UNIVERSITY OF WISCONSIN-LA CROSSE

Graduate Studies

RISK MANAGEMENT PRACTICES IN HIGH SCHOOL ATHLETIC DEPARTMENTS

A Chapter-Style Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Exercise and Sport Science-
Sport Administration

Paul Ward Bezdicek

College of Science and Health

Department of Exercise and Sport Science

May, 2009

RISK MANAGEMENT PRACTICES IN HIGH SCHOOL

ATHLETIC DEPARTMENTS

By Paul Ward Bezdicek

We recommend acceptance of this thesis in partial fulfillment of the candidate's requirements for the degree of Master of Science in Exercise and Sport Science-Sport Administration.

The candidate has completed the oral defense of the thesis.

David J. Waters, Ph.D. — 6-8-09
Thesis Committee Chairperson — Date

Richard Mikat, Ph.D. — 6-8-09
Thesis Committee Member — Date

Chia-Chen Yu, Ed.D. — 6-08-09
Thesis Committee Member — Date

Kim Blum, M.S. — 6-8-09
Thesis Committee Member — Date

Thesis accepted

Vijendra K. Agarwal, Ph.D. — 7/27/09
Associate Vice Chancellor for Academic Affairs — Date

ABSTRACT

Bezdicek, P.W. Risk management practices in high school athletic departments. MS in Exercise and Sport Science-Sport Administration, June, 2009, 79pp. (D. Waters)

The purpose of this study was to determine risk management practices of high school athletic directors. A 30-question survey was sent to 463 athletic directors in Minnesota. A total of 116 athletic directors responded electronically to the survey for a 25% response rate. The study revealed that the majority (56%) of athletic directors in Minnesota did not have a written risk management plan. Although most athletic directors in Minnesota agreed that a written risk management plan would make conditions safer (92%), 26.3% lacked time to develop and implement a plan, 20.8% lacked expertise, and 19.7% perceived no need for a plan. In addition, athletic directors lacked knowledge of standards in risk management to develop, implement, and manage a plan. Athletic administrators can use the findings to educate districts and coaches on the importance of developing, implementing, and managing a risk management plan. Further research is needed to determine if similar problems with written risk management plans exist elsewhere in the United States.

ACKNOWLEDGMENTS AND DEDICATION

To my Lord and savior Jesus Christ, with whom all things are possible. He has blessed me in ways I never thought possible, and has helped me on the straight and narrow path. May he continue to guide me so that I can do all he has planned for me.

To my wonderful parents, Bob and Sherri Bezdicek, for always encouraging and supporting me throughout this journey. You two have molded and shaped me into the young man I am today. I do not say this enough, so thank you and I love you. You two mean the world to me.

To Maddison Krug, my amazing girlfriend, whom more times then I can count, encouraged me to work on my thesis when I was not motivated to do so. You are the love of my life.

To my thesis chairman, Dr. David Waters, and fellow committee members, Dr. Richard Mikat, Dr. Chia-Chen Yu, and Kim Blum. Thank you for all your input and support in this project. You always made yourself available when questions arose, and all brought different perspectives to this project that kept me from focusing on just one point.

Lastly, thank you to the Minnesota Interscholastic Athletic Administrators Association for assisting me with administering the questionnaire, and to the athletic directors of Minnesota for participating in my questionnaire. Your time, and all that you do for Minnesota high school athletics is far too often under-appreciated. Thank you.

TABLE OF CONTENTS

PAGE

LIST OF TABLES

TABLE PAGE

LIST OF APPENDICES

APPENDIX PAGE

CHAPTER I

INTRODUCTION

Background

With hundreds of high schools in each state, and hundreds of students participating in athletics at each school, the chance for an injury or accident is quite high. With the likelihood of accidents and injuries being as high as they are, and add to that the litigious society we live in, lawsuits in high school athletics become inevitable. Lawsuits are not only a financial burden but also can be costly in terms of time, energy, and reputation. For these reasons it is vital that high school athletic departments incorporate appropriate procedures and precautions to ensure the safest possible environments for the student athletes, coaches, officials, and spectators alike (Miller & Rushing, 2002). The process of systematically identifying situations that may expose participants to unreasonable risk or harm, and then, taking corrective actions to reduce or eliminate this exposure is referred to as risk management (Brown, 2001).

With the growing trend to be compensated for any type of loss or damage put upon an individual, it makes sense that an athletic department will take the proper precautions to avoid such an incident. The key to preventing these incidents is to plan and implement sound risk management behaviors or practices. The purpose of a risk management plan is to identify unreasonable risks in an athletic program and to take preventive measures to minimize the likelihood and severity of injuries that might occur as a result of those risks. Whether or not an athletic program has a formal risk

management plan, the athletic director is the person who is in the best position to oversee the implementation of risk management practices to minimize the risk of injury and, in the process, decrease the likelihood of a lawsuit (Gray & Crowell, 1993).

