed.) after which she taught in Stark County Schools, Sandy Valley Schools, and her current school district, Perry Local in Canton, Ohio. Marla received her M.A Ed. from The College of Mount Saint Joseph.

Marla has been a Physical Best Trainer and Instructor and has authored several activities for the Physical Best Activity Guide. She also has served on OAHPERD committees and the Board of Directors.

Grant writing is another one of Marla's gifts as she has been awarded the AAHPERD Jump Rope For Heart/Hoops For Heart grant and other grants that have funded assemblies at her school, Whipple Heights Elementary.

In 2003 Marla was awarded the OAHPERD Elementary Teacher of the Year Award and three years later she received the NASPE Ohio Teacher of the Year Award. AAHPERD honored Marla with the Hoops For Heart Outstanding Coordinator Award in 2004.

We are pleased that Marla Thomas will be serving OAHPERD in this significant role. As Jump Rope For Heart State Coordinator, Marla will work as a liaison for OAHPERD and the American Heart Association. Marla can be contacted through email at thomasm@perry1.stark.k12.oh.us

Cleveland Cavaliers & Lake Erie Monsters Highlight Top JRFH and HFH Fundraisers

The American Heart Association's top Jump Rope For Heart and Hoops For Heart student fundraisers from Ohio were recognized at two Cleveland Cavaliers games and two Lake Erie Monsters games during the school year. Top fundraisers and coordinators from schools that raised over \$1,500 during the 2007-08 school year with money turned in from their Jump Rope For Heart or Hoops For Heart event after February 15th were recognized at a Cleveland Cavaliers game on December 12th and a Lake Erie Monsters game on December 13th. Schools with money turned in during the 08-09 school year prior to February 15th were recognized on April 8th in an exciting pre-game ceremony on the Cavaliers court and were invited to attend a Lake Erie Monsters game on March 7th.

Hoops For Heart Website

Larry Doyle

Ohio Hoops For Heart State Coordinator

When was the last time you visited the "Hoops For Heart" website? There is some awesome information to be found. There are helpful hints on how to organize a Hoops For Heart event, explanations on how to do online fundraising, helpful resources at your fingertips, cool posters that can be copied, activity sheets, teacher guides and basically everything you need to get started and be successful. Did you know there are 5 Ohio schools in the Top 100 Hoops For Hearts fundraisers in the USA? Look for them in the "Hot Shots" area. If you are interested in the history of the AAHPERD/AHA Joint Project or the most recent meeting minutes from the National Joint Projects Committee, they can all be found on this website. The best way to get to this site is to go to the national AAHPERD site (<http://www.aahperd.org>) and then look for the Hoops For Heart Logo.



Click directly on the logo. Then look around on the site to see what might be helpful or interesting to you.

If you visit now, I'm confident you'll be pleased and it won't be the last time you visit the "Hoops For Heart" website.

Jump Rope For Heart Money Raised to Honor Friend

By Lois Carnes



Cole Marvin and R.J. Vogler were born on June 4, 1999 within four hours of each other. Little did these two boys know that later they would become best friends both in and out of school from day one of the first grade. Cole Marvin, currently a third grader from Mason Heights Elementary School, has had a heart defect that was diagnosed at birth.

When Sue Heistand, Cole and R.J.'s physical education teacher, announced the upcoming Mason Heights Elementary Jump Rope For Heart event, R.J. decided to raise as much money as possible in honor of the challenges Cole faces with his heart. Both Cole and R.J. began asking for donations over two months before the February event was held. The boys chose to send out letters to friends and relatives with self-addressed stamped envelopes. One of R.J.'s reasons for beginning the collection process so early was to beat the annual Girl Scout cookie sale. Both Cole and R.J.'s parents showed

continuous support of the project and assisted the boys in reaching their goals. Both families' parents helped instill in their sons the desire to help others through charitable work.

Through hard work and the driving desire to raise money for the American Heart Association, R.J. Vogler raised over \$1,200 this past year. Cole Marvin became the top student fundraiser in Ohio in raising \$2,170. The success of both of these boys is a great tribute to their friendship and their parents.

Mason Heights Elementary raised \$36,000 last year in their Jump Rope For Heart event and has been Ohio's top performing school since the early 1990's. Sue Heistand's efforts from year to year and the motivation she imparts in her students have made Mason Heights Elementary a bright star in the Ohio Jump Rope For Heart program. Her enthusiasm has spread beyond Mason Heights Elementary to the entire Mason City Schools. Last year the school district also raised more money for both Jump Rope For Heart and Hoops For Heart than any school district in Ohio. The district's total for 2007-2008 was \$60,527.19.



Cole Marvin and R.J. Vogler, along with Sue Heistand, receive their JRFH awards: (L to R) Matt and Tammy Marvin, Cole, Sue, R.J., Renee Vogler.

OAHPERD-Sponsored Workshops: Zone Playground—Indoor Physical Activity Plan

Lois Carnes



OAHPERD is sponsoring workshops on the Zone Playground and Indoor Physical Activity Plan. This program addresses recess concerns such as:

- Bullying, Discipline, Safety
- Need for More Physical Activity
- Need for More PE Curriculum Time

As physical educators look for ways to increase physical activity opportunities for children, recess programs have become a favored vehicle to do so. Additionally, school administrators have sought ways to deal with increased bullying, safety, and discipline concerns during the recess hour.

The Zone Playground and Indoor Physical Activity Plan provides a model for physical education teachers that helps children increase physical activity levels both outdoors and indoors within the school setting. This program has been in operation for three years in Solon Schools in Solon, Ohio and has successfully improved elementary recess. The plan is designed to help physical education teachers train monitors and volunteers in the methods and curriculum necessary for its implementation. The physical education teacher directs the program and can use the activities to extend, enrich, or provide more practice of physical education lessons.

The Zone Playground plan provides elementary children with four choices (zones) of activities during each outdoor session. The choices include the Game Zone, Discovery Zone, Walking Zone, and Free Play Zone. On indoor days the children are led in high-energy activities that can be facilitated within the classroom setting or other building areas. Additionally, the plan includes behavior management procedures that reduce discipline problems, bullying incidents, and injuries during playground sessions.

To provide the necessary training needed for this plan, OAHPERD will sponsor the presentation of Zone Playground workshops for school districts and groups interested in improving physical activity opportunities during school recess. The first half of the workshop will lead the physical education teacher through the process of developing the model. The second half of the workshop will train the physical education teachers in some of the activities and help them in the process of creating their own outdoor and indoor activity cards to match the specific curricula needs of their program and students. The workshop can also be modified to train playground monitors in the plan or be reconfigured to meet specific needs of the audience.

For more information on these workshops for a school district or other group,
please contact the workshop instructor:

Lois Carnes, 330-650-1148, Ecarnes@aol.com.

From the Editor

Robert Stadulis

This issue of *Future Focus* provides refereed articles that are nicely, I think, representative of the diversity of content we seek in *Future Focus*. Mary Jo MacCracken's article on grant writing represents a manuscript developed from a presentation given at the 2008 OAHPERD Convention in Columbus. Former OAHPERD President and Treasurer Tom Martin reminds us all of important considerations concerning the promotion of physical activity and exercise. While many OAHPERD members may be very familiar with Tom's guidelines, it is often helpful to revisit some of the core aspects of our profession. The third article by Won, Pack and Pastore represents the outcome of research funded by the OAHPERD concerning perceptions of sportspersonship by Ohio's school coaches, athletic directors and principals.

Mike Sheridan's continuing "Coaching Toolbox" column focuses this time on a comparison between two coaching legends in collegiate



basketball: Pat Summitt and John Wooden. The applications that Mike then makes ought to be read and implemented by all coaches, regardless of sport.

Columns by President Al Stephens and the leaders of Jump Rope and Hoops For Heart (and the American Heart Association) continue to inform OAHPERD members of important happenings. As President Al notes in his column, the OAHPERD has embarked on a new

endeavor that will be monitored by other state associations, that is, the hiring of a management company to deal with the myriad of administrative tasks that confront an association. Peggy Blankenship, who works for the Columbus-based association management company, Accent on Management, has been appointed the OAHPERD Executive Director. Given the recency of her appointment, Peggy has provided only a few announcements in the Executive Director's column. To supplement the ED's information and provide additional direction, President Elect Cindy Meyer has provided some comments for the membership. Such an endeavor will hopefully aid Cindy when she is responsible for the President's Message in the future. We look forward to Peggy's messages in the next issues of both *Newsline* and *Future Focus*. Welcome to the OAHPERD, Peggy!

RES

futurefocus.res@gmail.com

80th Annual OAHPERD State Convention

December 2-4, 2009

Greater Columbus
Convention Center



Online submission required

Deadline June 1, 2009

For more information visit:

www.ohahperd.org

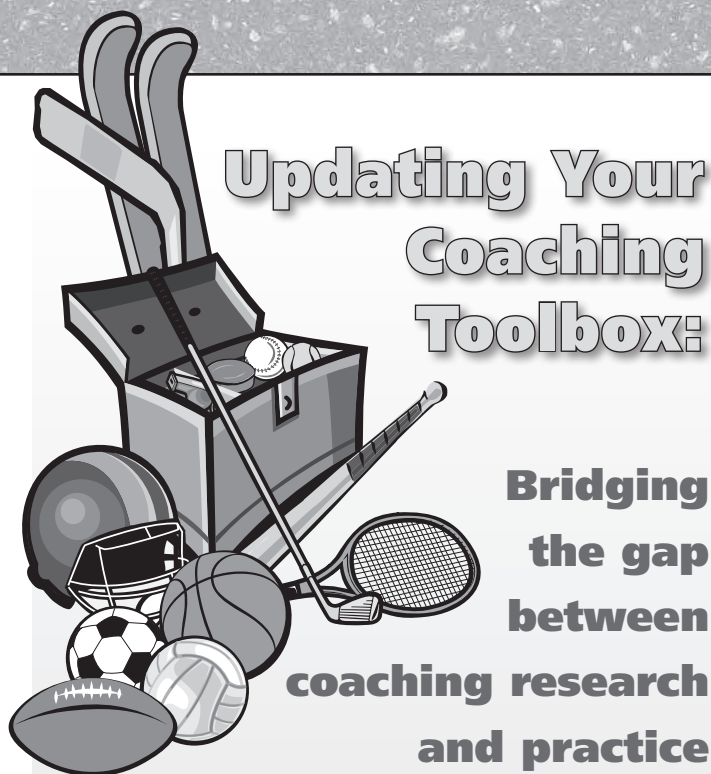
Step up to the Standards with PE FIT Programs!



- Meets National Standards
- Nutrition & Fitness Lessons K-12
- College Wellness Programs
- Adult Wellness

Teacher Resources...
workout cards, activity
cards, station cards,
fitness games and
activities available...

Betty Kern, MS, CSCS, Nutrition & Activity Programs
pejournal@yahoo.com | www.pejournal.com | 330.607.6196
Betty is available for Professional Development Fitness Activity Workshops!



Updating Your Coaching Toolbox:

Bridging the gap between coaching research and practice

What is this column all about?

This column is the third in a series of articles in *Future Focus* which will be written for coaches by a coach. The goal of this column is to provide information about recent coaching research to coaches in a user-friendly format. With this in mind, the author will briefly review a recent coaching article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the column's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of real world applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches have limited access to professional journals that provide scholarly research on coaching science, nor have many coaches time to read, understand, and digest articles in these publications.
3. Implementation of research results into coaching practice can be challenging. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings make it difficult to understand how to apply the results to coaching practice.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

Comparing Two Coaching Legends: The coaching behaviors of John Wooden and Pat Summitt

By Michael P. Sheridan, PhD

One of the landmark studies in coaching research was performed to investigate the coaching tactics of John Wooden (UCLA's legendary men's basketball coach) almost 30 years ago (Tharp & Gallimore, 1976). Almost three decades later, researchers studied the coaching behaviors of one of the great women's basketball coaches of all time, Pat Summitt, the University of Tennessee women's basketball coach (Becker & Wrisberg, 2008). In between those two studies, a variety of coaches have been evaluated to determine if there are tactics or strategies that are common among successful coaches. Many different research methods, coaching populations and variables have been examined in attempts to identify differences between successful and less successful coaches. For example, the following coaches have been observed and empirically evaluated and/or interviewed: college basketball coach Jerry Tarkanian (Bloom, Crumpton, & Anderson, 1999); college football coach Frank Kush (Langsdorf, 1979); and interviews with collegiate swimming coach James "Doc" Counsilman (Kimiecik & Gould, 1987) and Summitt (Wrisberg, 1990). However, few coaching researchers have used comparable research strategies to contrast a highly successful collegiate women's basketball coach with one of the all-time great men's college basketball coaches. With recent quantitative, published research detailing Pat Summitt's coaching behaviors on the court, it seems worthwhile to compare these most recent research results with the outcomes of the 30-year-old study of Wooden. In this way, differences and similarities between these two coaching giants may be identified and applied to our coaching practices.

What can be learned from these great models and how might one apply their examples to their own coaching practice? Tharp and Gallimore's (1976) research on

Wooden revealed that more than half of the 2500 items in Wooden's coded behaviors were instructional, brief, and prescriptive (directed at *what* the player should do rather than merely describing a player's action). The study found that Wooden used very few expressions of displeasure or praise in his coaching. Similar systematic research that coded and analyzed Summitt's coaching behaviors stimulated the questions that guided this article:

1. "Compared to Wooden, does Summitt use similar or different amounts of praise and displeasure in her coaching?"
2. In addition, "Compared to Wooden, does Summitt utilize more instructional feedback?"

Article in Review:

Becker, A. J., & Wrisberg, C. A. (2008). Effective coaching in action: Observations of legendary collegiate basketball coach Pat Summitt. *Sport Psychologist*, 22(2), 197–211.

The authors systematically observed the practice behaviors of Coach Pat Summitt, the winningest basketball coach in NCAA Division I history. Six practices were observed and videotaped during the 2004–05 season, and more than 3000 behaviors were coded. More than half (55%) of the behaviors were directed toward the team, whereas 45% of her behaviors were directed toward individuals. Almost half (45%) of the behaviors were instructional in nature, 14% were praise and 10% were "hustles." Summitt directed "hustle statements" toward her team ($n = 271$) three times more than she did toward individual players ($n = 80$). The reverse was true regarding Summitt's use of "scolds;" she directed scolds twice as often toward individuals ($n = 156$) compared to

directing them toward the team ($n = 70$). Mostly when Summitt "scolded" a player it was followed by instruction. (This tactic was similar to findings regarding Wooden's use of scolds followed by instruction.)

The authors concluded that the majority of Summitt's behaviors were instructional, positive, and

•
The authors
concluded that
the majority
of Summitt's
behaviors were
instructional,
positive, and
hustle-oriented,
designed to
make practices
simulate the
intensity of
game situations.
•

hustle-oriented, designed to make practices simulate the intensity of game situations.

