

CHAPTER

ADMINISTRATION

At the conclusion of this chapter, you will be able to

- Discuss proper communication techniques and how they affect the sports turf manager's performance.
- Explain basic supervisory skills including: time management, leadership techniques, team development, positive performance management and conflict management.
- Describe the six step performance management cycle; setting and communicating job expectations and techniques to document and monitor job performance.
- Describe the budgeting process and the fiscal responsibilities inherent in turf management.
- Explain the management processes involved in establishing and monitoring safety programs.

INTRODUCTION

Administration is the act of managing the functioning of an entity. In sports turf management, that entity varies with the job function, but might encompass a single sports field, a group of sports fields, a stadium complex, an athletic department, or a facility. Administration involves the decision making processes and the coordination by which the most efficient and effective use is made of available resources. Depending on the job description and the degree of responsibility that position involves, those resources may include: personnel, equipment, materials, funds and space.

Administration involves planning both the short-term and long-term use of resources, acquiring the resources, deploying the resources, and managing the results of that deployment.

A key element of administration is personnel management. A well-structured and properly functioning group of individuals becomes a workable team through management of: communication, supervision, time management, motivation, team development, performance management and conflict management.

Budgeting is a tool that helps establish and define goals. A workable budget is a guideline for spending, a measurement of progress and a plan for the future. Effective budgets move through three stages: preparation, development and utilization.

Administration also involves preservation of resources, including personnel. Safety and first aid are essential elements of this preservation.

PERSONNEL MANAGEMENT

Management of human resources is the most costly and time consuming aspect of administration. People are needed to make effective use of the technology, equipment and materials necessary for functional athletic fields. The greater the supervisor's personnel management skills, the more efficiently and effectively the overall management program functions.

COMMUNICATION

Communication is the process of sending and/or receiving information. Effective communication is the process by which the sending and receiving of information results in mutual agreement that the information was received and understood as it was intended to be by the sender. According to the *Vital Learning Corporation* there are five components to communication: the sender, the receiver, the message, the channel and feedback.

The sender is responsible for sending a clear, concise message geared toward the receiver's capabilities of receiving and understanding the message. The sender must take into account the receiver's ability to hear, read, see or otherwise interpret the message. They must send the message in an understandable format for the

receiver to interpret and the message must be free from distractions or interruptions that may cause confusion or misinterpretation.

The receiver is responsible to receive the information in an attentive manner and to provide feedback when necessary to ensure they have received the message as it was intended.

The message is simply the information the sender wants the receiver to understand.

The channel is the manner in which the message is sent and received. This could be verbal, written, non-verbal, e-mail or any other method of delivery.

Feedback is the link between the receiver and the sender that ensures understanding. The sender must encourage and ask for feedback when necessary, however, it is the receiver's responsibility to probe and ask appropriate questions to verify the message. This means that communication flows in both directions. When there is two-way communication, feedback can be used effectively to check and make sure the message was understood.

A breakdown in communication can occur for various reasons. There could be language or semantic breakdowns to communication, for example, a sender trying to deliver a verbal message to someone who speaks English as a second language may use different tonal inflections, may use words inappropriately, or may intermingle their native language with English. There also are physical barriers to effective communication. Speaking to someone from another room, trying to hear over a loud stereo, speaking on a cellular telephone out of range, using a printer almost out of ink all constitute physical breakdowns in communication.

Within all communication, there are three components to a message.

- Words 7% of total message
- Tone of voice 33% of total message
- Non verbal 55% of total message

Therefore, non-verbal communication plays a very important part in face to face communication. Types of non-verbal communication include: body language, hand gestures, appearance, underlying feelings. Body language is conveyed by the positioning and presentation of the body when communicating; hand gestures can be used in many ways to show approval, disapproval, anger or other feelings; appearance, including the manner and type of clothing and grooming, and even physical make-up can immediately create impressions upon others; and underlying feelings can create immediate biases toward the other party in communication.

As a listener there are techniques to use to be a more *Active* listener:

Concentrate - Tune out distractions and make a conscious effort to focus on the speaker.

Respond - Use neutral verbal and non-verbal communication to indicate listening and interest and to encourage the speaker to continue talking. Nodding, eye contact, and using phrases such as “I see”, “I understand”, “That’s interesting” are excellent, neutral verbal and non-verbal communication techniques.

