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LEADERSHIP and **MANAGEMENT** in **ATHLETIC TRAINING**

An Integrated Approach

SECOND EDITION



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Cover Design: Kristin E. Parker
Rights & Media Specialist: Merideth Tumaszk
Media Development Editor: Troy Liston
Cover Image (Title Page, Part Opener, Chapter Opener):
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Printing and Binding: Edwards Brothers Malloy
Cover Printing: Edwards Brothers Malloy

To order this product, use ISBN: 9781284124880

Library of Congress Cataloging-in-Publication Data unavailable at time of printing

6048

Printed in the United States of America
22 21 20 19 18 10 9 8 7 6 5 4 3 2 1

*This book is dedicated to all of my students
who said they would never be leaders,
but now find themselves as leaders.*

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Preface

► Purpose

Welcome to the second edition of *Leadership and Management in Athletic Training: An Integrated Approach*. This edition offers some significant revisions, including brand new chapters, expanded and revised chapters, and reordered content that is easier to navigate. The goal of this book is to integrate leadership and management into the thinking of athletic trainers and students. A look at the Board of Certification (BOC) Role Delineation Study and Practice Analysis reveals the evolving role of leadership within athletic training. Therefore, the purpose of this book is to provide athletic training students and athletic trainers with the tools for successful leadership and management.

The chapters in this book are ordered to first introduce the history of athletic training, followed by understanding the role of the sports medicine team and communication. Subsequent chapters introduce professional preparation and key concepts of leadership relative to athletic training, as well as content related to human resources and organizational development. The second half of the book introduces management techniques, such as recordkeeping, financial management, revenue and reimbursement strategies, and risk management. Strategic thinking, facility design, and ethics round out the second half of the book. The book concludes with content related to international athletic training. All of these concepts are introduced through the larger framework of leadership. I am convinced that this book, along with the instructor's experience and in-class discussions, will help produce athletic

trainers who effectively integrate the art of leadership with the science of management.

► The Audience for this Text

This text is written with four principal audiences in mind:

1. Professional athletic training students preparing for the BOC exam
2. Postprofessional graduate athletic trainers working on a clinical doctorate and wanting to advance their careers in the profession of athletic training
3. Practicing athletic trainers who wish to update or improve their leadership and management thinking
4. The faculty and preceptors in athletic training education programs who would like a detailed roadmap needed to teach leadership effectively in the classroom and integrate leadership content implied in the BOC's Role Delineation Study and Practice Analysis and the National Athletic Trainers' Association Educational Competencies

► The Different Roles of the Athletic Trainer

I am firmly committed to the idea that context is as much of an influence on a leader's ability as a leader's skill sets. Therefore, leadership

and management require skills and behaviors that transcend title, hierarchal structure, organizational position, or rank. In other words, leadership is more than having a formal title. In the evolving healthcare environment, the athletic trainer has created a niche in a variety of work settings. These settings range from the traditional settings to occupational settings, industrial settings, fitness centers, hospitals, performing arts, the military, and others. This diversity of work environments implies that athletic trainers must develop and master skills and behaviors that transcend one setting or one organization. In order to transcend these roles and boundaries successfully, leadership must be seen as something to be mastered and practiced diligently. Becoming a successful leader or efficient manager means having transferable skills—that is, skills that are applicable in any work setting. Introducing contemporary leadership models and making an effort to understand how leadership can be developed and what leadership is can help make the management duties of the athletic trainer more fluid, and ultimately promote the profession of athletic training. In order for athletic trainers to be recognized in their communities as the healthcare experts that they are, they must also actively pursue and engage in the practice of leadership.

► A Personal Note to the Reader

This book is for you, the students and professionals who want to make athletic training better! My goal is to help you in this. My part

in helping you to make athletic training better is to equip you to practice leadership everywhere you are, regardless of the context in which you find yourself.

In any book, the personal philosophy of the author “seeps” through and, to some extent, the author reserves that right because it is a product of personal experience, education, and scholarship. However, every effort was made to remove or avoid overt philosophical bias.

My personal philosophy on leadership and management is that they are distinct expressions of a similar—or at least overlapping—skill set. Leadership and management are different, but not mutually exclusive. There are tangible and intangible differences between management and leadership. Therefore, I spend time developing both aspects and intentionally integrate contemporary leadership into the practice of management as it relates to athletic training.