Compared to the analysis of Wooden's coaching behaviors, the research results assessing Summitt's conduct were similar. For example,

over the course of 15 practice sessions more than 2000 of Wooden's behaviors were coded, revealing that he used instruction more than 50% of the time, including "hustles" (12%), praise (7%) and scolds (6%). The authors found that most of Wooden's statements were brief (shorter than 20 seconds in duration). "Hustles" were statements that the coach used to intensify actions during drills and scrimmages and were used to increase speed but still maintain accuracy (Gallimore & Tharp, 2004, p. 5).

Compared to Wooden, Summitt's researchers coded more 1000 behaviors in less than half the number of practices observed. This suggests that, in the practices observed, Summitt provided more verbal feedback than did Wooden. Wooden and Summitt shared almost equal amounts of instruction in their coaching—each was found to use instruction about half of the time that they were observed. Compared to Wooden's use of praise, Summitt used about twice the amount of praise. However, each coach was observed using equal amounts of "scolds" or expressions of displeasure. The same finding was discovered in the amount of "hustles" that each coach used. Each coach used similar amounts of "hustles" designed to raise the level of intensity in their practices. Another difference that was uncovered was the praise/scold ratio. Summitt used praise about twice as often (2:1) as she used scolds, whereas Wooden's praise/scold ratio was about 1:1. As Wooden acknowledged, he was less interested in providing praise and believed that his praise came in the form of instructions that he used to direct a players to correct a mistake (Gallimore & Tharp, 2004). Table 1 provides a comparison of the behaviors of Wooden and Summitt.

TABLE • 1

Comparison of Research Results		
	Wooden's (1976) Coaching Behaviors	Summitt's (2008) Coaching Behaviors
Total practices observed	15	6
Total hours of practice observed	30	~18
Total feedback behaviors coded	2,326	3,296
Observation instrument used	Coding scheme developed only for use in this study	Arizona University Observation Instrument (ASUOI)
Instruction	50%	48%
Praise	6.9%	14.5%
Scold	6.6%	7%
Praise/Scold ratio	1:1	2:1
Hustles	12.7 %	10.7%

Limitations of the research

Because the researchers used different instruments, caution must be used in interpreting these results. That is, when different research instruments are used to code the behaviors, the reliability of the results over time is in question. For example, Wooden's researchers did not utilize a category to chart his use of "questioning" and had to rely on sitting in the gym at half court to try to hear what his was saying. Summitt's researchers used an instrument which included "questioning" as a category and utilized a wireless microphone to record her behaviors for playback and evaluation at a later time.

Conclusions and implications

These comparisons suggest that Wooden and Summitt were very similar in their coaching feedback despite several differences being found in the amount of behaviors

coded and in the praise/scold ratios used by the coaches. Thus, Summitt used more frequent feedback and utilized praise more frequently than did Wooden.

Applying Research Findings to Everyday Coaching

One of the interesting conclusions that we can draw from comparing these two coaching legends is that neither used "punishments" very often to shape athletes' behavior. Given that coaches are often prepared as a physical education major, many coaches have learned not to "use physical activity as punishment" in our classes. However, as coaches, some of us might forget to use that same philosophy with our teams. Using "physical activity (running/push-ups) for punishment" often immediately extinguishes the behavior in the short term. However, the message that is often received is that running/push-ups are a negative stimulus and athletes begin to fear (instead of looking forward to) running/push-ups. In athletics, this is not usually a reaction that we desire;

TABLE • 2

Less Appropriate Punishment versus More Appropriate Consequences	
Less appropriate punishments for unwanted behavior	More appropriate consequences for unwanted behavior
<p><i>"Running laps for getting an "F" in Algebra"</i></p> <p>The consequence does not really fit the crime, nor does running encourage better study habits.</p>	<p><i>"Set aside time later to help the athlete study extra, or seek out a tutor"</i></p> <p>If we want the student/athlete to improve her grades, provide structure for her to do that!</p>
<p><i>"Running sprints for being late to practice"</i></p> <p>We want the athlete to develop the habit of being early, not the fear being late.</p>	<p><i>"Stay later after or arrive earlier next practice"</i></p> <p>If an athlete is late to practice, have him stay after practice to make up what he missed, or have him come to practice early the next day to work on what he missed</p>
<p><i>"Push ups for talking back to the coach or teammates"</i></p> <p>Punishing the behavior only leads to resentment, hostility and likely will lead to more of the same conduct when the "punisher" is absent.</p>	<p><i>Ask for a (private or public) apology"</i></p> <p>Instead of running the athlete, ask her to be accountable, apologize, and explain to her teammate/team why her behavior was disrespectful.</p>

in fact, many of us want our athletes to value conditioning because it can help improve their team and individual effort. Furthermore, fear of punishment can contribute to avoiding the negative stimulus; while the behavior may be snuffed out immediately, when the “punisher” is absent (away from earshot or during games), the behavior is more likely to reappear.

Instead of running players for bad grades, being late or showing disrespect, some coaches simply do not know *what* to do. Consider using the “consequences” presented in Table 2 to replace using running/push-ups for punishment.

You will be amazed at the change that will occur in the culture of your team when you stop punishing with running and start rewarding what you want! If you currently use physical activity for punishment in your practices, permit me to urge you to reconsider your approach and consider how you could:

- Modify your consequences to reward the behavior that you seek instead of punishing the behavior that you do not want.
- Provide more appropriate consequences as opposed to using physical activity to punish unwanted conduct.

Modeling Wooden and Summitt's coaching behaviors including their effective use of praise and consequences is important for coaches to consider. The coaching conduct of these great coaches reflects a lot of the findings from the research that has been performed regarding effectively shape behavior (Chance, 1999). Consider how you, as a coach, might modify your coaching using more appropriate consequences for unwanted behavior instead of using less appropriate punishments, like running or push-ups, for unwanted behavior.

NEXT ARTICLE: “To take or not to take the game winning shot: Developing a motivational climate that encourages risk-takers”

... fear of punishment can contribute to avoiding the negative stimulus; while the behavior may be snuffed out immediately, when the “punisher” is absent (away from earshot or during games), the behavior is more likely to reappear.

References

- Becker, A. J., & Wrisberg, C. A. (2008). Effective coaching in action: Observations of legendary collegiate basketball coach Pat Summitt. *Sport Psychologist*, 22(2), 197–211.

- Bloom, G. A., Crumpton, R., & Anderson, J. E. (1999). A systematic observation study of the teaching behaviors of an expert basketball coach. *The Sport Psychologist*, 13, 157–170.
- Chance, P. (1999). *Learning and behavior* (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Gallimore, R., & Tharp, R. G. (2004). What a coach can teach a teacher, 1975–2004: Reflection and reanalysis of John Wooden's teaching practices. *The Sport Psychologist*, 18, 119–137.
- Kimiecik, J. C., & Gould, D. (1987). Coaching psychology: The case of James “Doc” Counsilman. *The Sport Psychologist*, 1, 350–358.
- Langsdorf, E. V. (1979). *Systematic observation of football coaching behavior in a major university athletic department*. Unpublished Doctoral Dissertation, Arizona State University.
- Tharp, R. G., & Gallimore, R. (1976). What a coach can teach a teacher. *Psychology Today*, 9, 74–78.
- Wrisberg, C. A. (1990). An interview with Pat Head Summitt. *The Sport Psychologist*, 4, 180–191.

Michael P. Sheridan, Ph.D., has more than 20 years of experience in education as a: college head men's basketball coach; university professor; high school athletic director; high school golf and cross country coach; high school head boys basketball coach; and high school and elementary physical education teacher. Dr. Sheridan is the Chair of Coaching Science for the Sports Science division of OAHPERD. He is also a coaching education trainer, certified to instruct coaching courses produced by the National Federation of High Schools (NFHS). Sheridan currently is an elementary physical education teacher and high school boy's basketball coach in the Tri-Valley School District. For more information contact Dr. Sheridan at msheridan@tvschools.org.

Grant Writing: Help to Get You Started

By Mary Jo MacCracken

Have you thought about writing a grant because it has become expensive to spend your own money buying incentives and teaching materials for your students? Are you an educator who wants to write a grant to help the less fortunate achieve a higher quality of life, or a professor interested in pursuing funding for your research? The author of this paper knows from experience that grant writing may seem threatening or overwhelming until one learns the basics and finds a modicum of success. This article will focus on submitting grants to fund programmatic concerns that are particularly found in schools and/or in community agencies. Much of what will be shared, however, is also applicable to *research* grant requests.

This paper has been divided into three parts. Section one explains selecting a fundable topic, finding a sponsor, and reviewing the literature. Section two describes generic grant application components. Section three clarifies the proposal narrative and budget, setting SMART goals, and practical strategies for success. The goal is not only to motivate novice grant writers to begin, but also to help readers feel comfortable with the process.

This article seeks to help and motivate educators who have considered "writing a grant someday" so that the process and work of grant writing might become less threatening and more rewarding for the reader. From the viewpoint of her own experience, the author will share the basics of what constitutes good preparation in order for a grant proposal to be successful. To illustrate points being featured, the author will provide examples from her own successful grant applications.¹

Select a Fundable Grant Topic

From the time you decide to write a grant, note your ideas as they occur; record information to be fleshed out later. In order to get an idea immediately into readable or audible form, some strategies are: keep a handy notepad in your purse, briefcase, or by your bedside; phone or text yourself; type an idea into your computer. Get into a routine of jotting down your thoughts. Anticipate that your ideas will be developed from rough notes into a concept paper and ultimately into a proposal that is concise and clear. Writing ability, initiative, and desire to be a successful writer are important. One must be tenacious and willing to accept criticism. Granting agencies may say your idea should *not* be funded, but their letter of refusal may give you specific, useful feedback that can guide needed revisions. You may feel like quitting but continue... refine your idea or think of another and another. Approach your idea like an exercise designed to identify problems to be solved or needs to be addressed.

After selecting the grant topic that has the most promise, organize your thoughts and refine the details. Determine specifics (who,

how, what, when, where, and why) of your project. Share ideas with colleagues to flesh out the project and assess possibilities for collaboration. Seek advice from knowledgeable persons/peers to help determine whether a granting agency will share your enthusiasm and be more or less apt to fund your idea.

Find an Appropriate Sponsor

Seeking a Request for Proposal (RFP) for your specific project is an ongoing process. Begin writing the grant before determining a funding agency because often the grant proposal is due within a relatively short period of time after the RFP is publicized. For authors mainly interested in funding a research grant, Eric Lewandowski noted (October 2008) the following important sources for finding an appropriate RFP:

1. **Community of Science (COS) Funding Opportunities**
COS Funding Opportunities—a comprehensive funding and grant information resource on the web. One needs a password.

2. **Grants.gov** (<http://www.grants.gov>) search a list of agencies offering grant opportunities—search by keyword, Funding Opportunity Number (FON) or Catalog.

3. **IRIS: Illinois Research Information Service** From this site one receives automatic email notifications of new grant opportunities as they are posted to the site (IRIS Alert Service)

4. **SPIN (Sponsored Programs Information Network)** is an internet-accessible database service offered by InfoEd. From this site one can search on several variables for funding sources.

Authors may be less interested in funding a research grant and more focused on seeking grant sources to fund programmatic concerns (e.g., grants for Ohio schools/community agencies). Those writers should check the following websites regularly:

5. http://www.xavier.edu/grant_services/foundations.htm (Xavier Office of Grant Services)

6. <http://www.grantsoh.com/> (Just Grants! Ohio)

7. <http://mhjf.org/grants.html> (Martha Holden Jennings Foundation for Educators)

8. <http://www.ohio.gov/mih> (The Ohio Commission on Minority Health)

9. <http://www.ysa.org> (Global Youth Services Grants).

Authors who may want to combine their academic research while simultaneously addressing school and community agency concerns are advised to seek an RFP for a demonstration grant—this is the path we chose. The Ohio Commission on Minority Health (OCMH) regularly seeks “Academic, Scientific, and Community Partnership Grant applications” to address specific health

concerns of Ohio residents. Our 2002 and 2006 demonstration grant proposals funded by the OCMH were as follows.

- **Healthy Lifestyles: Inside and Outside (HLIO)**² had a goal of promoting more healthy choices by its African American female participants. The program’s experiences were designed to promote better nutrition knowledge and attitudes accompanied



by an enhanced self-esteem (the “in” aspect of HLIO) and to develop a more fit body and physical appearance (the “out” of HLIO). A collaboration between The University of Akron, Kent State University, and Caring Communities of Akron, Inc., HLIO was funded by the OCMH from 2002 to 2004.

- **Mobile AllStars Combating Diabetes (MacD)**³ is a collaboration between a multi-disciplinary team from The University of Akron and Tennis AllStars, Inc.,

a community-based, non-profit organization. The aim of MacD was to design and implement a research influenced, culturally responsive, community and school based mobile program that focused on the health promotion of minority male and female youth ages 8–18 years from low-income backgrounds in Akron, Ohio. Changing participants’ awareness, knowledge, attitudes, and lifestyles might thereby reduce the potential for Type 2 Diabetes; funded from 2006 to 2009.

- **MacD** was also sponsored from 2008 to 2009 by a grant from Tennis Serves—United States Tennis Association (USTA) Foundation for Academics, Character, and Excellence. MacD programming funded only by USTA Serves (not by OCMH) were aspects of summer/spring health fairs, food bank expenses for snacks/juice, additional nutrition education, and incentives.

While considering sources of funding, one should determine if a local agency is interested in the project. After obtaining your administrator’s permission to approach a local sponsor, send a short letter introducing your project. Networking—*who you know*—may give you insight into what the grantor is interested in funding. Sometimes an agency is willing to meet with you and review your ideas before they are submitted. Attend any technical assistance meeting, conference or workshop a funder makes available. Knowing each other helps you both, so be upbeat because you are marketing yourself as well as your ideas. You are offering the funding agency an opportunity to support a worthwhile project that, at the same time, helps the grantor reach its own objectives.

Review the Literature Briefly

Read, analyze, and critique what has been written recently about your grant idea. A written review of the literature should describe the facts regarding the need for your project and address how your idea might help your target population. **For example⁴, our idea was to increase the physical activity levels of minority youth in our area of Ohio. We found Health Department statistics indicating obesity was not only a national/international problem, but also a problem our county/school districts were facing.** General statistics about target population or the geographic scope of the issue may be of less interest to the funding agency than your description of the story the statistics are telling. Find current, relevant studies related to your idea; share your own presentations, publications, or work related to the grant topic. Proposals to Ohio funding agencies may be aided if one is a *Future Focus* author or an Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) presenter.

Generic Components of a Grant Proposal

Agency proposals differ in requirements – some applications are to be mailed, others are submitted online; some are short (no longer than 10 pages); others (like our plans to OCMH) may be well over 100 pages. Although grant requirements differ, basics of most proposals are similar. Lewandowski (2008) lists common elements for research grant proposals: application cover page, abstract, problem statement/needs assessment, background statement/literature review, statement of goals and objectives, program design, methods statement, management plan, evaluation, future funding statement, and budget.