Re-statement - To check the meaning and interpretation with the speaker and to prove what is being said has been heard and understood.

Reflective - Demonstrates understanding of how the speaker feels.

Clarify - Obtain additional information and help explore all sides of an issue. Phrases such as “do you mean...” or “would you explain that a bit more” are good ways to clarify messages.

Summarize - Summarizing brings the communication to a close and can act as a springboard for a new aspect or perspective. “Here then are the key ideas...” or “Okay, am I correct in saying this is how you feel about the situation?” are good summarizing sentences.

The responsibilities of the sender are to send a clear, concise and direct message and then to check to see if the message has been accurately received and understood. The sender must clarify expectations, provide for ongoing feedback, provide sufficient information to the receiver and respond in a timely manner to the receiver’s questions.

Effective communication is hard work. It requires effort and concentration from both the sender and the receiver and it requires the free flow of information in both directions.

SUPERVISION

Supervisory skills are necessary to be a sports turf manager. Individuals considering management positions must perform in a manner consistent with established supervisory traits and must be skilled in the application of time management, motivation and leadership techniques, team building, conflict management and performance evaluation.

In 1968, Robert Rosenthal and Lenore Jacobsen isolated the following four factors or areas in which leader behavior produces an impact on follower behavior:

1. ***Climate.*** Both verbal and non-verbal behaviors can be used by a leader to establish a climate that is warm, supportive, friendly, and accepting. Typical leader behaviors that contribute positively to climate include a pleasant tone of voice, frequent eye contact, smiles and approving head nods.

2. **Feedback.** A leader can stimulate high follower performance by giving feedback that is frequent, specific, and tends to focus on what the follower is doing right. Specific feedback that is intended to help direct a follower toward greater task proficiency helps that follower to become more competent, successful, and self confident.

3. **Input.** A leader can provide followers with resources of all types: time, written materials, people, coaching, training and development sessions, and supplies. These resources are offered to enhance the skills of followers and/or to enable them to accomplish their tasks effectively. A leader also can make a conscious effort to assign projects that are interesting, challenging, and visible within the organization.

4. **Output.** A leader can encourage followers to employ innovative, creative approaches; to collaborate in decision making; and to express points of view that are different from the leader's own. While followers are experimenting, the leader offers assistance; helps solve problems; and supports all results, including those that are less than superior.

The leader whose behavior follows these patterns is rewarded with followers whose performance, self confidence, and enthusiasm for their tasks can well exceed minimum standards. On the other hand, the leader who fails to exhibit these behaviors may find followers to be apathetic and marginal producers.

Working from this perspective, the eleven traits of an ideal supervisor can be defined. The Ideal supervisor is one that:

1. Provides realistic job expectations
2. Knows the job being supervised
3. Is a team player
4. Is able to communicate well with everyone
5. Is flexible with employee concerns
6. Provides regular performance feedback
7. Is approachable
8. Is not afraid to admit mistakes
9. Is impartial and fair
10. Respects each employee
11. Is organized

It must be remembered that these traits must be practiced continuously to be effective. It is not enough to "pick and choose" them as a situation warrants, but rather it is important to establish a reputation of supervision based upon these sound principles.

TIME MANAGEMENT

Time management is the art and science of using time wisely. Time is a resource; it is up to each individual to determine how to use it. The same amount of time, 24 hours per day. Is available to each individual. Time cannot be saved; it can

only be spent. Productive people work smarter by being efficient not by putting in longer hours and working harder.

Time wasters are events or circumstances that cause individuals to use time ineffectively. They include:

- interruptions by unexpected visitors;
- the telephone;
- employees that monopolize a leader's time;
- socializing too much or the inability to say no;
- low priority tasks such as excessive filing;
- unnecessary correspondence;
- unnecessarily lengthy reports, etc.;
- procrastination or putting off important projects and indecisiveness;
- poor concentration from too much stress or personal problems;
- poor planning from a lack of organization;
- failure to prioritize or duplication of effort;
- unexpected delays such as machinery breakdowns or absenteeism;
- insufficient communication and/or a failure to effectively communicate goals and expectations;
- staffing problems resulting from a lack of qualified employees, problem employees or a failure to correct disciplinary problems; and
- lack of motivation as a result of low morale or improperly motivated employees.