An excellent method for establishing an effective risk management plan is referred to as the Develop, Implement, and Manage (D.I.M.) process. This process consists of three steps: (1) developing the risk management plan, (2) implementing the risk management plan, and (3) managing the risk management plan (Ammon, 1997). All three of these steps must be followed in order for the risk management plan to be effective. Before the administrator establishes an effective risk management plan, it is vital they know what should be included. A risk management plan can be quite comprehensive; however, there are a few basics that need to be included in any effective plan. Supervision, medical concerns for student athletes, facilities, equipment, crowd control, and spectator safety are five risk management behaviors that should be included in any plan (Gray & Crowell, 1993). However, an effective risk management plan should not be limited to just these five areas.

In addition to the recommendations Gray and Crowell (1993) made, it is important for an athletic director to be aware of published standards of practice to determine the level of care they owe their student athletes (Eickhoff-Shemek, 2001). Although, athletic directors may be aware of what should be included in a risk management plan, that does not help athletic directors determine the level of duty or care that they as individuals provide and maintain within their athletic departments. Because it is so difficult to be aware of all applicable standards, a risk management advisory

committee should be formed that includes experts in the field, lawyers, and insurance experts (Eickhoff-Shemek, 2001).

In addition to published standards, administrators and coaches need to be aware that they will owe a duty of ordinary care under the circumstances to participants in and spectators of athletic events sponsored under school authority. This standard is based on an objective test consisting of the standard of conduct demanded under the circumstances (Harty, 1982). Standards such as these are not published, however, coaches and administrators owe a reasonable level of care to participants when instructing, supplying equipment, and supervising.

Purpose of the Study

Previous studies on risk management have concentrated on behaviors at the collegiate level by correlating demographic factors of athletic directors with their performance of specific risk management behaviors (Gray & Crowell, 1993). Other studies have dealt with risk management behaviors of high school principals in the supervision of their athletic programs (Gray, 1995). However, to date, there has not been any published research on high school athletic departments and risk management practices. High schools sponsor numerous athletic events and because of the inherent nature of athletics, there is a high probability of injury and negligence. It is therefore the purpose of this study is to determine to what extent high school athletic directors develop, implement, and manage risk management plans for their athletic departments, and to what extent athletic directors were familiar with risk management standards.

Statement of the Problem

Considerable research has been conducted related to risk management behaviors and practices of sport leaders in a variety of settings, however, no studies have been published on risk management practices in high school athletic departments.

Operational Definition

The following term was used in this study:

Risk Management - the process of systematically identifying situations that may expose participants to unreasonable risk or harm, and then, taking corrective action to reduce or eliminate this exposure (Brown, 2001).

Assumptions

The following assumptions were necessary for this study:

1. The athletic directors would have access to the internet.
2. The surveys given to the athletic directors would be completed in a timely manner.
3. The surveys were answered correctly and truthfully.

Limitations

The following limitations were considered:

1. The list of members of the Minnesota Interscholastic Athletic Administrators Association (MNIAAA) is current.
2. All members of the MNIAAA (e.g., athletic directors representing their high school) were listed on the membership list in which the survey was mailed (electronically) to.

3. The questionnaire items are perceived by the athletic directors as intended by the researcher.

Delimitations

The following delimitations were recognized in this study:

1. This study was limited to high school athletic directors in Minnesota.
2. This study was limited to athletic directors that were members of the MNIAAA.

Significance of the Study

This study will fill a gap in the sport administration literature. Previous studies have focused on risk management practices in collegiate athletics, physical education, and various recreation venues. This study has focused on risk management in high school athletic departments. It is hoped that the results of this study will improve risk management practices and inspire future risk management research in high school athletics.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Because there is a dearth of published studies on risk management in high school athletics, it is vital to look at other literature in the area of risk management in collegiate athletic programs, recreational facilities, and other related programs. Four subtopics will be discussed in the following review of literature. The first subtopic is a review of risk management plans in various programs including physical education settings and NCAA athletic departments. The second subtopic is risk management education in college courses. The third subtopic is the duty of care or standards that coaches and athletic administrators owe student athletes and spectators of events. The final subtopic is the seven standards for facilities of recreational and collegiate sports.