A search of library and web found much support for the above elements. A 2002 posting by The Texas Higher Education Coordinating Board (pages 1–6) described the basic generic components for writing a grant as:

1. **Cover Page** Details on the cover page assure the funding source that you have the endorsement of the highest authority in your institution (i.e., name/signature of person authorized to act as liaison between your institution and the grantor). *Include a letter*

●
Prepare the document as if you were the funder. ... Engage or “hook” the reader into wanting to learn more about the project.
●

or brief statement about the project, proposed costs, exact amount requested, and contributions from other funding sources.

2. **Abstract or Executive Summary** The proposal summary is one of the *most important parts of your grant application* as it will be the first (and sometimes the only part) of the proposal read by the reviewer. This section frames your proposal, putting the narrative into context and giving the reviewer a lasting first impression of your institution and your

project. *A good summary is clear, concise, and includes the major points from the narrative sections of the application.*

3. **Problem Statement** The problem statement presents the reason for the project. This section focuses on who will be served and describes the problem(s) or the status of the situation (present or prospective) prompting you to propose implementing, expanding or enhancing certain services or activities. This paragraph should be interesting, easy to read, and should not include jargon or language that may be unfamiliar to a reviewer. *Key to a good problem statement is to include accurate, current information (that is, referenced statistics and statements of facts).*
4. **Program Goals and Outcome Objectives** These statements should show expected results or status after the grant period has ended (note that statements about how you plan to tackle the problem do *not* belong here but in the problem statement and/or methodology—those sections should discuss how the problem will be solved). A *project goal* differs from an *outcome objective* as follows:
 - Generally, a **project goal** is a *non-measurable statement* of what will be accomplished during the project.
 - Project **outcome objectives** are measures by which the success of your project will be evaluated. These clear targets for specific action should link benchmarks toward achieving the project's goal; *state measurable objectives that reference a specific date by which the objective will be reached.*
5. **Methodology** Usually the longest section of most grant

proposals, methodology should *outline a sound and workable plan of action for achieving the project's objectives and explain how all work is to be accomplished*. Since the intent of your proposal is to receive funding for activities, and perhaps salaries that are necessary to your project's success, this section should be as clear and explicit as possible. Describing the sequence of the activities and who will participate helps reviewers/grantor visualize what will happen throughout the life of the project. Explain why specific activities were selected for the project and provide reasons for why one approach was selected over another. List events in chronological order (timeline), showing a reasonable schedule of activities to be arranged and target-dates. This section details project staffing, how participants are recruited, and how they will be involved in project activities. This section brings activities to life for the reader/grantor. **Both our HLIO and MacD demonstration grants proposed to help youth learn to make better decisions to have a healthier lifestyle. Participants learned about the relationships of inactivity, diabetes, obesity, poor nutrition, and self-esteem. HLIO girls had fun boating, skiing, skating, dancing, and spending time outdoors in a camp environment. MacD boys/girls enjoyed learning/playing tennis and tennis-related activities.**

6. **Project Evaluation** Presents a credible plan for evaluating the success of the project; the project evaluation is usually divided into two parts. The first assesses the outcome (end results) of the project (measures degree to which an objective is accomplished). The second

part (process evaluation) looks at the effectiveness of project methodology. Authors should explain that evaluation instruments are practical and can be administered in such a way as to describe the successes and weaknesses of the project.

Each section of the proposal should relate to other sections in the document. Some reviewers will want to read straight through the entire proposal without turning forward or back to find clarification of what is being proposed. Other reviewers may not read in linear fashion, but first read the abstract and skim document headlines to decide whether the proposal makes "the cut" of considering the entire project more carefully. Because sponsors do not necessarily attend to every section, each aspect of the

proposal should convey the message. Prepare the document as if you were the funder. After reading a stack of proposals on the same topic, a reviewer's concentration may wane. Engage or "hook" the reader into wanting to learn more about the project.

Writing a successful grant can be especially challenging for a novice! Part one of this article discussed the process of selecting a fundable topic and looking for an appropriate sponsor. Part two describes common elements of a generic grant application. Part three will overview practical strategies to aid the writing process, comment on the question of collaboration, introduce proposal narrative/budgeting, and share our opinion on writing SMART goals. See Table 1 for a summary of our keys to grant writing success.

TABLE • 1

16 Keys to Successful Grant Writing	
1. Throughout the process, stay focused/continue to reflect on what the end result will be.	9. Be willing to accept criticism—seek to improve by asking the opinions of others.
2. Jot down your ideas as they occur (phone, text, write, type yourself a note).	10. Take initiative; persevere—be hungry for success. One can write a grant if one thinks one can write a grant; embrace hard work; be a conscientious, hard worker (1% inspiration, 99% perspiration).
3. Individualize each letter of inquiry/proposal according to funding agency's stated interests.	11. Cite pertinent research (your own is even better); demonstrate your knowledge on the topic.
4. Be organized; start immediately (some proposals take one year of writing/rewriting).	12. Seek letters of support from collaborating agencies/administrators for whom you have worked (i.e., letters indicating that you will do what you say you will do).
5. Find collaborators (e.g., if writing a complex research or demonstration-type grant proposal).	13. Anticipate and address questions the funder/reviewer might have.
6. Attend conferences/technical assistance meetings organized by the funding agency to make a positive first impression. Your proposal may have a better chance if the funder can talk to you.	14. Each part of the application should be able to stand alone (congruency throughout the proposal).
7. Propose an innovative idea or alternative approach to solve a problem.	15. "Hook" the reviewer (for example, with the amount of detail or the organization of your proposal).
8. Write and rewrite until your ideas are clear, concise, specific (writing ability is important).	16. Read and re-read the <i>Request for Proposal</i> (complete every detail required by the RFP/funder).

Strategies to Aid the Writing Process

Stay Focused

Throughout the grant application process, think about children/clients you will help and ponder programming or the final outcome of what will happen after you are funded. The basics remain the same whether you are writing an abstracted description or a long, detailed proposal. Each document must be interesting, different, informative and new—avoid submitting the same form letter of inquiry or proposal to every grantor. An application that does *not* speak directly to the funding agency is certainly doomed to fail. **For example, our MacD grant proposal to Tennis Serves addressed the agency's stated goals of funding tennis and education for minority children.**

Start Early, Be Organized, Collaborate

Because most funding sources request the same basic information, writers should prepare a “generic” proposal while seeking an appropriate RFP for the project. Start early and be organized—an entire year might be required to prepare the final document with supportive information to help the proposal's effectiveness. Would *collaboration* with like-minded colleagues fit into your plans? Some grants work well with just one principal investigator (PI). However, depending on the type/scope of the grant being prepared, it might be more efficient to collaborate. **Our demonstration grant proposals were divided so each team member took responsibility for a different aspect of the grant—one discussed physical activity/tennis; others described self-esteem, nutrition or health education; another explained counseling minority youth; still others explained parent meetings, budgeting, or program evaluation; while still another took charge of the entire proposal and discussed future fund-**

ing for the project. Collaboration has certainly helped us receive funding. Working with competent, enthusiastic partners can be an invaluable aid to the process and to programming. If you are *not already* working with a team of educators but *are* interested in pursuing a large research or demonstration grant, you might follow the plan that has worked for us.

In the spring of 1998, a new faculty member sent a message throughout the campus indicating he and others were beginning to organize a grant-seeking team. He called prospective team members from other disciplines to gain their interest. At the first few meetings, attendees described their research interests... nutrition, counseling, health, outdoor education, exercise physiology, sport and exercise psychology, and statistics. After lengthy discussions, our group selected the topic *childhood obesity* and as we began to write a generic grant proposal, we sought collaboration from specialists at children's hospital, another university, public/private schools, from local agencies, churches, and youth groups already helping minority children. One of our team learned of a call for a proposal from OCMH. We scrambled to meet the April 2002 deadline... eight of us stayed up all-night writing the HLIO proposal. We learned three months later that our proposal to help African American girls in Akron, Ohio was to be funded for up to two years. We repeated the process in 2006 with Project MacD.

Describe Your Credibility

Granting agencies will ask you to describe yourself as an individual or organization and will try to determine your credibility and trustworthiness. Lewandowski (2008) explained the funder wants to be confident you and/or your organization can do what you say you will do. What evidence might you give that you are responsible and conscientious? The following list is a good start but is not all-inclusive:

- Describe your educational background and work history
- Note organizations like OAHPERD in which you are a member, have held office, and/or have attended workshops or conferences
- Note curriculum projects you have written
- List and discuss your volunteer and service learning projects
- List your research presentations and publications
- Describe the school district or agency standing behind you.

Your partners, agency administrators, superintendent or other school official should write a letter of support to be attached to your proposal. To secure support letters we gave details of our grants and community service. Be sure what you say is true.

Write the Proposal Narrative including Budget

A specific issue, need or opportunity is the focus of the proposal narrative. **What worked for us was information showing the OCMH that we cared about the health of minority children in our community. Our proposals explained why physical activity and education were important and why everyone should care.** A pilot study can provide critical information about your issue/target population and can demonstrate the value your idea *should* have to the funding agency. The statistical reference to your project should make sense. **For example, when we sought funds to help children combat obesity, we cited the percentage of youth in our city/school system at risk for the problem.**

Your proposal narrative should discuss the impact or changes you are making and what you need in order to be even more successful. Tell what will be different as a direct result of your work if you are funded. Your proposal should anticipate/address

questions the reviewer might have. Granting agencies will want you to explain how you will know your project has worked. As a direct result of your program/idea/project, what indicators will show your activities have been successful? How will funding your project profit the funding agency? **For example, *Tennis Serves* asked how funding our project would help “grow” the game of tennis in our area of Ohio.** Explain the changes that will be created as a result of funding. Will your project demonstrate that children will have a better understanding of nutrition, or improve in arm strength, or improve cardiovascular endurance with improvement in the ability to jump rope?

Show evidence of good stewardship of the agency's funds. Tell the funder you will be frugal and honest—then follow through in your grant report or show the evidence in an audit or evaluation. If possible, be specific. **Our proposals noted the prospective number of youth that would enroll in our programs. We indicated exactly how we expected to help African, Asian, Hispanic, and Native American minority youth in Akron, Ohio.** Realize you will need to show strategic accountability—indicate how you will be responsible for the changes you propose. Tell how you will measure changes you say you want to make. Discuss steps you will take to make change happen. Tell where your project is now and what the project will accomplish in the future—be as specific as possible. Granting agencies appreciate plans that demonstrate you know what you are going to do. Make sure your work logically leads toward the goal. The proposal narrative should state how you will know you have achieved the desired result. Your assessment measures will tell a story about whether the project is on-track. Depending on when assessments are given, your evaluation will tell midway through the project or at completion

whether or not you reached your goal. Grantors will want you to evaluate the project several times to see how close you are to achieving your goals.

If the plan is to continue the project beyond the current funding period, the proposal narrative should indicate how your project will be funded long-term (institutionalization). Comment about the future—what comes next and how you plan to support the project in the future. Funders do not want to throw their money away; they want assurance you will seek funding from other agencies or that your school system will assimilate the project into their future plans. It is our experience that new funding agencies value what other agencies have valued. Assurance of sustainability protects their investment in your project. Some grant writers are entrepreneurial, marketing or selling aspects of their project (e.g., lesson plans, ways of distributing incentives, a manual, pictures, cookbook, pamphlet or CD showing “activities that work”).

The proposal narrative should include a comment on the budget. Honestly detail the cost to continue your idea or program, names of your sources of income, and how funding will be used. The proposal narrative is a master blueprint, a written document that expands on your fundable project concept. Your narrative should give detailed answers to key questions a sponsor will need answered in order to make an informed, intelligent decision about whether to fund your request.

Write Measurable and Observable Objectives

Most educators have been schooled in writing behavioral objectives. Funding agents appreciate a concisely-worded goal with objectives of the project written behaviorally, with time and specific measures. The goal of the project will tell the impact/change that is to occur, will note what

will be different as a direct result of the project, and what it will look like if the project is successful. For example, relate the success of the project to the health and well-being of children. **What worked well for us was noting how many youth had already been served and how many more would be served if our project were funded.** Tell what young people are doing now and how they will change after the project is completed.

Smith (1994) described six characteristics of effective goal setting. To remember Smith's principles, one should think of the word SMARTS: **s**pecific, **m**easurable, **a**ction oriented, **r**ealistic, **t**imely, and **s**elf-determined. At a 2006 OCMH-organized workshop, Maryn Boess described her SMART formula for goal setting (i.e., **s**pecific, **m**easurable, **a**ggressive, **r**eachable, and **t**ime-limited) and stated that writing outcome statements her way was “guaranteed to work.” Goal setting principles of Smith and Boess seem similar, but a critical difference is who is writing the goal. From their experience, the author opines that SMART goals should be self-determined, that is, written by the person (e.g., project director, nutritionist, health educator) actually implementing the program rather than outside observer. SMART goals encourage program participants and their families to act/engage/be involved, should be realistic, practical, and reachable. An example follows:

- S** Specific and Self-determined (exact information written by the goal setter)
- M** Measurable (tell exactly how you will hold yourself accountable)
- A** Action (get youth, parents, community engaged/active/involved)
- R** Reachable (realistic-practical-with effort, the goal can be reached)
- T** Time (observe specific time frame).

Our example of a SMART outcome: "After three months of attendance in Project MacD (Mobile *AllStars* Combating Diabetes), 75% of the children in this program will decrease their social physique anxiety by at least three points, as measured by their scores on the SPAS-C, administered at the beginning and end of the three-month period."

Authors of successful narrative and measurable/observable objectives will use specific phrases and words in the same manner as the grantor uses them. Check the RFP!

Prepare the Budget

The budget should list the costs of what you propose and should conform to sponsor guidelines. Check the agency RFP to determine what the sponsor will and will not fund (e.g., administrative costs of your time, paid expertise needed for the resource plan, or costs of marketing services you plan to provide). Check your math for accuracy and congruency. Be sure to include in your budget the items you discuss in your narrative. Before submission, your entire proposal (especially your budget) will need to be authorized by school/collaborating agency administrators. Allow adequate time to accommodate for internal and sponsor deadlines. If yours is a larger school district, you may have a Grants/Research Office guiding procedures for proposal preparation. Failure to meet your administrators' grant requirements/deadlines will certainly result in an unfavorable funding decision.