Planning and setting priorities are key elements in using time effectively and efficiently. Planning is the first step in setting priorities. Planning makes things happen. It promotes job and career advancement, it provides the necessary framework for decision making, it will reduce "crisis management" and it gives a direction to energy.

Following is a list of planning activities to help make the most of available time:

- Take time for planning every working day
- Choose (and use) a calendar or organizational system
- Before tackling a project, carefully plan what it should accomplish
- Complete a prioritized daily action list
- Know the most productive time of day is and use it wisely
- Have a current master project list
- Identify the most important project for tomorrow

Every one minute spent in planning will reduce the time required to complete an activity by three to four minutes. An hour spent planning can reduce the activity by three to four hours.

THE TIME MANAGEMENT MATRIX

The above TIME MANAGEMENT MATRIX provides a guide for prioritizing both daily and long terms projects. The goal should be to keep as many activities as

<p>Urgent I ACTIVITIES: Crisis Pressing Problems Deadline Driven Projects</p>	<p>Not Urgent II ACTIVITIES: Prevention Relationship Building Recognizing new Opportunities Planning, Recreation</p>
<p>Important III ACTIVITIES: Interruptions, Some Calls Some Mail, Some Reports Some Meetings Proximate, Pressing Matters Popular Activities</p>	<p>Not Important IV ACTIVITIES: Trivia, Busy Work Some Mail Some Phone Calls Time Wasters Pleasant Activities</p>

possible out of Quadrant I. It is in this quadrant that they have become both urgent and important and require crisis management, effectively taking time away from other activities. It is important to note that activities will “migrate” from one quadrant to another and what originally started out as a Quadrant IV activity could become a Quadrant I activity if not dealt with in a proper manner. The goal is to prioritize daily and weekly activities on Quadrant II items so they do not become Quadrant I.

In summary, effective time management includes planning and setting priorities, managing interruptions, eliminating time wasters, and dealing with procrastination in an effective manner.

Motivation

Motivation is an internal desire to take action. The impact of poor motivation in the work environment is low morale, conflict, low productivity and low job satisfaction. While a supervisor cannot motivate an employee, a supervisor can create an environment that is motivating to employees. It is also important to know that different people are motivated by different things. In general, however, there are five categories of motivational needs:

- Security needs
- Social needs
- Self-Esteem needs
- Independence needs
- Achievement needs

These needs can change for any individual employee. For example, once the security need of pay is met, the primary need of that employee may change to needing social acceptance within a group.

Fredrick Herzberg, a noted psychologist of the 1960's, stated that employee satisfaction, motivation and productivity were related to satisfiers and motivators. Satisfiers include: pay, benefits, policy and administration and finally physical working conditions. These only become important when they are missing and/or inadequate.

Motivators are things that create a desire to achieve positive results in the work environment and result in increased job satisfaction and high productivity. They include: recognition, achievement, the work itself, responsibility, advancement and growth opportunities.

Satisfiers and motivators are related. They are measurements of two types of human needs. A supervisor cannot expect high levels of job performance and satisfaction from supplying only one or the other.

Team Development

Team development or team building is based upon the premise that groups of individuals working together toward a common goal can be more efficient and effective at realizing the goal than the sum of the individuals working alone. Supervisors will be challenged to understand the group dynamics essential to managing a team. Team members will have different needs, wants and desires and may play out roles differently than expected.

Team values are an important step in team development. Team values are those things the team stands for. An example might be “superior turf management” on home games. Values provide an overall direction and focus for the team. The supervisor should publicize and reinforce these values on a continuous basis.

Team goals are more specific than team values. Team goals are measurable results the team intends to produce. Team goals must be accomplished with the team values in mind. An example might be: Prior to each home stand we will edge the grass along all base lines, the skinned area and the warning track. Team goals may arise from top management, from within the team itself or anywhere in between. It is the responsibility of the supervisor to effectively communicate and support the goals adopted by or assigned to the team.