It is obvious from the literature that there is little consensus on what leadership is or how it is defined, but this must not keep athletic trainers from integrating and developing awareness of leadership behaviors and their importance in promoting and advancing the profession. Ultimately, leadership and management are learnable. Both can be learned and developed by the individual. The goal of this book is to supply the reader with the necessary tools to successfully integrate leadership and management thinking into athletic training education.

Sincerely,

Matthew R. Kutz, PhD, AT, ATC

Features of this Text

This text includes a range of pedagogical features to improve learning and retention.

The **Chapter Outline** at the beginning of each chapter provides the reader with a preview of contents to be covered.

Key Terms are listed at the beginning of each chapter for quick reference. They appear in bold type, and their definitions are presented at the end of the chapter. A cumulative, end-of-text Glossary is also included.

CHAPTER OUTLINE

INTRODUCTION

HEALTHCARE COSTS IN THE UNITED STATES

TYPES OF CORPORATIONS AND FISCAL MANAGEMENT

Tax Status

SUPPLY CHAIN MANAGEMENT AND LOGISTICS

LOGISTICS

BUDGETING

Types of Budgets

Implementing a Budget

INVENTORY MANAGEMENT

Communicating with Vendors

Purchasing

Receiving and Stocking Inventory

Dispensing and Recording Inventory

Controlling Inventory

CHAPTER SUMMARY

KEY TERMS

Bid sheet

Budget freeze

Capital budget

Formula budget

For-profit organizations

Inventory

Line-item budget

Lump sum budget

Not-for-profit organizations

Opportunity cost

Performance budget

Pooled bidding

Program budget

Purchase order (PO)

Return on investment (ROI)

Supply chain management

(SCM)

Vendor

Zero-based budget



FROM THE FIELD

My first real athletic training job (after being a G.A.) was in a small rehabilitation clinic in a small blue-collar town. Very few of the patients I worked with had sports-related injuries and none of them were athletes. Furthermore, I was hired "experimentally" as the clinic's first-ever athletic trainer on staff. Friday night football was my only satisfying sports medicine outlet. I felt forced to innovate, I researched the local area, surveyed some local physicians, and developed a plan and presented it to my clinical director for a medically supervised fitness program for high-risk patients. After the program was implemented, it quickly grew a brand new clientele, based on physician referrals, all who paid directly out of pocket. This innovation created a new revenue stream, added credibility to the clinic's reputation, provided publicity, and reflected well on me and athletic training. So much so that, in fact, when it was time for me to move on to a more traditional athletic training role (at a neighboring clinic), they offered me a significant raise to stay. The point is that it was the willingness to innovate that allowed me to use my skill and expertise as an athletic trainer in a brand new way, in a community that previously thought that it had little use for an athletic trainer.

From the Field boxes present informal, real-life stories told from the athletic trainer's perspective to illustrate and reinforce the foundational content of each chapter.



LEADERSHIP ACTIVITY

Collect three different sports medicine vendors' supply catalogs (or visit their websites). Once you have at least three sources, create a mock bid sheet (with the appropriate columns, i.e., item number, item cost, quantity, total cost) of the supplies that are needed to stock an athletic trainer's medical kit. Compare the total cost of stocking a kit between each vendor, then calculate shipping and taxes for the total order. This may require contacting a sales representative from the vendor. Be sure to tell them that you are a student and this is a class project; they should be very willing to help since you are a future customer. Finally, take all three item lists and select the least expensive item from each of the vendors and create a fourth item sheet that is a composite of the least expensive items from each vendor. Compare your composite list's grand total to the least expensive list from a single vendor.

Leadership Activities throughout the text engage students with hands-on learning assignments that will allow them to apply their newly acquired knowledge.

Leadership Applications present realistic scenarios and associated critical thinking questions for students to integrate leadership principles with the managerial and administrative practices of athletic training.

LEADERSHIP APPLICATION

An athletic trainer at a small rural college has an open-door policy and is often in and out of the athletic training clinic all day. There are coaches and athletic training students who have access to all of the athletic training facilities. Although his budget is tight and sometimes goes without what other athletic trainers might consider essential supplies, he makes it work. This athletic trainer also has great rapport and works well with all the coaches, assistant coaches, and administrators. Since everything is so accessible, the problem is that things occasionally go "missing." These items are not stolen per se, but for example, on Friday afternoons, several coolers are missing that show up again on Monday morning.