Preparing the Final Application: Last Minute Details

How clear is your explanation of what you propose? The list given in Table 2 will help you review your document and make necessary changes according to RFP instructions (e.g.,

TABLE • 2

How Clear Is Your Explanation of What You Propose?
Is the primary focus of the project clear?
Match your needs and the grant requirements.
Be sure your goals and objectives are measurable and observable.
Your proposed activities should be explained simply and without confusion.

acceptable document length, required formatting). Collect (scan if sending electronically) items needed for the final submission (e.g., forms, letters, supporting documentation requested by RFP). Before sending/faxing/ mailing your proposal, you will need your administrator/institutional representative signature on various forms. (Note: your administrator may want to review your budget weeks before seeing the final document.) Your final sign-off signatures (e.g., author/collaborator, administrator, institutional representative) should be in blue (not black) ink to distinguish the original from copies. Scan signed documents, attach and send according to RFP instructions. If you are mailing your grant proposal, make copies of the master document (i.e., for administrator, collaborators). Check RFP instructions as to number of copies and how to bind/staple/clip the document. Check mailing address, prepare labels, and send your grant proposal via a guaranteed mail service to assure your document arrives on or before the due date. Keep mailing service receipts showing date/time of service, name of document and address to which the document was mailed. Keep a notebook/file of your working papers, original RFP, and correspondence/notes from telephone contact with the grantor and others.

Reviewers and grantors appreciate proper grammar, correct spelling, and

explanations that are succinct and well-written. This paper ends with some suggestions we have found useful in writing our grant proposals:

- use active voice and check congruency of tenses throughout
- be consistent/accurate in information proposed— activities, grant award criteria, costs/budget, materials, references
- observe formatting and other RFP instructions (i.e., margins, typeface, font type, headers/ footers using your name and/or project title, page numbering)
- use bold titles and subtitles to break the density of the text
- use tables to convey complex information (goals, objectives, activities).

Note⁵: Grant writing *may* work in the opposite direction (especially for the seasoned grant writer). In this dire economy, it may be reasonable to first find what funds are available, *then* draft a proposal that gives the granting organization what it wants while also accomplishing what you need—a win-win situation. Granting organizations have specific goals for their funds, so it is not just what you want, but also how they want to spend their money to impact the community/field. Because the list of grant opportunities changes every day, you are urged to begin writing while you seek an appropriate RFP⁶. Take initiative—one's first grant proposal can be especially daunting (time-consuming).

References

- Boess, M. (September, 2007). *Getting funders to say yes: What grantmakers want every grantseeker to know*. Paper presented at the Research and Evaluation Enhancement Program (REEP) sponsored by The Ohio Commission on Minority Health, Columbus OH.

Lewandowski, E. C. (October, 2008).

Program planning and proposal preparation. A presentation at a University of Akron Research Services & Sponsored Programs (RSSP) workshop. Akron, OH.

Smith, H.W. (1994). *The 10 natural laws of successful time and life management: Proven strategies for increased productivity and inner peace.* New York: Warner.

Texas Higher Education Coordinating Board. (2002). *Nursing innovation grant program- grant writing tips.* Houston, TX: Texas Higher Education Coordinating Board, pp. 1-6. Retrieved December 15, 2008 from <http://www.theccb.state.tx.us/reports/PDF/1411.PDF>

Footnotes

¹ Funding from the Ohio Commission on Minority Health (OCMH) and Tennis Serves (United States Tennis Association Foundation for Academics, Character, and Excellence) is acknowledged.

² Principal investigators and project coordinators for HLIO included Lisa Fender-Scarr, Robert Gandee, Angela Neal-Barnett, Jacqueline Silas-Butler, Bonna Sullivan and Robert Stadulis.

³ Principal investigators and project coordinators for MacD included Bridgie Ford, Robert Morse, John Queener, Cheryl Sadler and Robert Stadulis.

⁴ Throughout the article, when reference is made to our specific experiences, the text will be bolded.

⁵ Suggested by one of the anonymous reviewers.

⁶ The list given in this paper may not seem extensive until one begins the process of seeking a funding organization. Start with Grants.gov (<http://www.grants.gov>).

Mary Jo MacCracken is a professor in the Sport Science and Wellness Education Department at the University of Akron. She began teaching at the University of Akron in 1968 and received her Ph.D. from Kent State University. She currently teaches Motor Development & Learning, is executive director of state/national grants, and researches children's anxiety.

- ☑ REAL Digi-Walkers, made by Yamax of Japan
- ☑ REAL physical education teacher, Bonnie Hopper, as a resource
- ☑ REAL reasonable prices

The REAL DEAL

REAL Reliable, Durable and Inexpensive Technology for physical education, staff wellness, **FUNdraising**.....as well as PEP Grants!

Rocky Mountain Pedometer Co.

step counters/pedometers

Call toll free: (877) 685-9059

Fax: (208) 331-3899,

www.gr8pedometers.com

Physical Activity/Exercise Guidelines—"Walk the Walk"

By Thomas P. Martin

As health and physical educators, we talk the talk—we need to also walk the walk. Be an example for your students by taking your own advice for a healthy physically active lifestyle. Students will know when you do!

On October 7, 2008, the U.S. Department of Health and Human Services released "The Physical Activity Guidelines for Americans." These are the first-ever Physical Activity Guidelines issued by the Federal Government. They were the direct result of recommendations made by the American College of Sports Medicine (ACSM) and the American Heart Association (AHA). These guidelines are incorporated into this article—see References for URLs to access web pages.

Sedentary Lifestyles

Physical activity/exercise is crucial in developing and maintaining a body that functions well and is free of hypokinetic disease. "Hypo" is a prefix that means less than normal or deficient. "Kinetic" refers to motion or movement. Therefore, hypokinetic diseases are those that are directly related to physical inactivity (i.e., insufficient movement). Cardiovascular disease, obesity, back pain and Type 2 diabetes are examples of hypokinetic diseases that result from a sedentary lifestyle.

The purpose of this article is to encourage HPERD professionals to live the Vision Statement of OAHPERD, "Keeping Ohioans healthy and active for a lifetime." The Introduction presents the physiological need (prevention of hypokinetic disease) and benefits (optimum health) of physical activity/exercise. It also defines five "kinds" of fitness and explains the importance of Health-Related Physical Fitness. The second part of the article, Physical Activity/Exercise Guidelines, presents the latest information and guidelines for including physical activity/exercise as an integral part of an active lifestyle.

Sedentary lifestyles are the norm in the United States. As a result, body systems (e.g., cardiovascular, respiratory, muscular, skeletal, etc.) tend to be weak, inefficient, and subject to various diseases, discomforts, and even outright pain. According to the American Heart Association (2008), one in three Americans have one or more types of cardiovascular disease (CVD). In 2004, 869,724 deaths (36.3 percent of all deaths) were directly related to CVD. The major risk factors for cardiovascular disease are: (a) smoking/tobacco, (b) physical inactivity, (c) high blood cholesterol and other lipids, (d) overweight and obesity and (e) diabetes mellitus. Evidence indicates that both body composition (e.g., percent body fat) and lack of exercise are directly related to CVD.

Obesity is rampant in the U.S. and obesity rates continue to climb. According to the Robert Wood Johnson Foundation (2008), about two-thirds of adults and an estimated 23 million children are either overweight or obese. Further, obesity rates now exceed 25 percent of the population in more than half the states in the USA!

Another result of inactivity is back pain. Back pain will affect 80 percent of Americans at some time during their lives (National Institute of Arthritis and Musculoskeletal and Skin Diseases, 2008). This is an impressive statistic and makes back pain a cause for national concern. The most common causes of back pain are stress (physical and emotional), gradual wear and tear, obesity and lack of proper exercise. On the positive side, the majority of back pain cases are preventable. Physical stress can be minimized or prevented with good posture, good work habits and strong muscles. Appropriate exercise can minimize or prevent obesity while maintaining and/or developing muscular strength in the abdominal and back regions. Therefore, though back pain is a serious concern, it can be prevented in most cases by sound nutrition, appropriate physical activity/exercise and proper body mechanics. The National Institute of Neurological Disorders and Stroke (2008) states that "Exercise may be the most effective way to speed recovery from low back pain and help strengthen back and abdominal muscles."

Diabetes is characterized by high levels of blood glucose and can lead to serious complications such as blindness, kidney damage, cardiovascular disease, nervous system damage and lower limb amputations. Type 1

diabetes (previously known as juvenile-onset diabetes) accounts for 5 to 10 percent of all diagnosed diabetes cases. These individuals require insulin delivered by injection or a pump in order to survive. Type 2 diabetes (previously known as adult-onset diabetes) accounts for 90 to 95 percent of all diagnosed diabetes cases. Those with Type 2 diabetes may or may not need insulin depending on the stage of their disease. Type 2 diabetes has been directly related to obesity and physical inactivity. The number of individuals with diabetes increased 13.5 percent from 2005 to 2007 and is now estimated at 23.6 million or 8 percent of the U.S. population (American Diabetes Association, 2008).

Since hypokinetic diseases are the result of physical inactivity, it follows that physical activity across the lifespan is necessary for their prevention. Basic physical fitness should be developed during childhood and maintained throughout life. Fitness begins in the home and continues through the growing years with the support of school and sport activities. Beyond the school years, adults need to maintain a physically active lifestyle. The likelihood of an individual properly caring for his/her body is directly related to personal experiences, knowledge of body function, attitude toward personal health and commitment (motivation).

One approach to preventing hypokinetic disease is to educate people on the detrimental effects of physical inactivity, as described above. A second, and usually more effective approach, is to educate people on the benefits of physical activity.

Benefits of Physical Activity/Exercise

Humans are biological machines. We need physical activity to “run” well. All of the systems of the body

require moderate physical stress to remain strong and healthy. From a psychological perspective, exercise and control of food intake will make you feel better, look better and have an improved self-image! Other exercise benefits include:

- Control of body weight and proportions.
- Relief of tension.
- Delay of aging process.
- Increased ability to meet emergency situations.
- Increased mental alertness.
- Improved physical ability.

It is never too late to improve fitness level. The sedentary individual, the older adult and even the individual with a disability due to injury or disease can benefit from appropriate physical activity. But, how much fitness is needed? This is a difficult question to answer and requires an explanation of the meaning of physical fitness.

What is Physical Fitness?

Have you ever heard someone make one of the following comments?

- **Football coach** “We won that game because our players are physically fit.”
- **Doctor** “You are going to have to lose some weight, stop smoking and improve your physical fitness if you expect to stay healthy.”
- **Truck Driver** “Basketball players are more fit than football players.”
- **Teacher** “One must be physically fit to lead a full life.”
- **Secretary** “I am plenty fit to do anything I like.”

Obviously, these individuals do not have the same conception of physical fitness. Some of this confusion can be explained by the fact that at least five distinct kinds of fitness can be identified.

General Fitness (or Wellness) includes components such as health, physical fitness, social skills, intelligence/common sense, moral qualities, attitude and emotional stability. If one possesses certain minimal quantities of each of these components, he/she can be considered fit to fulfill all aspects of his/her life. General Fitness represents the big picture, that is, the things that are necessary to lead a full, productive, wholesome and happy life.

Physical Fitness is one part of General Fitness. Like General Fitness, Physical Fitness has several components: cardiorespiratory, muscular strength/endurance, flexibility, body composition (percent body fat), speed, power, agility, balance and coordination. All of these components are measurable and can be related to physical performance (e.g., sport) and/or health.

Skill-Related Physical Fitness is one's ability to use his/her body for a specific purpose. It is specific to the skill/sport being considered. Therefore, it depends on the sport and the physical fitness components that are essential for top performance in that sport. For example, a football player needs a high degree of muscular strength, speed, power and agility in order to be successful. A cross country (i.e., distance) runner needs a high level of cardiorespiratory function, leg muscular endurance and good body composition (i.e., low percent body fat) to perform well. A golfer needs good flexibility and excellent coordination for success.

Health-Related Physical Fitness reflects a healthy functioning body and is related to having a good level of cardiorespiratory function, muscular strength/endurance, flexibility, and body composition. From a health perspective, these are the most important physical fitness components. These components can be summarized as follows:

- **Flexibility** refers to range of motion of the various joints and body segments. Joints, muscles, and ligaments can become stiff and painful because of disuse and advancing age. It is important to keep these structures “limber” in order to prevent deterioration with resultant pain.
- **Muscular Strength/Endurance** has two components: muscular *strength* is the amount of force that can be produced and muscular *endurance* refers to how long an activity can be continued using the same muscles. Reasonable levels of both are necessary to perform everyday tasks, maintain good posture, prevent injury and meet potential emergency situations.
- **Cardiorespiratory** reflects the condition of the heart, circulatory system and respiratory system. It is sometimes referred to as the aerobic component of fitness because it relates directly to how much oxygen can be used per minute. Oxygen is necessary for energy production. Therefore, the more oxygen used the greater the energy production (and ability to do physical work). The best single physiological measure of an individual's physical fitness is his/her maximum oxygen uptake in milliliters of oxygen per kilogram body weight per minute.
- **Body Composition** relates to the make-up of the body and has two major components: (a) percent body fat and (b) fat-free mass. For health/fitness, it is recommended that males be 12–18% and females be 16–25% body fat. Over two-thirds of the population of the U.S. is either overfat or obese (Robert Wood Johnson Foundation, 2008)!

Specific Physical Fitness is directly related to an individual's lifestyle. If an individual can carry out daily activities and still have an energy reserve at the

end of the day to meet possible stress, then he/she could be considered to possess fitness specific to his/her lifestyle. According to this definition, a super-heavyweight Olympic weight lifter would be considered fit for weight lifting; a world class marathon runner would be considered fit for distance running; an executive would be considered fit for office duties; a secretary would be considered fit for

... if the focus is on personal health, the way to determine if an individual is physically fit is to evaluate that individual on the components of Health-Related Physical Fitness.

those responsibilities and a store clerk would be considered fit for that activity; if, at the end of the day, they have an energy reserve to meet any possible stress that may arise. This definition is one that is supported by many people because it is sensitive to individual differences and lifestyles. Unfortunately, this definition cannot be used as a criterion to compare individuals, physical abilities, or health-related body func-

tion. Therefore, from a physiological or health perspective, it has little use. Put another way, stating that an executive or store clerk is physically fit, because at the end of the day he/she has an energy reserve to meet possible stress, is a generalization not supported by physiological research.

In summary, *General Fitness* concerns everything that is necessary to lead a full, happy, healthy and productive life; *Physical Fitness* is related to all aspects of movement ability; *Skill-Related Physical Fitness* involves achieving high levels of selected physical fitness components for success in sport; *Health-Related Physical Fitness* is having a healthy and well-functioning body and *Specific Physical Fitness* is directly related to the energy necessary to maintain one's lifestyle. As stated, Specific Physical Fitness does not indicate healthy body function.

Therefore, if the focus is on personal health, the way to determine if an individual is physically fit is to evaluate that individual on the components of Health-Related Physical Fitness. Having established the meaning and importance of Health-Related Physical Fitness, the next section of this article describes guidelines for developing and/or maintaining healthy body function. HPERD professionals should be able to not only share this information with others but also demonstrate the importance and efficacy of physically active lifestyles through their own behavior.