Performance Management

Performance management encompasses all the elements necessary for the manager to equip employees to complete their tasks adequately. Positive results can be enhanced by understanding and adopting the six steps of the performance management cycle:

1. Determine and communicate expectations
2. Insure proper training
3. Provide support/resources
4. Monitor and document performance
5. Give feedback
6. Provide appropriate consequences

All steps are the responsibility of the supervisor to accomplish or get accomplished by others. In reality the cycle has no ending point. The supervisor is continually in the process of reinforcing and supporting employee performance. Each of the steps is necessary for employees to perform adequately.

Determining and communicating expectations is important because it clarifies the performance expectations of the supervisor, it assures the employee's understanding of what the supervisor expects, it increases the likelihood the employee will accomplish those expectations, it provides a basis for two way communication about performance between the employee and the manager, and it establishes a "yardstick" for measuring performance.

With each employee, the supervisor must review the job or position description, identify key areas of responsibility, develop minimum standards, establish objectives and communicate expectations.

Providing training is the responsibility of the supervisor. Supervisors must not assume employees know how to do a certain job, particularly when new to that job. Training can include job-site training, classroom training, off-site training and demonstration training.

It is the role of the supervisor to get the job done through others. As such, it is important that the supervisor provide the support and resources needed to get the job done. Providing support and resources can be accomplished by ensuring the appropriate equipment is available; providing an environment where employees can

work in good physical conditions; eliminating or reducing distractions and pitching in as a team member to support employees.

To know how employees are doing, it is important to monitor and document performance. This often is a tedious process but is necessary in order to provide feedback to the employee as well as to protect the organization against legal liabilities. It is important to keep track of both positive and negative instances of performance.

Providing feedback is one of the most important tools for improving performance. Feedback should not be provided only at performance review time, but rather be an ongoing process of evaluating and managing performance. Supportive feedback is used to reinforce effective actions and behaviors that are desirable, whereas constructive feedback is used to change behavior that is ineffective or inappropriate. It is important that employees understand the positive outcomes of performing well, as well as the consequences when performance is low.

MANAGING CONFLICT

One of the most difficult tasks a supervisor must perform is dealing with or managing conflict. Through the judicious practice of the communication and supervisory skills and techniques, the supervisor can minimize conflict, but it is highly unlikely that it can be eliminated entirely. The supervisor may be faced with dealing with several difficult people at one time. All individuals have different needs, wants and desires which have the potential to lead to conflict. A person classified as difficult to work with for one supervisor may be a very easy person to work with for another supervisor.

Managing conflict among others can often be a gray area for supervisors. Questions include: When to become involved? How to get involved? And to what extent to get involved? It is wise to first direct the employees to work out conflict by themselves. Challenge staff members to talk to each other. The supervisor is not expected to be a parent to employees.

When employees are unable to work out the conflict by talking to each other, the supervisor must intervene. It is important to follow these guidelines:

- Maintain neutrality rather than taking sides
- Stay calm and in control of emotions
- Focus the discussion on the issues rather than the people
- Don't put words in anyone's mouth
- Ask questions to search out the cause of the conflict
- Convey perception/description, not the final judgement

Managing conflict between the supervisor and an employee or between employees can be a very challenging aspect of the job, however, if handled properly it can increase productivity, morale and teamwork.

BUDGETING

Budgeting is a tool that helps supervisors establish and define goals. A workable budget is not a static set of figures to be reviewed occasionally. Ideally a budget is a set of specific guidelines for adjusting spending levels, for measuring progress to date and for fine tuning future activities. It is a spending tool.

Accurate and detailed record keeping of all sports turf activities including expenditures, labor hours and equipment use are key to proper budgeting. Budgeting is a year-round activity and is critical to sports turf management.

PREPARATION

The preparation stage of the budget requires the supervisor to define expectations and needs to develop a preliminary stage of the anticipated program.

Expectations:

The first step in preparing a budget is to establish the expectations of the field owner/manager/user. In defining the expectation level, two-way communication is needed with all the people that are involved with the field. These people will need to express what it is they expect. It is beneficial to have these expectations expressed in written form, if possible.

The sports turf managers communication will be to explain what it will cost to produce facilities that meet the expressed expectations. The higher the expectation level, the higher the level of commitment and communication needed.