Risk Management Plans in Various Programs

In 2002, Miller and Rushing conducted a study on the risk management practices of physical education activity supervisors. Two questions they asked were: (1) To what extent did physical education activity supervisors develop, implement, and manage a risk management plan for their program, and (2) to what extent were physical education activity supervisors familiar with risk management standards as outlined by the American College of Sports Medicine, National Association for Sport and Physical Education, or the National Intramural-Recreation Sports Association?

The overwhelming result of the study was that 66% of respondents did not have a risk management plan and the main reason for this was they felt as though there was not a perceived need for a written risk management plan. Other reasons for not having a plan included they did not have time, the knowledge, or budgetary resources to create a risk management plan (Miller & Rushing, 2002).

Three main implications can be found from the work of Miller and Rushing. The first is that though familiar with risk management standards, the supervisors possess neither the classroom education nor litigious experience to fully comprehend the development, implementation, and management of an effective risk management plan in their program. A second implication from the data is that two thirds of physical education supervisors in America seem to be ignoring their duty to participants due to their inaction. Lastly, physical education supervisors often understand the need and value for a risk management plan but tend not to implement it due to a perceived lack of importance (Miller & Rushing, 2002).

Rather than looking at physical education settings, the next study will examine risk management behaviors within the National Collegiate Athletic Association (NCAA). Gray and Crowell (1993) took a look at Division I athletic director's risk management behaviors. The purpose of the study was to determine the degree to which NCAA Division I athletic directors indicated the consistency with which specific risk management behaviors were performed within their athletic departments (Gray & Crowell, 1993). Although the study looked at risk management behaviors, the majority of the analysis revolved around the correlations and the demographics of the respective athletic director.

All Division I athletic directors were mailed a survey that was developed by the investigators. A 5-point Likert Scale was used to indicate the degree to which each athletic director believed that his or her athletic department performed the specific behaviors identified in the survey statements (Gray & Crowell, 1993). Circling a "1" indicated that the athletic department "never" performed that behavior while circling a "5" indicated that the behavior was "always" performed. In addition to the 27 risk management behavior questions, the survey also collected data related to demographic items of each respective athletic director.

The results showed that the majority of the athletic directors believed they were performing risk management behaviors quite well with only 6 questions receiving an average score of 3 on the Likert Scale which indicated the task was "sometimes" performed. The remaining 21 questions all received an average score of at least a 4.1 or better, with 4 questions receiving scores of 4.8 or better indicating that the behavior was almost always performed (Gray & Crowell, 1993). The correlation between the questions and the demographics of the athletic directors was as follows: of those that participated in collegiate sports, had collegiate coaching experience, or had a physical education background, they reported higher scores on the risk management survey than those that did not possess those attributes.

An implication that resulted from this study is that athletic directors who have experience in athletics before they became an athletic director are performing risk management behaviors better then those athletic directors with no experience. A limitation to the data, as self-reported by the athletic directors, regarded individuals' perceptions as to how well they think they performed each task. There is a possibility

that because of their background they were not necessarily performing better than the athletic directors with no previous experience, but rather believed they were because they were more familiar with specific tasks due to their background.

While Gray and Crowell (1993) looked at the correlation between athletic directors and risk management behaviors, Brown and Sawyer (1998) studied the correlation between school demographics and risk management behaviors. Based upon trends of the mid-1990's to analyze collegiate athletic directors and their risk management behaviors, Brown and Sawyer (1998) decided to examine institutional characteristics that can have an influence on how well risk management is performed. The following characteristics were studied: the size of the institution's athletic budget, the size of the institution's athletic department, whether an institution is public or private, and whether it has football as a varsity sport (Brown & Sawyer, 1998).

The methods used for this survey replicated Gray and Crowell's study (1993), using a 27-item survey which rated how well each risk management behavior was being done. The key difference between the two studies was that demographic questions were directed towards the college versus the athletic director in the latter study. This survey was mailed to all Division II athletic directors in the United States.

Larger athletic departments scored significantly higher in risk management behaviors than athletic departments with fewer personnel. Athletic departments that had 8 to 20 people working scored a lot lower on their risk management behaviors than athletic departments that had 32-70 people working in their athletic department (Brown & Sawyer, 1998). The other major finding from this study was that public schools scored quite a great deal higher on average scores then private schools.

The first implication that is quite obvious is that larger athletic departments have more people, and, therefore, time to devote to risk management. Athletic departments with only 8-20 people working in them are busy with other tasks such as compliance and budgeting leaving less time to spend with risk management issues. Another issue that was not discussed in depth during the study but needs to be addressed is that emergency response plans were seldom practiced or rehearsed, and when they were they were rarely documented in writing (Brown & Sawyer, 1998). The emergency response plan is a critical part of any risk management plan and needs to be practiced multiple times a year to avoid any possibility of negligence.