Physical Activity/ Exercise Guidelines

Safety

Increased physical activity should not be a problem or hazard for most people. However, if you answer “yes” to one or more of the following questions from the Physical Activity Readiness Questionnaire (PAR-Q), you should see your physician before starting an

exercise program (British Columbia Ministry of Health, 1978):

1. Has your doctor ever said you have heart trouble?
2. Do you frequently have pains in your heart and chest?
3. Do you often feel faint or have spells of severe dizziness?
4. Has a doctor ever said your blood pressure was too high?
5. Has your doctor ever told you that you have a bone or joint problem such as arthritis that has been aggravated by exercise or might be made worse with exercise?
6. Is there a good physical reason not mentioned here why you should not follow an activity program even if you wanted to?
7. Are you over age 65 and not accustomed to vigorous exercise?

Use common sense to insure your safety. For example, wear good quality shoes for your activity. Choose white or reflective clothing when exercising at night. Adjust your activity and clothing in very hot or very cold weather. Do not use rubber or plastic clothing which blocks evaporation. Choose a safe place or route for your exercise. Do not “overdo” it—start at a low level of exercise and increase the amount and time gradually.

Exercise Session

A well-rounded exercise/physical activity program will cover the four components of Health-Related Physical Fitness. Each exercise session should have the following three parts:

Warm-Up

Purpose is to prepare the body for the conditioning phase of the exercise program and also to work on flexibility. The warm-up gets the circulation moving, increases use of oxygen, elevates body temperature, increases range of motion and prepares muscles for more strenuous activity. Some

authorities believe a good warm-up will also help prevent muscle soreness and injuries.

Activities should include light exercises involving all body parts such as walking, easy jogging and various light calisthenics, like jumping jacks, arm circles, push-ups, sit-ups (crunches) and rhythmic movements. Stretching exercises are used to improve range of motion (flexibility). A warm feeling and a slight increase in breathing frequency should accompany a good warm-up.

Time *minimum* of 10 minutes.

Exercise—Muscular Strength/Endurance

Purpose is to maintain or improve muscular strength/endurance

Activities “Resistance” activities (e.g., weight, hydraulic, spring, band, isometric, isokinetic, etc.) should involve all major muscle groups. The emphasis can be on muscular strength (size) and/or muscular endurance (tone/shaping).

Time *minimum* of 20 minutes

Exercise—Cardiorespiratory

Purpose is to maintain or improve cardiorespiratory function

Activities (“Aerobic” i.e., continuous activities that use the large muscles of the body), such as walking, jogging, running, cycling and aerobic dance. The emphasis is on exercising the heart and lungs. If walking, jogging, running, stair climbing or cycling is chosen, additional exercises for the trunk and upper body muscles should be included. Swimming, cross-country skiing and rowing are excellent aerobic activities because they are cardiorespiratory and also exercise the major muscle groups of the body (arms, legs and core).

Time *minimum* of 20 minutes

Cool-Down

Purpose is to help the body recover from the exercise (conditioning) phase of the workout. The cool-down should also be used to emphasize range of motion exercises (flexibility).

Activities include any that might be used for warm-up with added emphasis on sustained stretching, which can be more easily accomplished when muscles are warm from exercise and more pliable.

Time *minimum* of 5 minutes.

Flexibility is emphasized during the Warm-Up and Cool-Down, **Muscular Strength/Endurance** and **Cardiorespiratory** components are covered during Exercise, and **Body Composition** is influenced by the entire physical activity/exercise program. Body composition is directly related to total calories expended during the exercise session. Therefore, all *Health-Related Physical Fitness* components are covered.

Exercise Program

Frequency

At least three exercise sessions per week are recommended to maintain or improve the components of Health-Related Physical Fitness. Exercise of appropriate intensity may be performed every day; however, it is recommended that one day per week be designated a “day of rest” for psychological if not religious reasons. Therefore, the recommended frequency of exercise for Health-Related Physical Fitness is 3 to 6 times per week.

Intensity

Whatever activities are chosen, they need to be of the appropriate intensity in order to maintain or improve fitness. A target zone of 60–85% of maximum is a good guideline for exercise intensity. For flexibility, stretching to the point of slight discomfort and holding the position

for 10 seconds (minimum of 5 repetitions) provides for improved range of motion. For strength, 60% of maximum force, and for endurance, 60% of maximum repetitions, represent the threshold for muscle development in the average untrained adult. Therefore, an intensity level representing 60% of maximum would be appropriate for an individual beginning a muscular strength/endurance program.

Heart rate can be used to indicate intensity for the cardiorespiratory component of fitness. The recommended method to determine *Target Heart Rate Zone* for cardiorespiratory conditioning is taken from Swain (2006) and is a variation of the Karvonen method. Estimate maximum heart rate (HRmax) by subtracting age from 220 (see Table 1 below). It should be obvious from this procedure that HRmax decreases with age. Next subtract resting heart rate (HRrest) from HRmax to determine heart rate reserve (HRR). HRrest should be taken for a full minute after the individual has been "resting" for 10–15 minutes in the body position that the individual will be using during his/her aerobic exercise; for example, lying for swimming, sitting for cycling, and standing for walking/running. The HRR is then multiplied

by the recommended top and bottom percentages of the target zone (60% or 0.60 and 85% or 0.85). HRrest is then added to each of these numbers resulting in the low HR and high HR for the cardiorespiratory Target Heart Rate Zone.

It is best if resting heart rate is taken in bed after waking in the morning when it has not been influenced by movement, eating, drinking (e.g. caffeine) or other stimulants. Counts taken at other times or under other conditions during the day do not represent a true resting rate. Resting heart rate provides an indication of fitness level (inter-individual comparison) and can be used to follow the progress of an exercise program. However, resting heart rate cannot be used to compare the fitness level of different individuals (intra-individual comparison) because of genetically low and high heart rates.

To determine if you are exercising in your target zone, take a 10 second pulse count immediately; start *no later* than 5 seconds after stopping your aerobic exercise. Multiply this number by six to get beats per minute. The heart rate drops very fast after stopping exercise, so it is important that you start your 10 second count as soon as possible. It has been found that this will provide a good estimate of your

exercise heart rate. Do not speed up or slow down before stopping to take your pulse. You should take your heart rate at least once during each exercise period and record your result.

Overload is a term that is used to describe a level of intensity, and/or volume of exercise, which will result in physiological improvement. Overload occurs when an individual is working (e.g., exercising) at a level of intensity (e.g., speed or force) or volume of exercise (e.g., repetitions, distance or time) which is higher than normal. For an average untrained adult, the 60% of maximum guideline is a good one for determining beginning overload level. For example, if the maximum weight which can be bench pressed is 100 pounds, then it is recommended that the untrained individual start his/her bench press exercise with a weight of 60 pounds ($100 \times 60\%$). For more fit and trained individuals (e.g., athletes), a much higher percent of maximum is necessary to produce physiological improvement. For example, a sprinter must regularly train at or near 100% of maximum speed in order to improve performance.

In relation to volume of exercise, overload represents an amount of physical activity/exercise that is *more* than normally performed. For example, if an individual is accustomed to walking two miles on a regular basis and then chooses to walk three miles, the third mile would represent a volume of activity overload. Likewise, a weight lifter that is accustomed to lifting a total of 10,000 pounds in a workout and then raises this number to 11,000 pounds will also be performing at a volume of exercise overload. For an average untrained person planning to do endurance exercises that involve repetitions, the 60% of maximum guideline is a good one for determining the starting number of repetitions for each exercise.

TABLE • 1

The computation of Target Heart Zone

Formula for Target Heart Rate Zone:

$$220 - \text{Age} = \text{HRmax} - \text{HRrest} = \text{HRR} \times 0.60 = \text{Low Range HR} + \text{HRrest} = \text{Low Zone HR}$$

$$220 - \text{Age} = \text{HRmax} - \text{HRrest} = \text{HRR} \times 0.85 = \text{High Range HR} + \text{HRrest} = \text{High Zone HR}$$

Target Heart Rate Zone Calculation for a 40 year old with a resting heart rate of 72 bpm:

$$220 - 40 = 180 - 72 = 108 \times 0.60 = 64.8 + 72 = 136.8 \text{ bpm}$$

$$220 - 40 = 180 - 72 = 108 \times 0.85 = 91.8 + 72 = 163.8 \text{ bpm}$$

Target Heart Rate Zone for this 40 year old is 137 – 164 bpm

In other words, if the maximum number of sit-ups of the untrained person is 40, it is recommended that he/she start his/her regular program with 24 ($40 \times 60\%$) sit-ups.

Listen to Your Body

Another way of gauging the intensity of your physical activity is to use Borg's Rating of Perceived Exertion (RPE) scale (Borg, 1985). Borg developed this scale in order to get an indication of exercise intensity without having to stop to take heart rate. His research showed that there was a close relationship between RPE and heart rate when individuals had learned to use the RPE rating. The experienced runner, swimmer, and cyclist know (by feel) the pace at which they are moving. The RPE is based on the same principle of kinesthetic awareness. Further, Borg found that RPE was a better indicator of intensity than heart rate when an individual was sick or fatigued. The method is simple; while exercising, ask yourself the question, "How difficult does this feel?" Listen to your body and rate your overall feeling of effort according to the scale presented in Figure 1.

RPE should be maintained between 13 and 17 for a minimum of 20 minutes for cardiorespiratory fitness. An individual beginning an exercise program should begin with exercise that results in a light (11) to somewhat hard (13) rating. Those who have adapted to an exercise program should be working around the "hard" (15) rating level. Those who are more fit may choose to exercise at the more intense 17 level (very hard). There is no reason, from a health perspective, to exercise beyond a rating of 17.

Be aware that you *do not* have to exercise at your maximum to improve your fitness. In fact, it could

FIGURE • 1

The Borg (1985) Scale Rating of Perceived Exertion (RPE)

6	No exertion at all
7	
8	Extremely light
9	Very light
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard (heavy)
16	
17	Very hard
18	
19	Extremely hard
20	Maximal exertion

be **dangerous**. There is no reason for the average person to exercise beyond 85% of his/her maximum capacity. As stated previously, athletes must perform at intensity levels approaching their maximum in order to improve their performances. However, these high levels *are not* recommended or necessary to maintain a healthy body.

Time

Each exercise session should last a minimum of 35 minutes (e.g., 10 min. warm-up, 20 min. muscular strength/endurance and cardio-respiratory and 5 min. cool-down), *if* performing an aerobic activity that works all major muscle groups (e.g., swimming, cross country skiing, rowing, elliptical with forceful arm action, etc.). If the aerobic activity only emphasizes the lower body (e.g., walking, jogging, running, cycling, stair climbing, etc.), then an additional 10 minutes of core and upper body resistance exercise should be included for a complete workout. This increases the minimum time of the exercise session to 45 minutes. Multiplying 35 minutes times a minimum of 3 exercise periods per week equals 105 minutes.

Three and a half hours of physical activity/exercise per week is recommended for maintaining or improving body composition. Therefore, an additional 105 minutes of physical activity/exercise would be needed each week to achieve the recommended 210 minutes (3.5 hours). An individual could perform additional aerobic and/or resistance training during the week or could perform a myriad of other physical activities—walking, hiking, tennis, cycling, canoeing/kayaking, Frisbee golf, basketball (playing not just shooting), dancing, skiing, racquetball, golf if walking (carrying bag is recommended), cutting the grass (walking mower), gardening, cleaning the house/car, etc.

As mentioned, three and a half hours of physical activity/exercise per week is recommended to maintain body composition. To lose weight or maintain weight loss, five to eight hours of physical activity per week may be necessary. The additional time results in an increase in total caloric expenditure and a more favorable influence on body composition (percent body fat).

These recommendations are consistent with the American College of Sports Medicine (ACSM) and the American Heart Association (AHA) recommendations related to physical activity (Haskell et al., 2007):

To promote and maintain health, all healthy adults aged 18 to 65 yr need moderate-intensity aerobic (endurance) physical activity for a minimum of 30 min on five days each week or vigorous-intensity aerobic physical activity for a minimum of 20 min on three days each week. In addition, every adult should perform activities to maintain or increase muscular strength and endurance. It is recommended that 8–10 exercises be performed on two or more

FIGURE • 2

FIT: Health-Related Physical Fitness Exercise Guidelines

THINK: F requency—3 to 6 times per week

I ntensity—60 to 85% of maximum

T ime

- minimum of 20 minutes of cardiorespiratory exercise per session
- minimum of 20 minutes of muscular strength/endurance exercise, utilizing all major muscle groups, per session
- minimum of 35 minutes for each exercise session, including 10 minute warm-up, 20 minute cardiorespiratory and strength/endurance activity (e.g. rowing), and 5 minute cool-down
- minimum of 3.5 hours of physical activity per week

nonconsecutive days each week using the major muscles of the body. Because of the dose-response relation between physical activity and health, persons who wish to further improve their personal fitness, reduce their risk for chronic diseases and disabilities or prevent unhealthy weight gain may benefit by exceeding the minimum recommended amounts of physical activity.

Health-Related Physical Fitness exercise guidelines have been summarized in Figure 2.

Summary

This article has emphasized the importance of physical activity/exercise in maintaining and improving healthy body function as well as in preventing hypokinetic diseases. In addition, guidelines have been presented for starting and continuing a physical activity/exercise program with the objective of improving Health-Related Physical Fitness. We not only owe it to ourselves and our loved ones, but as HPERD professionals, we also owe it to our colleagues and students. A picture is worth a thousand words and a healthy HPERD educator is worth a hundred lesson plans. *Walk the walk!!!*

Additional information on starting a physical activity/exercise program can be found at the ACSM (2008) web site titled *Physical Activity & Public Health Guidelines* and the Centers for Disease Control & Prevention (2008) web site titled *Physical Activity for Everyone*. In addition,

the CDC web site has links to physical activity guidelines for children (60 minutes or more of physical activity each day!) and older adults.