Home	Welcome to the <i>Navigate Companion Website: Leadership and Management in Athletic Training: An Integrated Approach, Second Edition</i> .	
Student Resources	This website features numerous interactive and informative learning resources that gauge understanding and help students study more effectively. Created as a practical learning tool for students, it gives students an opportunity to try out new concepts in a safe learning environment.	
Podcasts		
Supplemental Chapter		
Practice Quizzes		
Interactive Glossary		
Interactive Flashcards		
Crossword Puzzles		
Web Links		

Student Resources

Podcasts
Podcasts focused on management and leadership topics serve as an engaging complement to the text.

Supplemental Chapter
Enrich your reading experience with a supplemental chapter that explores the subject of evidence-based leadership.

Practice Quizzes
The multiple-choice Practice Quizzes are a great way to review the key concepts within each chapter. Results can be e-mailed to your course instructor.

Interactive Glossary
The Interactive Glossary allows you to instantly view definitions of key terms from the text. It can be searched by keyword, browsed alphabetically, or browsed by chapter.

Interactive Flashcards
These Interactive Flashcards will guide you through the key terms vital to understanding important topics.

Crossword Puzzles
Crossword Puzzles provide a fun and interactive overview of terms from each chapter.

Web Links
Web Links showcase external sites that provide additional information about topics covered in the textbook.

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► Student Resources

Additional resources are available online for the student, including the following:

- Podcasts focused on management and leadership topics of interest
- Supplemental chapter on evidence-based leadership
- Practice quizzes
- Interactive glossary
- Flashcards
- Crossword puzzles
- Web links

► Instructor Resources

Qualified instructors can receive access to the full suite of instructor resources, including the following:

- Test bank
- Slides in PowerPoint format
- Instructor's manual

Acknowledgments

This book is a result of a passion for leadership that was instilled in me as a young boy and student. That passion was fostered by several people throughout my lifetime. With the guidance and direction of many excellent teachers and a few close mentors, I came to realize that dedicated and intentional leaders can change the environment for the better. Therefore, I wish to acknowledge all of the people who contributed to my understanding of the practice of leadership. Obviously, I cannot acknowledge each and every person who has been an influence on my leadership or my thinking about leadership, but even if you are not named here, please know that I am grateful nonetheless.

First, I must thank my family: my parents, Bob and Connie Kutz, for their love and sup-

port and for modeling true servant leadership; to my wife, Angie, who is a consummate leader and my greatest encouragement and inspiration; and to my sons, Nathan and Jonathan, who are both already practicing leadership well. I am so proud of you!

Second, I wish to thank my colleagues and friends. My fellow faculty members at various institutions, thank you for your support and friendship and for modeling leadership to me. Specifically, my advisors and mentors over the years: Dr. Jack Ranson, Steve Risinger, Dr. Joan Scialli, and George Barrett, thank you!

Third, I would like to acknowledge and thank the editorial team at Jones & Bartlett Learning. Without your patience, support, and guidance, this project would not have happened. Thank you!

About the Author

Matthew R. Kutz began his athletic training journey as a student at Anderson University in 1991 and has been privileged to be able to teach athletic training since 2002. He served as a graduate assistant athletic trainer at the University of Toledo from 1995 to 1997 and has worked clinically as an athletic trainer in the collegiate, high school, and clinical settings. Currently, Dr. Kutz is an Associate Professor at Bowling Green State University in the College of Education and Human Development.

Outside of athletic training, Dr. Kutz is active in leadership consulting and corporate leadership development with clients from multinational, Fortune 500, NGOs, and grassroots organizations. Dr. Kutz was a 2013 Fulbright Scholar in the Medical Sciences at the University of Rwanda, College of Medicine and Health Sciences, Department of Physiotherapy. In 2016, he was a Visiting Research Fellow

at Gold Coast University Hospital (Gold Coast, Australia), and is currently an Adjunct Associate Professor at Griffith University School of Medicine, Department of Health Service Management in Queensland, Australia.

Dr. Kutz earned his BA in Athletic Training from Anderson University, followed by an MS in Exercise Science and an MEd from the University of Toledo. He earned his PhD in Global Leadership with a specialization in Organizational and Corporate Management from Lynn University.

Professionally, Dr. Kutz is a member of the Ethics and Professional Standards Committee for the Commission on Accreditation of Athletic Training Education (CAATE), a member of the National Athletic Trainers' Association's International Committee, and Senior Associate Editor for the *Journal of Athletic Training Education*.

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