The last risk management behaviors that need to be looked at are at the Division III level. Like the past two studies discussed, it was the intent of Anderson and Gray (1994) to measure the degree to which NCAA Division III athletic directors indicated the consistency with which specific risk management behaviors were performed within their athletic programs (Anderson & Gray, 1994).

Rather then using a 27-question survey like the past two studies discussed, Anderson and Gray decided to implement their own 36-item survey. Various risk management behaviors were identified and divided into the six following conceptual areas: personnel, facilities, equipment, medical, transportation, and crowd control (Anderson & Gray, 1994). A 5-point Likert Scale was used to indicate the degree to which the athletic director believed that the specific behavior identified in each survey statement was performed by someone within the athletic program. Circling a "1" indicated that it was "never" done and circling a "5" indicated it was "always" performed.

The data indicated that the risk management behaviors being performed in NCAA Division III athletic programs are being performed in a rather consistent manner. Only one survey item (equipment inspections documented in writing) had an average score of less than a 3 (Anderson & Gray, 1994). One correlation made between the risk management behaviors and the demographics of the athletic directors were that those athletic directors who were coaching at the time of the study scored lower on risk management behaviors than those athletic directors who were not coaching at the time.

Like the previous two studies discussed, Anderson and Gray looked to make connections between risk management behaviors and particular demographics of the athletic director. The major implication of this study is that those athletic directors who were busy coaching had less time to devote to risk management. Those athletic directors who are busy with other things such as coaching, spend less time in their athletic department and, therefore, spent less time managing risks within their department.

Now that all levels of college athletics have been looked at, it is time to look at risk management behaviors in high school physical education and athletic programs. Along with two of the previous four studies, Gray (1995) created a study to determine the risk management behaviors of high school principals in their physical education and athletic programs. Although principals are not directly in charge of either the physical education department or the athletic department, they can be held liable in a lawsuit such as the case of Larson v. Independent School District No. 314, 289 N.W. 2d 112 (Gray, 1995). The purpose of this study was to determine the degree to which high school principals indicated that they performed various risk management behaviors related to supervision of their physical education and athletic programs.

Data were collected by mailing a survey to all 445 high school principals in the state of Iowa. The survey, developed by Gray himself, consisted of 20 items addressing risk management behaviors related to principal supervision of high school physical education programs, 20 items addressing risk management behaviors related to principal supervision of high school athletic programs, and various demographic items (Gray, 1995).

All principals rated themselves fairly well with only three risk management behaviors slipping below an average of "3" on the Likert Scale. No risk management behavior came close to getting an average score of "always" being done. The behaviors that came closest to rating a "5" were evaluations of the physical education teachers, and their attendance at home athletic contests. The smallest sized school (A) scored significantly higher than those of large schools in class size 3A. Schools in the largest class size (4A) scored higher than that of the smallest schools in class A (Gray, 1995).

The implication that can be taken away from this study is that in 1995, high school principals took a very active part in their physical education departments and their athletic department. This can be determined by the high average scores reported by each principal. One would assume that principals may not always attend home athletic events, however, scores indicated that the majority of principals often attended home athletic events (Gray, 1995).

If one looks at the results from the previous studies it looks as though physical education supervisors at the collegiate level score far less for risk management than the athletic directors of colleges and principals of high schools. These results can be misleading because Miller and Rushing (2002) looked at how many physical education

supervisors had an actual risk management plan. Other studies looked at risk management behaviors and how well each participant thought they were performing the task. The latter of the four studies indicated that participants of the studies were performing risk management behaviors on a regular basis, but one can assume that many of those individuals never possessed a risk management plan. This would give them similar numbers to that of the Miller and Rushing (2002) study in which 66% of the respondents did not have a risk management plan.

Education of Risk Management

Young, Pittman, and Spengler (2004) chose to look at how to properly teach sport law (risk management) in undergraduate and graduate level courses. With the help of other studies they came to the conclusion that the case method benefitted students the most by educating how to reason, discriminate, and judge legal principles and their application to real situations (Young, Pittman, & Spengler, 2004). Although the case method is the most effective, searching for case law is time consuming and one may not always find the appropriate case that takes precedence in the court of law. It was, therefore, the purpose of this study to develop a teaching strategy that sport law instructors could use.

After Young, Pittman, and Spengler (2004) found what legal areas to study, they sent 102 cases representing the nine legal areas found to be of importance to 18 panel members who had expertise in the nine content areas of law. The panel was asked to rate the importance of each case on a scale of 1 to 5 with 5 being important and 1 holding no precedence in court, and if they were aware of other cases of importance to add those to the list. After the first panel rated each case, another panel rated each case, and finally a

third panel rated each of the cases as well. If the case received an average score of 3.51 or higher it was added to a case list.