References

- American College of Sports Medicine (2008). *Physical activity & public health guidelines*. Retrieved October 14, 2008, from www.acsm.org/physicalactivity
- American Diabetes Association (2008). *Diabetes statistics*. Retrieved October 14, 2008, from <http://www.diabetes.org/diabetes-statistics.jsp>
- American Heart Association (2008). *Heart disease and stroke statistics—2008 update at-a-glance*. Retrieved October 14, 2008, from http://www.americanheart.org/downloadable/heart/1200082005246HS_Stats%202008.final.pdf
- Borg G. (1985). *An introduction to Borg's RPE-Scale*. Ithaca, N.Y.: Movement Publications.
- British Columbia Ministry of Health (1978, May). *PAR-Q validation report*. Vancouver, British Columbia, Canada.
- Centers for Disease Control & Prevention (2008). *Physical activity for everyone*. Retrieved October 14, 2008, from <http://www.cdc.gov/physicalactivity/everyone/index.html>
- Haskel W.L. et al. (2007). Physical activity and public health: Updated recommendation for adults from the American College of Sports Medicine and the American Heart Association. *Medicine & Science in Sports & Exercise*: 39, (8), 1423–1434.
- National Institute of Arthritis and Musculoskeletal and Skin Diseases (2008). *Back pain*. Retrieved October 14, 2008 from U.S. Library of Medicine and the National Institutes of Health MedlinePlus Web site: <http://www.nlm.nih.gov/medlineplus/backpain.html>
- National Institute of Neurological Disorders and Stroke (2008). *NINDS back pain information page*. Retrieved October 14, 2008, from National Institutes of Health Web site: <http://www.ninds.nih.gov/disorders/backpain/backpain.htm>
- Robert Wood Johnson Foundation (2008, August 19). *New report: Adult obesity rates rise in 37 states, obesity rates now exceed 25 percent in more than half of states*. Retrieved October 14, 2008, from <http://www.rwjf.org/pr/product.jsp?id=33833>
- Swain, D.P. (2006). Moderate- or vigorous-intensity exercise: What should we prescribe? *ACSM's Health & Fitness Journal*: 10, (5), 7–11.
- U.S. Department of Health & Human Services (2008, October 7). *Physical activity guidelines for Americans*. Retrieved October 14, 2008, from <http://www.health.gov/PAGuidelines>

Tom Martin is a Professor in the Health, Fitness and Sport Department at Wittenberg University. He is a fellow in the Research Consortium and in the ACSM. He is also certified as an Exercise Test Technologist and a Registered Clinical Exercise Physiologist (RCEP) by the ACSM and is a Past President of OAHPERD.

Using Importance-Performance Analysis to Evaluate Sportspersonship Behaviors in Interscholastic Athletics¹

By Doyeon Won, Simon M. Pack, and Donna L. Pastore

Interscholastic athletics has been seen as an extension of the classroom where students learn the values of discipline, teamwork, dedication, and respect (Holt, Tink, Mandigo, & Fox, 2008). The phrase "sports build character" has been around for decades and succinctly describes the fact that sport is intended to create better citizens. However, this idea has come into question as of late. Most notably the concern is that through sport many athletes are enforcing negative behaviors as much as they are learning proper behavioral skills. Unfortunately, the widespread media attention given to the negative occurrences associated with some sporting events (e.g., violence and cheating) can lead to the questioning of the benefits of athletics (Rhea & Lantz, 2004).

Sportspersonship within interscholastic sport has been a priority of nearly every state athletic association and certainly the National Federation

This study set out to examine the perceived importance of the following Ohio High School Athletic Association (OHSAA) fair play codes: coaches' fair play code, student-athletes' fair play code, and fans' fair play code. Additionally, the perceived performance of these fair play codes was scrutinized from the perspective of principals, athletic directors, and coaches. For the current study, a questionnaire was distributed to measure the level of "Fair Play" behavior presented by the three key stakeholder groups in the OHSAA: coaches, student-athletes, and fans. Participants ($N = 208$) included high school principals, athletic directors, and coaches from the OHSAA. The data were analyzed using descriptive statistics, paired-samples *t*-tests, importance-performance analysis (IPA), and ANOVAs. It was found that all published fair play codes are considered important by the participant groups in promoting sportspersonship behavior. However, the fans are seen as the group that is behaving below expectancy. The researchers also found evaluators' differences (coaches vs. principals) concerning what were achieved by coaches (i.e., coaches' performance). Further, recommendations are made for which fair play codes should be improved upon.

of State High School Associations (NFHS). The creation of an atmosphere of athletics fueled by good sportspersonship behavior is destined to implement all of the previously mentioned positive attributes within athletic participation. For this reason, athletic associations such as the Ohio High School Athletic Association (OHSAA) have developed and implemented fair play codes. These codes create a set of guidelines and rules to foster good sportspersonship.

As with many policies, the fair play codes can only be productive if they are actually implemented at all levels including principals, athletic directors, coaches, athletes, and fans. The purpose of this study was twofold:

(a) to examine the perceived importance of the following OHSAA fair play codes: coaches' fair play codes, student-athletes' fair play codes, and fans' fair play codes; and (b) to analyze the perceived performance for these fair play codes from the perspective of principals, athletic directors, and coaches.

Sportspersonship

The term "sportspersonship" has been rather difficult to define due to the complexity and the increasing internal and external pressures associated with interscholastic athletics. Beller and Stoll (1993) considered sportspersonship to be an understanding and commitment to fair play. Most would agree that sportspersonship is something that can be identified when it is seen. However, placing an authoritative definition on sportspersonship is a challenging process. Green and Gabbard (1999) reviewed a number of definitions of sportspersonship,

many of which included the following attributes: moral ideals, honesty, integrity, fairness, generosity, courtesy, and respect. Spencer (1996) added "graciousness in winning or losing" to this extensive list of sportspersonship attributes. All of the aforementioned actions which depict good sportspersonship create the concept that any individual involved in sport, acting as a good sportsperson, will place ethical considerations for all involved parties above the strategic gain one may achieve by acting unethically. Within the college ranks the National Collegiate Athletic Association (NCAA) considers sportspersonship to be the acceptance of the values of respect, fairness, civility, honesty, and responsibility (NCAA, 2009). Sportspersonship has been viewed by the National Federation of State High School Associations (NFHS) as a commitment to fair play, ethical behavior, and integrity (NFHS, 2008).

The most comprehensive definition of sportspersonship has come from the social-psychological theory of sportspersonship presented by Vallerand and colleagues (e.g., Vallerand, Briere, Blanchard, & Provencher, 1997). In this definition, sportspersonship is defined using five dimensions: (a) respect for the social conventions of sport, (b) respect for the rules and officials, (c) respect for one's full commitment to participation, (d) respect and concern for the opponent, and (e) the absence of a negative approach to sport. Overall, sportspersonship is defined as those qualities which are characterized by generosity, genuine concern for others, and respect of the sport. Individuals, regardless of their role in sport (e.g., athletes, coaches, fans, administrators), are expected to portray good sportspersonship behavior.

In order to promote sportspersonship behavior, state high school athletic associations have developed fair

play codes for their key stakeholder groups including student-athletes, coaches, and fans. The OHSA also defines sportspersonship and has publicized *Fair Play Codes* both on their website and through printed material. These fair play codes serve as guidelines in defining and promoting sportspersonship behaviors. It is deemed very important to examine: (a) the importance and relevance of each fair play code; and (b) how each fair play code is achieved by the relevant stakeholder groups.

Importance-Performance Analysis

In addition to using analyses typical to the HPERD field, the present study also employed importance-performance analysis (IPA). The origin of IPA stems from the marketing industry and its purpose is to identify and prioritize needs (Crotts, Muldrow, & Rudd, 2002; Martilla & James, 1977). Often, IPA is described as an absolute performance measure of stakeholder perceptions (Wright & O'Neill, 2002). The majority of research which implements IPA aims to determine the perceptions of "stakeholder groups" with regard to a particular phenomenon. For this particular study the "stakeholder groups" are principals, athletic directors, and coaches within the OHSA. The present study attempts to examine: (a) the perceived importance of the OHSA fair play codes for coaches, student-athletes, and fans; and (b) the perceived performance of these fair play codes from the perspective of principals, athletic directors, and coaches.

To glean this information, stakeholders (principals, athletic directors, and coaches) completed a survey in which they ranked the level of importance of a given aspect of the organization in question (e.g., the fair play codes). The stakeholders then ranked the level of performance the

given organization has achieved with regards to a particular service (i.e., the fair play codes).

IPA offers many advantages for analyzing such phenomenon as interscholastic sportspersonship. IPA is a low-cost, easily understood technique that yields insight to the areas within an organization that need the most attention, as well as areas that are being performed at or above the stakeholder expectations (Martilla & James, 1977). This type of analysis is a useful management tool helping direct resources to areas in which performance improvement will have the most effect on the organization. IPA allows for management to pinpoint areas which require resources immediately and areas that are being performed adequately as well as areas where resources could be retracted and refocused to other areas that hold a higher perceived importance by the customer (Wright & O'Neill, 2002).

Difficulty in defining sportspersonship leads to difficulty in measuring sportspersonship. For this reason, the implementation of IPA to measure sportspersonship seems to be a logical choice. This study assesses the importance and performance of the fair play codes established by the OHSA. The selection of participants was crucial for this research. Those directly involved with interscholastic athletics were deemed the best determinants of sportspersonship and the importance and performance of the fair play codes of the OHSA.

Method

Participants and Sampling

The survey population frame included 150 high schools out of the 830 OHSA member schools. A stratified cluster sampling method was employed (clusters by institutional class: A, AA, and AAA) to collect the data for the current study. The respondents for this study ($N = 208$)

consisted of high school principals ($n = 54$), athletic directors ($n = 68$), and coaches ($n = 86$) from OHSA schools for a response rate of 34.7%. The data were collected by means of a paper-and-pencil questionnaire and the respondents voluntarily participated in this study. All questionnaires were sent by mail to potential respondents, along with a cover letter explaining the purpose of the study, the potential risks associated with participation in the study, and a pre-stamped envelope addressed to the researchers. Questionnaires were returned without identifying the respondent and procedures were approved by The Ohio State University IRB.

On average, participants were 45 years old ($SD = 9.99$) and had 19.3 years of experience within the OHSA system ($SD = 11.02$). The majority of the 208 respondents were men (89.9%) and more specifically, White-Americans (97.1%). Of the 208 respondents, 63 were from Class A schools (less than 300 students), 64 were from Class AA

(300 ~ 600 students), and 78 were from Class AAA (more than 600 students). See Table 1 for more detailed demographic information by groups.

Measures

To appraise the current sportspersonship-related behaviors in the OHSA, the Association's "Fair Play Codes" were utilized (OHSA, 2006). Respondents answered items in reference to the published OHSA Fair Play Codes, 9-item coaches' fair play code, 10-item student-athletes' fair play code, and a 9-item fans' fair play code (see Table 2). For each item, participants were asked to rate the extent to which: (a) each fair play code is important to interscholastic athletics (i.e., the **importance measure**), and (b) each fair play code was achieved (i.e., the **performance measure**). For the importance measure, a seven-point scale response scale was used, ranging from not at all important to very important. More specifically, responses were coded "1" for *not at all important*, "2" *not very important*, "3" *somewhat unimportant*,

"4" *neutral*, "5" *somewhat important*, "6" *important*, and "7" for *very important*. For the achievement measure, a seven-point scale was also used, ranging from *not at all achieved* = 1 to *greatly achieved* = 7. Responses were coded "1" for *not at all achieved*, "2" *minimally achieved*, "3" *less than half achieved*, "4" *half achieved*, "5" *more than half achieved*, "6" *mostly achieved*, and "7" for *greatly achieved*.

Since we examined the level of perceived importance and the current status of each fair play code (i.e., performance), we could identify important fair play codes with poor levels of performance. This might enable the identification of areas where more time and effort could be made to produce improvement (i.e., a very important fair play code, yet poorly achieved or performed). Again, all items were developed and reworded based on the behavioral approach of performance appraisals. In addition, participants were asked to answer several demographic questions such as gender, age, and organizational tenure.

Data Analysis

In addition to descriptive statistics, a series of paired-samples *t*-tests were carried out to investigate the gaps between importance and performance for each fair play code. Due to the possible Type I error, the more stringent *p*-value of .001 was used. The data were then plotted on a two dimensional grid with importance on the y-axis and performance on the x-axis. Additionally, three sets of analyses of variance (ANOVA) and post-hoc tests were carried out for each set of the fair play code to explore differences in performance evaluations by the three rater groups—coaches, athletic directors, and principals.

IPA Analysis

In an IPA, the "mean scores from the importance and performance ratings are plotted on a grid, producing

TABLE • 1

Demographic Information of the Respondents				
Variable	Sample (N = 208)	Coaches (n = 86)	ADs (n = 68)	Principals (n = 54)
Age ^a	44.95 (9.99)	39.84 (9.42)	48.66 (9.42)	48.40 (7.93)
Org tenure	19.26 (11.02)	14.10 (9.91)	22.85 (10.27)	22.94 (10.91)
Gender				
Female	21	9	5	7
Male	187	77	63	47
Ethnicity ^b				
Caucasian-A	202	83	66	53
African-A	2	2	0	0
Others	3	1	1	1
Class ^c				
A	63	27	16	20
AA	64	27	20	17
AAA	78	31	32	15

^a 12 respondents did not specify their age

^b 1 respondent did not specify his/her ethnicity

^c 3 respondents did not specify their OHSA classes

TABLE • 2

OHSAA Fair Play Code Details**Coaches' Fair Play Codes**

- C1 Be reasonable when scheduling games and practices, remembering that young people have other interests and obligations.
- C2 Teach athletes to play fairly and to respect the rules, officials and opponents.
- C3 Ensure that all athletes get equal instruction, support and opportunities.
- C4 Do not ridicule athletes for making mistakes or performing poorly.
- C5 Encourage athletes to have confidence in themselves.
- C6 Be a coach who young people can respect.
- C7 Be generous with praise and set a good example.
- C8 Make sure that equipment and facilities are safe and match the athletes' ages and abilities.
- C9 Obtain proper training and continue to upgrade coaching skills.

Student-Athletes' Fair Play Codes

- S1 Participation is because I want to, not just because my parents or coaches want me to.
- S2 Play by the rules and in the spirit of the game.
- S3 Control my temper since fighting and disrespect can spoil the activity for everyone.
- S4 Respect my opponents.
- S5 Do my best to try to be a true team player.
- S6 Remember that winning isn't everything.
- S7 Having fun, improving my skills, making friends and doing my best.
- S8 Acknowledge all good plays or performances by both my teammates and my opponents.
- S9 Remember that coaches and officials are there to help me.
- S10 Accept officials' decisions, show them respect and understand they have given their time to be with me.

Fans' Fair Play Codes

- F1 Remember that young people play sports for their enjoyment, not to entertain me.
- F2 Have realistic expectations and will understand that doing one's best is as important as winning.
- F3 Understand that ridiculing an athlete for making a mistake is not acceptable behavior.
- F4 Respect the official's decisions and will encourage all participants to do the same.
- F5 Respect and show appreciation for the coaches and understand that they have given their time to provide sport activities for our young people.
- F6 Encourage athletes and coaches to play by the rules and to resolve conflicts without resorting to hostility or violence.
- F7 Show respect for my team's opponents because I realize there would be no game without them.
- F8 Refrain from using bad language and will not harass athletes, coaches, officials or other spectators.
- F9 Show good sportsmanship since young people learn best by example.

four quadrants that separate items into areas of greatest to least concern" (Ballantyne & Packer, 2004, p. 303). Participants mean scores for both importance and performance are placed on the two dimensional importance-performance action grids. The grid offers a visual display of the results and allows for easy assessment and analysis of the results (Ballantyne & Packer, 2004; Chen & Lee, 2006; Martilla & James, 1977; Nale, Rauch, Wathen, & Barr, 2000).

Results from the IPA will indicate the areas which require more attention, the areas that are being performed appropriately, and the areas in which performance is exceeding importance (Martilla & James, 1977, p. 78). Items found in the upper left quadrant depict very high importance yet low performance (see figure 1).