Needs:

Once the expectation level is set, the different needs to accomplish at this level need to be identified. All supplies, labor and equipment should be taken into consideration when identifying need. In addition, such uncontrollable variables as weather, labor strikes and equipment theft should be taken into consideration. All needs should be prioritized so the supervisor can define them according to levels of importance. One aspect of this stage of budgeting that is often forgotten is the production of written lists and document. Not only does this documentation give the supervisor a tool to work from, but it also can be useful in supporting and justifying the supervisor's position on specific items and the overall budget.

Safety, playability and aesthetics are all parts of expectation and needs. Safety of sports fields should always come first, followed by playability and then by aesthetics. In today's society where litigation is frequent, documenting the facility's and the supervisor's safety requests and needs is critical.

Additionally, in preparing for budgeting, it is vital that the usage levels of all the sports fields be identified. Frequently this key aspect is unknown or not specifically defined. In such a situation, the supervisor must prepare for the worst case scenario. Sports turf can only tolerate so much activity before it declines. Overuse and under funding will result in expectations not being met.

DEVELOPMENT

Budgets generally are divided into three primary types: Operational, Capital Equipment and Capital Projects. These types differ mainly in their length of time, monetary size and goal.

Budget development can become fairly accurate with accurate record keeping. In addition, use of a variety of different forms, whether manual or computer generated, are essential in the development phase of budgeting.

Operational:

Operational budgets generally are on a one-year cycle. This can be based on a calendar year or a fiscal year. Operational budgets take into consideration the day to day activities of the sports turf manager. They generally are broken into two basic categories: Personnel, which includes all costs associated to the labor force; and General Expense, which includes all costs associated with materials, contracted services and equipment.

Normally, operational budgets allow the supervisor to use the budgeted funds however they are needed as long as the amount used does not exceed the total budget. In some instances, budgeted funds only may be allocated by the supervisor within the general areas assigned within the budget with any changes in allocation requiring approved by a designated superior, such as a department or facility head or governing board.

Capital Equipment:

Capital equipment budgets usually have a specific length of time. Capital equipment has a specific goal or objective. Tractors and large reel mowers are good examples of capital equipment. Capital equipment requests generally are submitted annually and require prioritization. Not all capital equipment requests get funded.

Capital Projects:

Capital project budgets usually have a wide variety of time cycle and budget. They can vary from one day to multiple years. Capital projects generally have a specific goal or objective.

Building new sports fields or renovating existing ones are examples of capital projects. Capital projects are a good place to budget for the funding of larger equipment items and/or start up operational costs. These costs can be funded inside these types of budgets rather than as line items in the operation budget or within the capital equipment budget. Capital projects generally are submitted on an annual basis and require prioritizing. Not all capital project budgets get funded.

In developing budgets, a supervisor must know which things are absolutely necessary to attain the goals and the expectations placed upon them. A budget is a spending plan. It is not perfect. The more information the supervisor acquires, the more accurate the developed budget will be. One key ingredient to proper budget development is to be realistic and make sure the organization understands what they will be getting for the money budgeted.

Prioritizing is important in accurate budget development. The supervisor must look at all avenues of funding sources including other than only departments and traditional funding groups.

UTILIZATION

The most important portion of the budget process is how it is utilized. Knowing what, when and how to use the budget is paramount to successful budgeting, not only for the current year, but also for future years. Daily, weekly and monthly records of activities allow the supervisor to track how the budgeted items compare

with what actually occurred. These comparisons then can be taken into consideration in preparing subsequent years' budgets.

Labor

Generally, labor costs account for approximately two-thirds of any sports turf management budget. With labor being such a large portion of a budget, it is key in utilization. One of the primary consideration is whether it should be contracted or in-house labor. Both have merit. Sometimes the most efficient use of funds come from using a combination of both.

Contracted labor allows for less in-house supervision and usually has fewer unexpected problems. Generally, there is a larger resource of labor to be drawn upon for seasonal or unexpected situations. With contract labor, the supervisor has fewer direct disciplinary problems, but loses some of the flexibility to quickly adjust and utilize the work force. Contracted labor does not have the same level of ownership or concern for the facility as the in house staff personnel. In-house personnel allow for quick reaction to changing conditions. The choices of contracted or in-house labor should be based on which options produce the best labor productivity and achieve the goals.