The amount of cases making the cut totaled 48. Each case was categorized, with a total of total of 12 categories. They are antitrust – college, antitrust – professional, contract, constitutional – college, constitutional – high school, products liability, statutory, Title IX tort – professional, tort – college, tort – high school, tort – recreation, and intellectual property (Young, Pittman, & Spengler, 2004).

After the completion of this study, sport law educators now better know what to teach to their students. Even if the educator had very little background in sport law they will be able to look at this study and determine, based on actual cases, what to teach. A few questions that should be asked with each case are to identify the underlying legal principles, and explain legal theories (Young, Pittman, & Spengler, 2004). The other end of this spectrum is not so much what to teach, but rather to ask the question, "Are educators failing to teach sport law and risk management classes all together in college level courses?"

Simmons (2001) wanted to determine if universities were offering sport law and risk management courses to students with degrees in physical education, exercise science, movement studies, and human movement (kinesiology). With increased participation rates in recreation and athletics, Simmons wanted to look and see if individuals entering the field will be prepared.

Schools in the California State University system were selected as the schools to be surveyed to determine the status of sport law courses. After an initial telephone contact soliciting support for the project and a commitment to participate, a survey was

sent to the Department Chair of each kinesiology department. The chair was selected as the appropriate respondent as they possessed the best knowledge regarding degree requirements and the structure of the curriculum (Simmons, 2001). The survey consisted of 19 questions in which 7 questions were designed to provide demographic information and the remaining 12 related to sport law and risk management training.

Of the 20 universities that offered kinesiology, 16 responded. Of these universities, none require a sport law course and only one provided an elective sport law course. Although a sport law course is not required, 11 universities required an administration course, yet, teaching of legal concepts is largely subsumed within the general content of classes that are specific to the specialization chosen by the student (Simmons, 2001).

The overwhelming implication is that students receiving degrees in physical education, exercise science, movement studies, and human movement are not being properly taught sport law or risk management in their respective major. Although this study was only done in the State of California, it might be indicative and mirror what other departments are doing throughout the U.S. These students often go on to become administrators and one can see why only 34% of physical education advisors possessed a risk management plan (Miller & Rushing, 2002).

In summary, one study revealed individuals were trying to determine how to make risk management easier to teach (Young, Pittman, & Spengler, 2004). In the other study, Simmons (2001) questioned why universities do not have a course that teaches sport law and risk management issues to its kinesiology students. Perhaps with the study of Young, Pittman, and Spengler (2004) the problem of not having sport law courses will

change because there is knowledge on how to teach this course along with the significance of teaching such a course.

Standards in Correlation with Risk Management

Eickhoff-Shemek (2001) discussed the importance of standards of care within athletics and how it is vital to be aware of standards within your profession. In a negligence lawsuit, a standard of care will be applied to measure the competence of a professional. If the professional's conduct falls below such a standard, he or she may be liable for injuries or damages resulting from such conduct. This standard can be determined in a few different ways, however the most common is from standards of practice developed and published by professional organizations.

Published standards of practice can minimize liability associated with negligence for the defendant who adheres to them (Eickhoff-Shemek, 2001). In order for negligence to be proven, the plaintiff has to prove there was a breach of duty. However, if the defendant's conduct is consistent with the standards of practice it will be difficult to prove a breach of duty. It is therefore vital to become familiar with standards of practice in one's particular profession.

Along with becoming familiar, it is also essential for athletic directors to incorporate applicable standards of practice into their risk management plan (Eickhoff-Shemek, 2001). Because there are numerous published standards of practice from a variety of organizations, it is challenging for the athletic director to be aware of all applicable standards and to determine which ones should be selected and incorporated into the risk management plan. One suggestion made by Eickhoff-Shemek (2001) was to

gather a risk management advisory committee of experts in the field that could provide excellent assistance in this step.

The next step was to write procedures within your organization that described specific responsibilities that staff would carry out that reflected these standards. Once written procedures were finalized, they should be included in the staff policy and procedures manual (Eickhoff-Shemek, 2001). It is not sufficient to only include these procedures in a manual, but the staff must be trained and informed of them. Lastly, this process needs to be evaluated annually to determine if staff are carrying out their duties appropriately. Following standards and implementing them in your policy and procedures can be entered as evidence to determine the standards of care an organization has for its clients and patrons (Eickhoff-Shemek, 2001). Aside from professional standards, there are many other standards that are inherent in a particular situation or required by statute.