This quadrant is often considered to be the most critical. Items found in the extreme upper left corner require immediate attention and need to be corrected as soon as possible. Poor performance on an issue considered to be of the highest importance can lead to severe negative impacts on the organization. The upper right quadrant (labeled "Quadrant B") illustrates items which have high importance and are being performed at a high level. This quadrant is often labeled "Keep up the Good Work." Items in Quadrant B still require attention and organizations cannot become complacent with these items due to their high level of importance. Items found in the bottom right



Figure 1. Importance-Performance Action Grid (Martilla & James, 1977, p. 78)

quadrant (Quadrant D) tend to be considered overkill. Performance on these items are rated high, however, there is a rather low level of importance placed upon them. This is considered the second most important quadrant. The resources appropriated to these items may be more beneficial if directed elsewhere, specifically towards the items that are found in Quadrant A (upper left). Finally, Quadrant C (lower left) contains items perceived to have low priority. These items have relatively low importance and not much effort is being placed on their performance (Ballantyne & Packer, 2004; Crotts et al., 2002; Martilla & James, 1979; Nale et al., 2000; Slack, 1994). Using the IPA analysis, the OHSAA can determine: (a) the perceived importance of each fair play code, and (b) to which fair play code they should allocate more resources.

Results

Importance and Performance Ratings

Table 3 reports the mean importance and performance ratings for each Fair Play Code. Overall, the participants rated all Fair Play Codes to be very important and critical for the OHSAA. The mean importance scores of each set of Fair Play Codes by participant group were: 6.30 for Coaches' Fair Play Codes (ranging from 5.88 to 6.59), 6.28 for Athletes' Fair Play Codes (ranging from 5.93 to 6.55), and 6.38 for Fans' Fair Play Codes (ranging from 6.22 to 6.51). The results clearly indicate that each fair play code is considered to be important and needed to be abided by to promote sportpersonship through fair play in the context of the OHSAA.

In terms of performance behaviors in promoting sportpersonship defined by the Fair Play Codes, coaches, athletes, and fans are more

than acceptable, with the mean performance appraisal scores of 5.45 for coaches (ranging from 5.01 to 5.88), 5.09 for athletes (ranging from 4.76 to 5.66), and 4.23 for fans (ranging from 3.67 to 5.01) on a 7-point scale. However, given the importance of sportpersonship in interscholastic athletics, there is much room to improve in regard to various sportpersonship issues in high school athletics. As indicated by the results from the paired-samples t-tests, using the more stringent *p*-value of .001 (with Bonferroni correction to control for inflated Type I error), there were substantial differences between importance and performance scores for each fair play code. Subsequently, there is considerable room for improvement in regard to various sportpersonship issues in high school athletics. Fans, especially, must increase their efforts to improve their sportpersonship behaviors. Their performance scores were relatively low, ranging from scores of mid-3 (*somewhat unimportant*) to 5 point (*somewhat important*). Figure 2 clearly shows that OHSAA fans are not

TABLE • 3

Performance and Importance Scores for Each Fair Play Code			
Codes	Mean Scores (N = 208)		t(206)
	Importance	Performance	
C1	5.88	5.01	9.17*
C2	6.57	5.58	13.77*
C3	6.09	5.29	10.59*
C4	6.04	5.18	9.19*
C5	6.12	5.30	9.44*
C6	6.63	5.64	12.61*
C7	6.38	5.51	11.96*
C8	6.59	5.88	8.87*
C9	6.41	5.67	9.60*
Coach Code Avg.	6.30	5.45	15.66*
S1	6.35	5.16	13.70*
S2	6.58	5.66	11.90*
S3	6.55	5.38	13.57*
S4	6.46	6.24	14.13*
S5	6.48	4.97	16.13*
S6	5.93	4.76	11.53*
S7	6.13	5.23	11.99*
S8	5.93	4.82	12.28*
S9	6.22	4.94	14.07*
S10	6.20	4.76	13.94*
Athlete Code Avg.	6.28	5.09	18.43*
F1	6.35	4.07	19.88*
F2	6.28	4.07	19.11*
F3	6.46	4.20	19.27*
F4	6.22	3.67	19.67*
F5	6.36	3.93	19.11*
F6	6.51	5.01	14.36*
F7	6.32	4.69	15.74*
F8	6.44	4.04	19.86*
F9	6.44	4.38	17.71*
Fan Code Avg.	6.38	4.23	21.70*

* *p* < .001

performing well in achieving higher sportpersonship levels.

IPA Analyses

Figure 3 illustrates the extent to which each fair play code is perceived to be important and how well

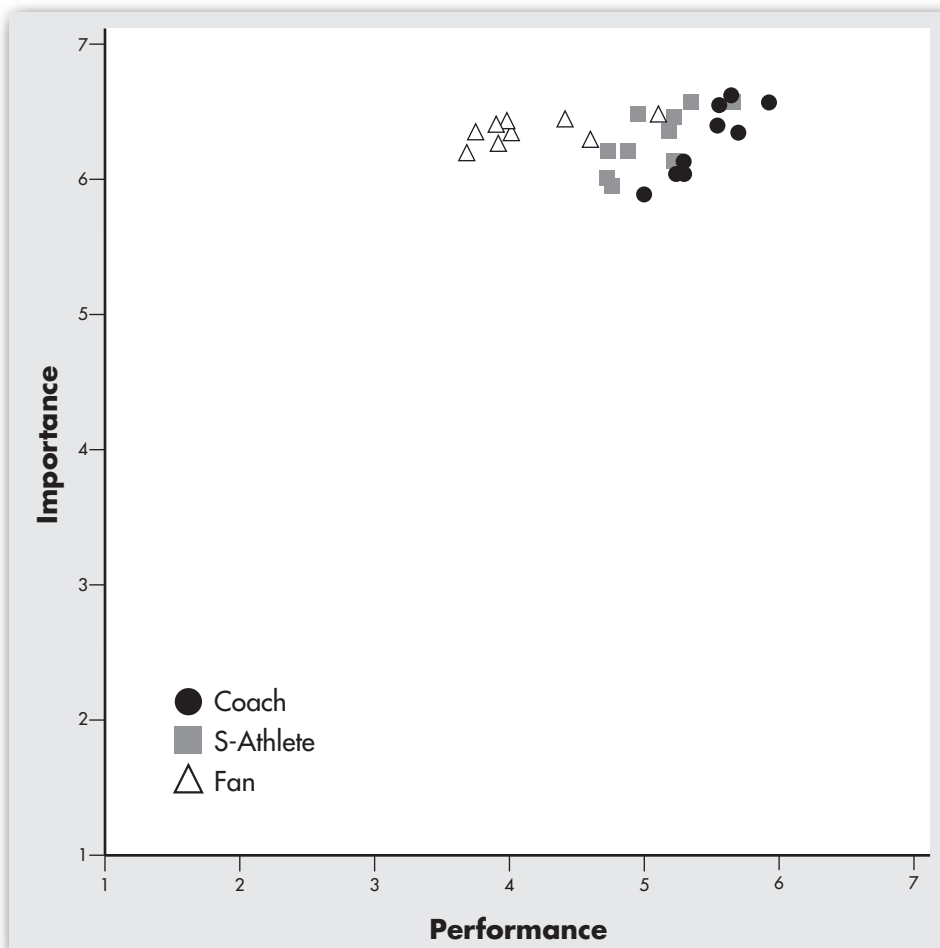


Figure 2. Importance-Performance Analysis for the OHSA Fair Play Codes

each code is achieved. The first map illustrates there is no coaches' code belonging to Quadrant A. However, coaches need to work on Code #1, 3, 4, and 5 because the importance scores of all four codes were at least 5.88 on a 7-point scale. The second map demonstrates that athletes should first work on improving Code #5 as it belongs to Quadrant A and then they need to improve Code #6, 8, 9, and 10 which belong to Quadrant C (low priority). The last map indicates fans should first work on improving Code #3 and 8 as those two codes belong to Quadrant A (see Table 2 for Fair Play Code details).

Group Differences by Fair Play Code Set

Overall, the perceived importance score of all fair play codes were not significantly different between the three rater groups. This means all fair play codes published by the OHSA are relevant and perceived to be important by all three rater groups—coaches, athletic directors, and principals. However, there

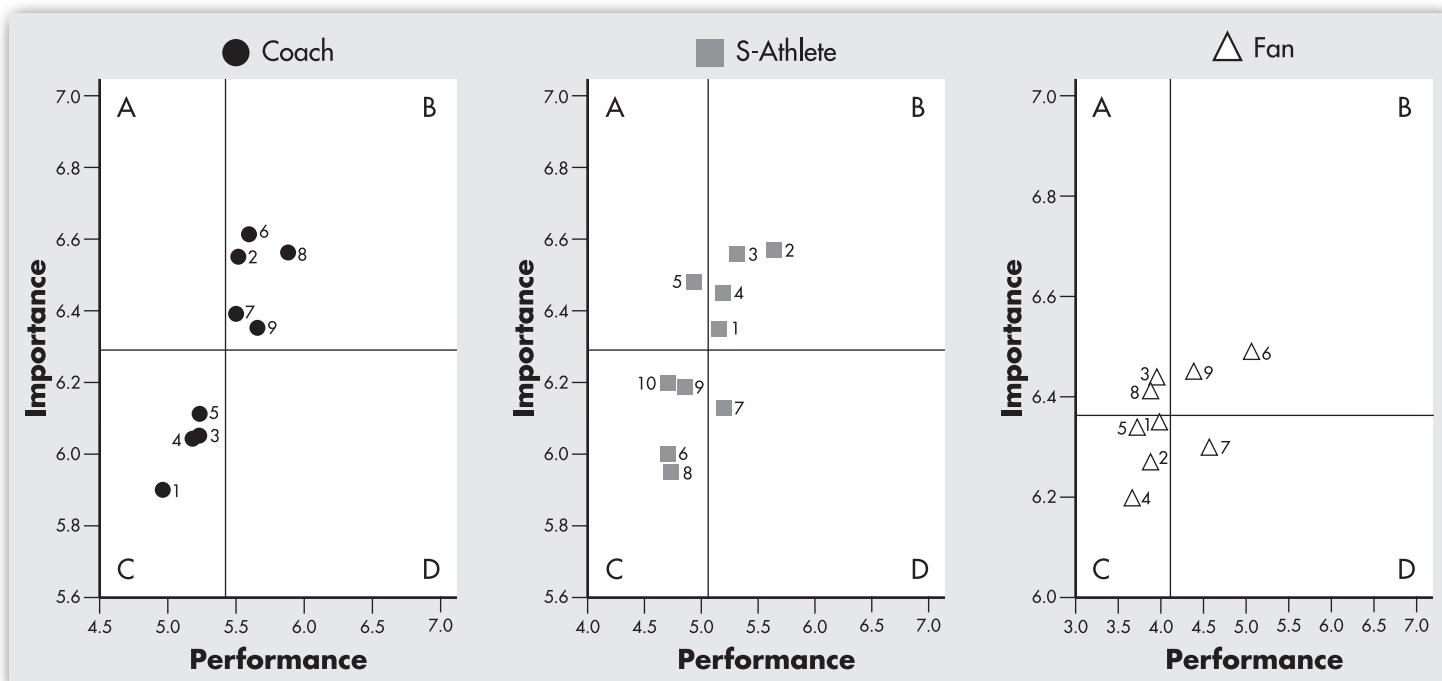


Figure 3. Importance-Performance Maps

were group differences in terms of what were achieved by coaches (i.e., coaches' performance) due to different levels of expectations perceived by each group. No group differences were found on fans' and athletes' performance. Results were reported in Table 4 by each fair play code.

Table 4 reports IPA results for Coaches' Fair Play Codes by three rater groups (see also Figure 3, 1st map). As previously reported, all Coaches' Codes are perceived to be important, ranging from 5.88 to 6.59 on a 7-point scale. In terms of performance, it was deemed coaches are doing a fairly good job of abiding by the OHSAA Fair Play Code, thus promoting sportpersonship in interscholastic athletics. The performance scores ranged from 5.01 to 5.88. However, there were rater differences on certain fair play codes. Three sets of ANOVAs and post hoc analyses revealed that, overall, coaches rated their own performance significantly higher ($M = 5.58$) than principals rated the coaches' performance ($M = 5.25$) at $p = .05$ level. Specifically, coaches evaluated their own performance higher than principals rated coaches' performance on C3, $F(2, 204) = 3.18$ at $p < .05$; C5, $F(2, 204) = 3.54$ at $p < .05$; and C6, $F(2, 204) = 3.10$ at $p < .05$.

Discussion

The current study aimed to investigate the perceived importance of OHSAA fair play codes and the current status of sportpersonship behaviors in OHSAA using a series of importance-performance analyses. The results of the study indicated that all published OHSAA fair play codes are perceived to be important in sportpersonship behavior in the context of interscholastic athletics. In terms of performance level, participants in this study perceived that coaches, athletes, and fans have done

TABLE • 4
Performance and Importance Scores by Three Rater Groups (N = 208)

Variable	Coaches (n = 86)		ADs (n = 68)		Principals (n = 54)		Sig. Diff.
	Imp. ¹	Perf.	Imp.	Perf.	Imp.	Perf.	
C1	5.86	5.10	5.81	5.09	6.00	4.76	
C2	6.64	5.71	6.53	5.57	6.52	5.37	
C3	6.10	5.45 ²	6.13	5.35	6.02	4.96	C>P
C4	5.93	5.24	6.24	5.31	5.96	4.92	
C5	6.15	5.51	6.10	5.26	6.09	5.00	C>P
C6	6.77	5.85	6.49	5.57	6.59	5.41	C>P
C7	6.44	5.66	6.43	5.44	6.22	5.35	
C8	6.55	5.78	6.63	5.93	6.59	6.00	
C9	6.51	5.91	6.40	5.54	6.26	5.44	
Avg.	6.33	5.58	6.31	5.45	6.25	5.25	C>P
S1	6.40	5.03	6.34	5.21	6.30	5.31	
S2	6.60	5.06	6.56	5.74	6.57	5.52	
S3	6.51	5.44	6.49	5.26	6.69	5.41	
S4	6.47	5.24	6.41	5.35	6.52	5.09	
S5	6.48	4.93	6.47	5.09	6.49	4.88	
S6	5.76	4.88	5.90	4.65	6.24	4.70	
S7	5.93	5.21	6.28	5.28	6.24	5.20	
S8	5.84	4.80	6.07	4.88	5.91	4.76	
S9	6.14	5.05	6.24	4.88	6.31	4.83	
S10	6.08	4.85	6.24	4.66	6.33	4.76	
Avg.	6.22	5.11	6.30	5.10	6.36	5.05	
F1	6.28	4.07	6.37	4.13	6.44	4.00	
F2	6.13	4.02	6.37	4.29	6.43	3.85	
F3	6.40	4.13	6.47	4.25	6.54	4.24	
F4	6.09	3.85	6.28	3.68	6.35	3.37	
F5	6.27	3.83	6.40	4.09	6.46	3.91	
F6	6.49	5.20	6.50	4.81	6.56	4.96	
F7	6.19	4.71	6.43	4.82	6.41	4.49	
F8	6.35	4.00	6.47	4.26	6.54	3.83	
F9	6.38	4.48	6.44	4.34	6.54	4.28	
Avg.	6.29	4.25	6.41	4.30	6.47	4.11	

¹ "Imp." denotes "Importance" and "Perf." denotes "Performance"

² Numbers in boldfaced indicate significant differences among three rater groups at $p = 0.05$

fairly well in promoting sportpersonship. Yet, the results suggest there is much room for improvement.