Increased efficiency in labor productivity can be achieved through use of these three principles: Recruit hard. Train smart. Manage easy.

Materials

Materials make up the second largest portion of a budget. Tracking how much and when they are used is key to budget management. Taking time to research what are the best products often shows that it is not always wise or cost effective to use the cheapest priced materials. Weigh the advantages and disadvantages of cost verses produced results.

Purchasing of materials is another key to a budget. Bulk and combination purchasing can produce extensive cost savings, especially if the distributor will warehouse some or all of the materials for a portion of the season. In addition, distributors can be an excellent resource for information and knowledge.

Equipment

Although equipment usually is the smallest portion of a budget, it is equally important. In order to get the most efficient production from a labor force; they must be equipped with good equipment. To support this equipment, a well defined and implemented equipment maintenance program is essential. Adequate funds must be budgeted to maintain the equipment. Often, this is one of the first things to be reduced. If using contract labor, the supervisor must be sure the contracted personnel are using proper and safe equipment.

When utilizing a budget, accurate record keeping for all facets is essential. Daily, weekly, monthly, and yearly records should be kept. The use of computers can greatly assist in keeping track of all this information. There are numerous software packages that can now support the sports turf manager. Development of forms to support your record keeping is also key for good budgeting. Not only do good, accurate records assist the supervisor and provide valuable details on the status of expenses to date in the current year or within the current project, but they also can

supply the supervisor with the information needed in developing future year's budgets and projects.

Sports turf budgeting takes consistent time and energy. Budget preparation, development and utilization are key sports turf management tools. Proper budgeting and record keeping often is not figured into the daily schedule of the sports turf manager. In all phases of budgeting, allocation of time will greatly assist in fulfilling expectations, realizing goals and producing quality sports turf facilities.

SAFETY AND FIRST AID

The sports turf manager must strive to provide safety in field conditions. Generally, this can be defined by taking all steps reasonable and prudent within the parameters of existing conditions and authorized field use. The sports turf manager must be familiar with the specifications and recommendations of the facility's legal counsel in areas concerning athletic field construction, maintenance and use. Field maintenance procedures must be documented precisely and accurately to support the facility's position that reasonable and prudent steps have been taken.

Specific details in this area of safety must be discussed, defined and the criteria established with field owners, legal counsel and athletic activity coordinators, sports turf managers and staff members and all field user groups. Safety programs and procedures must be established, utilized and reinforced.

FIRST AID AND SAFETY GUIDELINES

Sports turf managers must develop the policies and procedures necessary to provide safe working conditions for staff members, contracted labor and volunteers.

A medical examination should be required prior to hiring staff personnel.

Guidelines for the Medical Approval/Examination

1. Physical examinations should be scheduled at least 2 weeks before the first day on the job so that any current injuries or physical problems can be addressed and, if needed, to permit referrals to specialists.
2. Suggest that employees be examined by their primary care physician (if they have one) or another physician who is familiar with their medical history. It is desirable to use a physician who is familiar with outside labor.
3. Ensure that the examining physician knows in which area the employee will be participating.
4. Require that all the medical examination include a thorough and up-to-date medical history that addresses the following:
 - Previous injuries
 - Allergies
 - Medications
 - Hospitalizations
 - Operations
 - Immunizations
 - Family heart conditions
 - Skin conditions

- Cold or heat sensitivities
- Dietary habits
- Eating disorders
- Real or perceived weight problems
- Use of alcohol, anabolic steroids and other drugs
- 5. Specify the medical examinations evaluate the following:
 - General cardiovascular, musculoskeletal, and nutritional health
 - Fitness for the specific job and tasks
 - Existing injuries
 - Conditions that might result in injuries
 - Conditions that might limit or prevent participation in specific tasks
- 6. Direct physicians to discuss with the employee the completed evaluation, any unsafe practices (e.g., drug use), and dietary guidelines.
- 7. Ask for written notification of any problems or special conditions.
- 8. Ensure that the medical examination meets all legal and insurance requirements.
- 9. Require that the physician state in writing that there are no medical reasons to limit, restrict, or prohibit the employee's participation in any job assignment or task.