Harty (1982) stated that a school authority will owe a duty of ordinary care under the circumstances to participants in and spectators of athletic events sponsored under school authority. This ordinary standard of care is based on an objective test consisting of the standard of conduct demanded under the circumstances (Harty, 1982). Negligence generally occurs while school personnel fail to meet that standard while instructing, supplying equipment, and supervising students.

Coaches are required to adequately instruct their students before allowing them to participate in activities that could result in injury. Harty (1982) concluded that if a student is not warned of dangers of a particular activity, or not instructed in self

protection in contact sports, instruction could be deemed inadequate and, therefore, negligent.

A school and its personnel have the duty to exercise reasonable care to not provide equipment which it knows or has reason to know is dangerous in its intended use. Although most defective equipment suits have involved playground equipment, schools have been sued for supplying defective blankets, gymnastics equipment, football equipment, and hockey helmets (Harty, 1982).

The primary duty coaches owe their students is the duty to supervise those activities in which the students participate, and it is the athletic directors responsibility to make sure this is being done. Questions that appear throughout legal cases and bear heavily on the final outcome include: who are the named defendants, do they owe a duty of general or specific supervision, what is the plaintiffs age, and were the circumstances of the injury reasonably foreseeable (Harty, 1982). Negligent cases can be categorized by the negligent act or acts alleged in the plaintiff's petition and consist of: failure to make and enforce rules, failure to provide competent supervision, failure to control crowds, and negligent post-injury handling (Harty, 1982).

School boards have the duty to establish rules for student safety, and if they fail to do so the duty now falls on the principal and or athletic director to establish safety rules for the athletic department. Failure to establish such rules altogether can result in negligence as can establishing but failing to enforce them (Harty, 1982). The next duty owed in supervision is providing competent supervision. This means personnel adequately trained to assume the duties assigned. However, it is not limited to only providing adequate supervision but making sure the supervising party is not absent when

an injury occurs. Lastly, school personnel have the duty to either secure or provide reasonable medical care to injured students as soon as possible under the circumstances. This duty is breached when the assistance is negligently rendered or unreasonably delayed (Harty, 1982). It is at times difficult for coaches and athletic directors to know exactly what is expected of them in times of emergencies. It is now a lot easier to understand what sort of duty you owe student athletes because in 2007 the National Athletic Trainer's Association (NATA) developed recommendations or standards on emergency preparedness in high school athletic programs.

Sudden cardiac arrest (SCA) is the leading cause of death in young athletes. Therefore, it is the goal of NATA to assist high school athletic programs to prepare for and respond to an unexpected SCA by summarizing the essential elements of SCA in young athletes and outlining the necessary elements for emergency preparedness and standardized treatment protocols in the management of SCA (Drezner, Courson, Roberts, Mosesso, Link, & Maron, 2007). These standards are recommended for the athletic health care team, including athletic trainers, team physicians, coaches, school administrators, and other potential first responders.

Drezner et al. (2007) determined that the single greatest factor affecting survival after out-of-hospital cardiac arrest is the time interval from arrest to defibrillation. Public access to defibrillators and first-responder automated external defibrillator (AED) programs have improved survival from SCA by increasing the likelihood that SCA victims will receive bystander CPR and early defibrillation. Four steps that are emphasized in interventions for victims of SCA are: early recognition of the emergency

and contacting 911, early bystander CPR, early delivery of a shock with a defibrillator, and early advanced life support followed by postresucitation (Drezner et al., 2007).

The previous steps and others need to be outlined in an emergency action plan (EAP) developed by the athletic department. Every institution or organization that sponsors athletic activities should have an EAP. The EAP should be specific to each athletic venue and should encompass the following: (1) establish an efficient communication system, (2) training of likely first responders in CPR and AED use, (3) acquiring the necessary emergency equipment, (4) providing a coordinated and practiced response plan, and (5) ensuring access to early defibrillation (Drezner et al., 2007). Numerous individuals need to partake in developing an EAP including local EMS personnel, school public safety officials, on-site first responders, and school administrators.

The EAP should be practiced at a minimum of once a year, and individuals that should be involved in this practice include athletic trainers, team and consulting physicians, athletic training students, school and institutional safety personnel, administrators, coaches, and other designated first responders (Drezner et al., 2007). The more times it is practiced the more efficient and effective ones EAP will be. Each EAP rehearsal should be documented along with the time it takes from collapse to initiation of CPR, and delivery of first shock if an AED is available. The time from collapse to CPR should take one minute or less, and the time from collapse to first shock should be 3-5 minutes (Drezner et al., 2007). Standards are a vital part in risk management, and with more research and published standards coming about, organizations should take notice and establish them within their own programs.