Fans' performance seems to be most problematic as seen in Figure 2. The extent to which fans promote sportpersonship was worst among

the three groups, followed by student-athletes, and coaches. While all the fan fair play codes were considered important (average rating of 6.38 on a 7 point scale, ranging from 6.22 to 6.51), fans' performance did not meet the same level (average rating of 4.23,

ranging from 3.67 to 5.01). On the other hand, the coaches' performance level was relatively better than that of fans and athletes.

It is highly possible that fans' performance level in promoting sportspersonship is actually lower in comparison to coaches and athletes. However, it is also possible that raters in this study (coaches, athletic directors, and principals) generously evaluated their peers or in-group members (i.e., coaches). If athletes or fans participated in this study, the results might have been different.

In order to promote sportspersonship in interscholastic athletics, the first thing the OHSAA needs to do is improve communication with their key constituents with regard to what the OHSAA wants to achieve. With coaches and athletes, OHSAA should conduct more frequent performance appraisals so that OHSAA can provide more frequent feedback to coaches and athletes (especially to coaches). When developing performance appraisal systems, OHSAA should utilize the behavioral approach, where raters assess the degree to which employees demonstrate positive behaviors toward their effectiveness on the job (Noe, Hollenbeck, Gerhart, & Wright, 2005).

In terms of rater group differences, coaches' rating on their own performance was greater than principals' rating on coaches' performance in promoting sportspersonship. This might be because coaches overrated their own performance level. But it is also possible that principals did not fully understand with what coaches are dealing (e.g., teaching and coaching while managing an athletic program). Thus, to minimize any perceptual gaps concerning performance appraisal, principals should communicate with coaches, provide more objective guidelines, and feedback.

Limitations and Future Studies

For the purpose of the current study, this study employed a multi-rater approach (i.e., evaluated by three groups) and, thus, included self-reported ratings (coaches evaluating their own performance). While coaches, athletic directors, and principals are critical constituents with power to influence the OHSAA, it is also recommended that the voice of other stakeholder groups such as fans and athletes should be included in future studies. By doing so, it will be possible to conduct a true 360-degree performance evaluation (Noe et al., 2005) concerning coaches' performance in promoting fair play. In addition, this true 360-degree performance evaluation will offset the limitation inherent with self-reported ratings (e.g., lenient evaluation on their own performance).

The fair play codes used for analysis in this study were written by the OHSAA. It was not the authors' intent to determine content validity of the codes but to determine coaches', athletic directors', and principals' thoughts on the importance and achievement of those codes published by the OHSAA. For this reason the codes were used in their original state and left unmodified by the researchers. However, future studies should consider use of established sportspersonship or codes of ethics scales (e.g., Greenwell, Geist, Mahony, Jordan, & Pastore, 2001) for better reliability and validity.

References

Ballantyne, J., & Packer, J. (2004). Effectiveness of preservice music teacher education programs: Perceptions of early-career music teachers. *Music Education Research*, 6, 299-312.

Beller, J. & Stoll, S. K. (1993). *Longitudinal moral reasoning and moral development of athletic promotions*. Unpublished manuscript. University of Idaho.

Chen, T. L., & Lee, Y. H. (2006). Kano two dimensional quality model and important performance analysis in the students dormitory service quality evaluation in Taiwan. *The Journal of American Academy of Business*, 9, 324-330.

Crotts, J. C., Muldrow, R. C., & Rudd, H. F. (2002). Organisational needs and priorities of heritage areas in the USA. *International Journal of Heritage Studies*, 8, 337-348.

Green, T., & Gabbard, C. (1999). Do we need sportsmanship education in secondary school athletics? *Physical Educator*, 54, 98-105.

Greenwell, T.C., Geist, A.L., Mahony, D.F., Jordan, J.S., & Pastore, D.L. (2001). Characteristics of NCAA conference codes of ethics. *International Journal of Sport Management*, 2, 108-124.

Holt, N. L., Tink, L. N., Mandigo, J. L., & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? A case study. *Canadian Journal of Education*, 31(2), 281-304.

Martilla, J. A., & James, J. C. (1977). Importance-performance analysis. *Journal of Marketing*, 41(1), 77-79.

Nale, R. D., Rauch, D. A., Wathen, S. A., & Barr, P. B. (2000). An exploratory look at the use of importance-performance analysis as a curricular assessment tool in a school of business. *Journal of Workplace Learning*, 12, 139-145.

NFHS (2008). *The NFHS and the case for high school activities*. Retrieved January 30, 2009 from <http://www.nfhs.org>

NCAA (2009). *Committee on sportsmanship and ethical conduct*. Retrieved January 12, 2009, from <http://www.ncaa.org/wps/ncaa?ContentID=3130>

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2005). *Human resource management: Gaining a competitive advantage*. McGraw-Hill: New York.

OHSAA (2006). *Sportsmanship: It's everyone's responsibility*. Retrieved April 15, 2006 from <http://www.ohsaa.org/sportsmanship>

Rhea, D. J., & Lantz, C. D. (2004). Violent, delinquent, and aggressive behaviors of rural high school athletes and non-athletes. *Physical Educator*, 61(4), 170-176.

Slack, N. (1994). The importance-performance matrix as a determinant of improvement priority. *International Journal of Operations & Production Management*, 14, 59-75.

Spencer, A. F. (1996). Ethics in physical and sport education. *Journal of Physical Education, Recreation and Dance*, 67, 37-39.

Vallerand, R. J., Briere, N. M., Blanchard, C., & Provencher, P. (1997). Development and validation of the multidimensional sportspersonship orientations scale. *Journal of Sport and Exercise Psychology*, 19, 197-206.

Wright, C., & O'Neill, M. (2002). Service quality evaluation in higher education sector: An empirical investigation of students' perceptions. *Higher Education Research & Development*, 21, 23-39.

Footnote

¹ This study was supported by a grant from the Ohio Association of Health, Physical Education, Recreation & Dance (OAHPERD)

Doyeon Won is an Assistant Professor of the Department of Kinesiology at The University of Georgia. His current research interests focus on issues relating to the management of organizations and individuals within sport.

Simon M. Pack is an Assistant Professor of Sport Administration at the University of Louisville. His research interests focus on the social exchange relationships within sport organizations.

Donna L. Pastore is the Director of the School of Physical Activity and Educational Services at The Ohio State University. Her current research focuses on interscholastic and intercollegiate athletics issues.

MicroFit HealthStar 6 MANAGER®

Student Assessment and Class Management Software

- Very easy to use
- Record data on Palm PDA
- Powerful with district fitness reporting
- Compatible with MicroFit testing equipment
- Fitness assessments
- Skills and learning assessment
- Attendance with notes



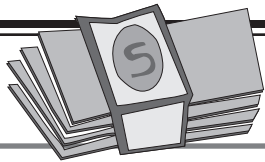
Call or visit our web site to request a free trial CD.

MICROFIT®

Your Technology Partner

1-800-822-0405
www.MicroFit.com

GRANT



AVAILABLE!

Research grant monies are available to the OAHPERD membership. Each year, \$5,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerry Drive
Middletown, OH 45042
bowyerg@muohio.edu



OAHPERD Pays Substitutes



OAHPERD will pay for substitutes so that Board and Representative Assembly members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Peggy Blankenship, CAE
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215 P: 614-221-1900
E: peggy@assnoffices.com F: 614-221-1989



Student Writing Award

Each year the Editorial Advisory Committee of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before August 15 to be considered for an award to be given at the following December's convention.

OAHPERD Scholar

The Ohio Association for Health, Physical Education, Recreation, and Dance is accepting credentials from all candidates who qualify for the "OAHPERD Scholar" award. The OAHPERD Scholar designation will recognize OAHPERD's research leaders by honoring their achievement in HPERD-related scholarship disseminated through OAHPERD. The OAHPERD Scholar designation is intended to (a) be one of distinction within OAHPERD and Scholars' own academic communities, and (b) encourage high standards of research and other forms of scholarship among OAHPERD's members.

There is no voting process associated with this scholarly recognition; there is simply a qualification process. Members qualify as OAHPERD Scholars upon attaining a certain scholarly record. **Minimum criteria** (both A & B below) must be met:

A. Publications: All OAHPERD Scholars must have published at least 5 refereed articles in the OAHPERD journal, *Future Focus*.

B. Presentations: All OAHPERD Scholars must have made 5 presentations at the annual OAHPERD convention.

Announcement of newly recognized OAHPERD Scholars will take place at the annual OAHPERD awards ceremonies.

Credentials/Materials Required:

1. List Name, Rank and/or Title, Professional Affiliation, Research Areas/Interests, Address, Phone and Fax Numbers, and e-mail address.
2. List publications in APA format and attach a copy of the *Future Focus* "Table of Contents" page for each publication.
3. List presentations in APA format and, if available, attach a copy of the OAHPERD Convention Program page containing name and presentation title for each presentation.
4. Mail all materials to the current *Future Focus* Editor no later than **October 1** of the application year.

Current *Future Focus* Editor:

Robert Stadulis, School of Exercise, Leisure & Sport, KSU, Kent, OH 44242

OAHPERD Membership Form (Effective Date 2009–2010)

☐ New Member ☐ Renewal

OAHPERD Member (____ Years)

Last Name

First Name

Preferred Mailing Address

City

State

Zip

()

()

Home Telephone

Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

☐ Scholarship Gift \$ _____

☐ Memorial Gift \$ _____

Professional Interest

Rank from (1–3)

____ Adult Development

____ Dance

____ Health

____ Higher Education

____ Physical Education

____ Recreation

____ Sports Sciences

Payment

☐ Personal Check

☐ O.E.A. Payroll Deduction

☐ American Heart Association

☐ Honorary Life Member

☐ Send information on OAHPERD services for ethnic minorities, individuals with disabilities and women. (Checking this box is strictly voluntary)

Membership Type

☐ 1 Year Professional \$50

☐ 2 Year Professional \$95

☐ 3 Year Professional \$140

☐ 1 Year Student \$25

☐ 1 Year Sr. Student \$40*

☐ 1 Year Institution Student \$20**

☐ 1 Year Institution \$150

☐ 1 Year Retired \$25

*Senior student two-year membership option includes one year professional membership

**Students—receive a \$5 discount if your institution is a member of OAHPERD. Please verify membership before mailing reduced fee.

Make Check Payable To: OAHPERD

Mail To: Lettie Gonzalez, Membership Secretary
1530 Vine Street
Kent, OH 44240

Questions? Call 800-828-3468 or 330-968-7115 (Cell)
or Email OAHPERD@kent.edu

SuperGames



ADVENTURE EDUCATION CENTER

Through "experiential learning" our Adventure Education programs enable individuals to develop and improve a sense of personal worth, confidence, and self-esteem by stretching personal boundaries and learning how to function effectively within any group setting. Our hands-on learning approach can be customized for all ages! If you're interested in learning while you play check out some of the programs we offer:

- Ground Level Teambuilding Initiatives • High Rope Courses • Individual High Elements • GPS Scavenger Hunt • Jungle Nook • Cooperative Games • Create A Cart • The Big Picture • Surviving the Survivor • Boating Safety/Kayaking • Staff Training

SUPERGAMES

We offer a wide variety of fun activities from climbing walls and extreme air acrobats to inflatable activities and themed activities. We also have package programs that can be a nice break from the routine and a great way to celebrate the season. SuperGames can plan, staff, and manage all the pieces that make a truly SUPER event. As your creative partner in the planning process, we can assist you with:

- Location Selection • Catering • Talent • Theme • Decor • Publicity • Transportation & Logistics • Casinos • Caricature Artists • Concept Development • Signage • Musical Entertainment • Event Layout • Tents • Corporate Gifts • Staffing

www.supergames.org • 614.846.8946

Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1 to 1½-inch margins on all sides, using Microsoft Word for PC. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manual* (5th Edition). Manuscripts can be up to 20 pages in length, including references. Pages must be numbered consecutively. An electronic version, which is preferred, should be sent as an email attachment, to the editor at futurefocus.res@gmail.com.

If submitting hard copy, include a disk. Submit one original and three photocopies to facilitate the blind review process.

Organization

Provide a short introduction, body, and short conclusion to your manuscript. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- Your name, position, mailing address, telephone number, and email address.
- Short biography of about 30–35 words that states your present professional position, areas of specialization, and research interests for all authors.
- Date of submission.

The cover sheet will not be included when sent to reviewers.

References

All articles should contain references. For writing text citations, follow APA style. Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for the data presented in the graphic should be included in the manuscript.

Photographs may be black and white or color, and should be identified on the back if sent by US Mail; **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels) are preferred.

Permissions

Authors are responsible for obtaining written permission and copyright release, if necessary, for quoted materials, cartoons, and other illustrations used. Copies of permission requests and authorizations should accompany the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to three or more Editorial Advisory Board members. Most accepted articles require some revision by the author(s). If an article is rejected, it will be returned to the author(s). In some instances, an article may be rejected, but the author is invited to revise and resubmit it. Accepted articles are subject to editorial changes to improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

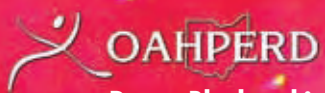
Deadlines

Manuscripts are reviewed on a rolling basis when received. To appear in the Fall/Winter issue of *Future Focus*, the manuscript should be submitted by August 15. Manuscript deadline for the Spring/Summer issue is February 15. Send manuscripts, disk/CD, and inquiries to:

Robert Stadulis, *Future Focus* Editor
School of Exercise, Leisure & Sport
Kent State University
Kent, OH 44242
330-672-2117
futurefocus.res@gmail.com

Articles for *Newsline*, OAHPERD's newsletter, should be submitted by December 15 for the Spring issue and by June 15 for the Fall issue. Address all *Newsline* articles to:

Peggy Blankenship, CAE
Executive Director
17 South High St., Ste. 200
Columbus, OH 43215
P: 614-221-1900
F: 614-221-1989
E: peggy@assnoffices.com



**Peggy Blankenship, CAE,
Executive Director
17 South High St., Ste. 200
Columbus, OH 43215**

Nonprofit
Organization
U.S. Postage

PAID

Permit No. 180
Columbus, OH