Best Practice to Teach and Learn Fiscal Management in Athletic Programs
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ABSTRACT
This study shares the best practice in teaching fiscal management in athletic programs with the compliance of the National Standards for Sport Coaches (NSSC; 2006). The objective of this presentation is to provide ideas, resources, and course activities in fiscal management of athletic programs. Topics in financial operation, purchasing and inventory distribution, fund-raising, and managing financial records, as well as different modules of fiscal management in athletic programs will be covered.

Common teaching objectives for coaching education instructors are having student-coaches research, understand, and apply fiscal procedures in their organizations and the athletics leagues/conferences (e.g. National Collegiate Athletics Association, National Junior College Athletics Association, National Sports Organizations, United States Olympic Committee, athletic conferences, state/school district interscholastic athletic associations, etc.) In order to comprehend and implement budgetary and financial management sufficiently in their future career, student-coaches have to understand their close relationship with the other personnel, such as directors of athletics, financial managers in the organization, accountants, auditors, and the Inland Revenue Service (IRS). Role-playing, spreadsheet assignment, and rules compliance requirements are useful instructional tools to help future coaches visualize on the job responsibilities.

Nine teaching modules of fiscal management include: (a) fiscal policies and procedures; (b) fiscal rules of governing bodies; (c) financial planning and budgeting models; (d) bookkeeping Methods; (e) fiscal roles and relationships with booster clubs; (f) coaches roles, duties and responsibilities in program revenues; (g) coaches roles, duties and responsibilities in program expenditures; (h) coaches roles, duties and responsibilities in supplies and equipment distributions; and (i) coaches roles, duties and responsibilities in fund-raising. Standard 33: Manage fiscal resource is under Domain 7 of the NSSC. There are five benchmarks in this standard.

The learning activities include having student-coaches to perform research on the policies and procedure manuals of an athletic program. Student-coaches are required to acquire quotations, purchase orders, obtain the supply and distribution procedures in an athletic organization. In addition, student-coaches will be able to perform bookkeeping, line-item budget, filing and storing fiscal documents, and use electronic spreadsheet software. Student-coaches also should know the rules and constitutions of booster club and the fundraising policies and their roles in those activities.
Assessments are necessary to evaluate student-coaches competence. The assessments suggested are: Discussion on challenges and issues for coaches to comply with fiscal policies, work with equipment and facilities managers, and perform case studies on the distribution logistics, contact booster club leaders for case studies and present in class, research and present athletic governing bodies fiscal regulations and fundraising rules, create bookkeeping templates based on the athletic programs, and hypothetical line-item budget on electronic spreadsheet by different fiscal models.

In conclusion, fiscal management is an area in need of more emphasis in coaching education programs. Providers may collaborate with sport management educators and tailor the best-fit modules to their target student-coaches.

Authors’ note

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