Risk Management and Facilities

Miller and Veltri (2003) conducted a study involving security in recreation centers. They wanted to examine security procedures and policies at public recreation facilities, identify the most common types of criminal activity occurring at public recreation facilities, investigate the usage of close-circuit television cameras as security tools at public recreation facilities, and examine effects of facility design on security at public recreation facilities (Miller & Veltri, 2003).

Questions used to survey the population were primarily nominal items, and to ensure the reliability of the questionnaire, a test-retest protocol was followed. Miller and Veltri (2003) attended 2 national and 2 state recreation conferences to collect the data of individuals voluntarily completing the survey.

The findings indicated that the majority did not have a security plan, and of the public recreation facilities that did have a plan, only 25% said it was part of the risk management plan. More administrators were satisfied with their security plan than those who indicated they actually possessed one (Miller & Veltri, 2003).

From the results of this investigation it is apparent that although the majority of respondents indicated the focus on security for patrons has increased, actual security practices are not being effectively implemented or managed. An overwhelming amount of administrators indicated that illegal entrants, fights, and vandalism are common occurrences at their facility, and all of this may be due to a lack of a proper security plan. The likelihood of administrators changing their security plan is not great due to the fact that the majority responded by saying they are pleased with their current plan (Miller & Veltri, 2003).

In addition, although not part of security issues in recreational centers, the prevalence of automated external defibrillators (AED) are still a vital part of any recreational center's risk management plan. Connaughton, Spengler, and Zhang (2007) investigated AED implementation and related risk management practices at health clubs. The purpose of their study was to examine AED implementation and the perceived constraints to AED implementation in health clubs (Connaughton, Spengler, & Zhang, 2007).

The population for this study included managers from all identified health clubs open to the general public in Florida. Facilities intended to serve worksites, solely-clinical-populations, and specialty facilities were excluded from the study. Based on a number of things a survey was developed to measure AED statute knowledge, implementation, related risk management practices, and perceived constraints to AED implementation in health facilities (Connaughton, Spengler, & Zhang, 2007).

Findings of this study suggest low AED implementation in health facilities. A total of 108 respondents comprised the sample; 87% of the respondents indicated that their health clubs did not have an AED. A reason for such low numbers could be the fact that Florida does not mandate the placement of AEDs in health clubs (Connaughton, Spengler, & Zhang, 2007). Additionally, numerous facilities that had an AED were not following the risk management recommendations published by the leading national professional organizations.

The results of this study were quite alarming because implementing an AED at your facility will cost far less then a lawsuit due to negligence because your facility did not have an AED. If the numbers indicated in this study are representative of the rest of

the United States revealing the lack of AEDs in Florida facilities, it is therefore assumed that many facilities are a heart attack away from being named in a lawsuit.

To get a broader spectrum of facility security the next study examined security management at university sport venues rather then recreational centers. Hall (2006) examined what few others before her have. Hall wanted to identify standards for effective security management of university sport venues. As a result of terrorist events on September 11, 2001, many sport venues updated security practices, and this study introduced procedures related to properly protecting facilities and venues.

Participants in this study were qualified experts in the field of security and/or sports event security. The researcher interviewed six experts in the field of sports event security management. These experts worked in various disciplines and offered unique perspectives on security management (Hall, 2006). A three-round-study was conducted to gain feedback on the preliminary list of standards. The first round was used to review the standards and add, edit, or comment accordingly. The second round consisted of rating each standard based on a Likert Scale from "1" to "5" with "1" being "very low" and "5" being "very high." Like round 2, round 3 did the same thing except with a different panel of individuals in which they were asked to rate each study (Hall, 2006).

The initial round had a list of 141 standards created by the interview panel to choose from, and eventually after the third round it was narrowed down to 11 standards. They are as follows: perimeter control, access control, credentialing, physical protection systems, risk management, emergency management, recovery procedures, communications, security personnel, training, modeling and simulation, and finally toxic materials protection (Hall, 2006).

The implications from this study are quite simple, and that is that Hall has provided any administrator or facility manager an excellent list of things to work from when securing a facility. If one currently has standards for security management, they are able to compare their standards to her study to determine if it should be updated and/or added to. It also provided a model for any study that may be done later and/or the standard of what needs to be included by any facility manager by the court of law.

Whereas Hall (2006) looked at standards for university sport venues, however, the next study looked at the best practices for game day security at sport venues. On September 11th, it became abundantly clear that stadiums and its operators needed to incorporate security safeguards at America's sporting venues. For this reason it was the idea of Pantera, Accorsi, Winter, Gobeille, Griveas, Queen, Insalaco, and Domanski (2003) to create a game day security operations checklist for NCAA Division I football and basketball venues that consisted of 38 items vital to security preparations at stadiums and arenas (Pantera et al., 2003).