EMERGENCY ACTION PLAN

An Emergency Action Plan is a written plan that every program and facility should have established to prepare for potential emergencies. Certain types of emergencies, such as specific natural disasters, are more likely in some locations than in others. Emergencies, however, can occur anywhere. In addition to injuries, emergencies may include illnesses, such as heart attack, seizure, or stroke. Emergencies can result from a specific problem, such as fire, power failure, lightning, earthquake, mudslides, or sudden flooding.

The facility's Emergency Action Plans should address all relevant categories of emergencies. Such plans should define the responsibility of everyone who may be involved. The content of an Emergency Plan should include the following:

- EMS personnel access and entry/exit routes
- Location of rescue and first aid equipment
- Location of telephones, with emergency telephone numbers posted
- Location of keys to reach telephones or equipment
- Exits and evacuation routes

Equipment

- Rescue equipment
- First aid supplies
- Emergency equipment (flashlights, fire extinguisher, etc.)

Support Personnel Within Facility

- Coaches
- Athletic trainers
- Athletic official and referees
- Facility Administrators
- Management personnel
- Teachers
- School nurse/physician

Athletic director
Clerical personnel
Maintenance personnel
Athletic field maintenance personnel

External Support(provide telephone numbers)

EMS personnel
Police
Fire
Hazardous materials team
Poison Control Center
Hospitals
Power and gas companies
Health department

Staff Responsibilities

Assign each staff member a duty
Person(s) to provide care
Person(s) to control bystanders and supervise athletes
Person(s) to meet EMS personnel
Person(s) to transport injured athlete, spectator or other individual when appropriate

Communication

How and when to call 911 or the local emergency number
Chain of command
Person to contact family/guardian
Person to deal with the media

Follow up

Complete appropriate documentation (incident report, accident report, etc.)
Replace equipment and supplies
Emergency Action Plan evaluation
Staff debriefing
Critical Incident Stress Debriefing (if necessary)
Check on condition of injured person or persons

APPEARANCE - CHECKING THE FACILITY AREA

Although facility managers, school departments, and other building owners and operators have certain responsibilities for providing a safe environment for athletes when training and competing, employees are responsible for ensuring that locker rooms, workout rooms, gymnasium, equipment, fields, and courses are safe. Employees should ensure that proper emergency care and safety equipment is available and accessible. A safe environment for training and competing can considerably reduce the incidence of athlete injuries and of field maintenance personnel on the job injuries.

Guidelines for Providing a Safe Environment

1. Regularly and thoroughly inspect all building areas, pools, equipment, courses, and other playing surfaces used by the athletes and spectators, and maintained by the staff.

2. Regularly and thoroughly inspect equipment (mowers, edgers, string trimmers, etc.), playing fields and protective equipment (e.g. eyewear, shin protectors).
3. Ensure that unused equipment is not stored in or dangerously close to a playing area.
4. Ensure that wall-mounted devices that could cause injury are padded and light bulbs have protective coverings.
5. During extreme weather (e.g. rain, high wind, ice), inspect equipment and field, courses, and other outside playing surfaces, including support structures (e.g. tents, trailers), that could become unsafe.
6. Work with employees to provide proper training on equipment use and care and to develop responsibility and respect for equipment.
7. Ask employees to report any unsafe conditions related to the facility, pools, equipment, fields, courses and other playing surfaces.
8. Know the maintenance techniques and schedules for the facility, pool, fields, courses, and other playing surfaces, and make sure they are enforced.
9. Report in writing, and damage to the facility, pools, fields, and courses and request to have it repaired.
10. Know the maintenance/replacement techniques and schedules for equipment.
11. Report in writing serious damage to equipment, and make sure that worn, damaged, or broken equipment is repaired, replaced, or not used.
12. Prevent employees from using unsafe building areas, pool equipment, fields, courses, and other playing surface. In particular, remove unsafe equipment immediately to prevent inadvertent or prohibited use.
13. Ensure adequate fluid replacement for employees during unseasonable working conditions.
14. Ensure easy access to emergency equipment and first aid supplies, and easy access to the following emergency medical services:
 - Hazardous materials team
 - Poison Control Center
 - Hospitals
 - Power and gas companies
 - Health department

The sports turf manager must not only participate in the establishment of safety practices and procedures, but also set the example and establish the standards to ensure those practices and procedures are followed.