An initial instrument was pilot tested for content validity to a select group of Division I institutions along with a small number of professional experts including the vice presidents of security for all four major professional sports leagues in America. After designing the instrument, it was sent in a survey packet to all Division I athletic directors, university directors of public safety, and 31 collegiate conferences. The participants were asked to rate the frequency with which they implemented each of the 38 security measures on a 5-point Likert Scale (Pantera et al., 2003).

A total of eight conferences participating in Division I football complied with the proposed security measures at 75% of events while only six basketball playing

conferences achieved the same level of compliance. Milt Ahlerich, Vice President for NFL Security identified the installation of jersey barriers or other concrete bollards (e.g., vertical posts) as one of the most important factors in preventing security threats. With this said, only 44% of the respondents for football and 19% of the respondents for basketball have installed concrete bollards at their venues (Pantera et al., 2003).

There are a few things one can take away from this study. The first, according to respondents, is that football venues are relatively safer than that of basketball venues. However, the reason for this being is that football stadiums are usually used strictly for the purpose of football and are only used on Saturdays which make it extremely easy to secure a venue one day out of the week. Basketball venues, however, are often used not only for basketball teams but recreational sports and practices which makes the facility difficult to secure when it is being used on a daily basis (Pantera et al., 2003).

While Pantera et al. discussed 38 security measures due in part to 9/11, the next study actually looked at the perceived risk of terrorism post 9/11. To date, no studies have been published that investigated the perceived risk of terrorism by football stadium managers and only a few have investigated terrorism-related risk management practices in sport venues. So Baker, Connaughton, Zhang, and Spengler (2007) decided to look at this issue. As stated earlier, it was their purpose to investigate the degree to which stadium managers that house Division I-A NCAA football programs perceived the risk of terrorism several years after September 11, 2001, and the risk management measures implemented by the stadium managers to guard against terrorism (Baker et al., 2007).

A Delphi panel of experts was used to help develop the survey instrument and based on 80% agreement among the experts, 40 items were retained as modified items

based on panel comments. Test items were arranged in a random order and directions were provided to the respondents, along with additional demographic questions. The questionnaire was sent via electronic mail to the football stadium managers for all 119 NCAA Division I-A football stadiums (Baker et al., 2007).

Almost half of the stadium managers (47.8%) had never received any training concerning what to do to guard against a terrorist attack at their respective facilities. Of those that had received terrorism-related training, local law enforcement was the agency that most often provided their training (Baker et al., 2007). The overall perceived risk of the facility managers was quite strong when they agreed that terrorism is a foreseeable threat to U.S. sport facilities, and that a terrorist attack at any other Division I-A football facility in the U.S. would financially affect their facility. The study also revealed that 87% of the Division I-A football stadiums had a written emergency action plan to follow in the event of a terrorist attack and that 84% of the plans are reviewed at least annually. Stadiums with 60,000 seating capacity and above were more likely to implement these practices (Baker et al., 2007).

The results indicated that an overwhelming amount of facility managers perceived terrorism as an actual threat and had taken action by developing an emergency action plan. However, as the study emphasized, although emergency action plans are on paper, administrators need to make sure these are practiced by simulating a mock attack/emergency. Other implications of the study included that not enough facility managers are properly trained. Over half of the respondents have never received proper training in case of a terrorist threat, and that is not an acceptable number (Baker et al., 2007).

The above studies have indicated that although facilities are still not where they should be when it comes to risk management behaviors and liability issues, a trend is slowly growing to have a risk management plan that includes emergency action plans for terrorist attack, and to heightened game day security. While perceived costs to implement all of these plans may initially seem quite steep, the money programs will save from not having to defend themselves in court, and the peace of mind knowing participants, coaches, athletes, spectators, and officials are all safe is something that can not be financially itemized.

Summary

After reviewing the risk management literature, it can be seen that facilities and administrators are not properly equipped to protect themselves from a lawsuit due to negligence. Information from a few studies indicated that a reason for this may be the lack of knowledge to implement and carry out a risk management plan and everything that goes with it (Miller & Rushing, 2002).

If individuals are aware that a risk management plan should be implemented or even updated, they believe specific risks do not pertain to them and believe that they have nothing to worry about. Rather than taking the approach of this "will never happen to me," administrators and facility managers need to ask themselves "could this happen to me" and the answer is almost always "yes" regardless of how small the possibility may be. If they answer yes, it is the administrator's responsibility to not only protect their patrons but also their employees and develop a risk management plan, or include an emergency action plan into the risk management plan.

One possibility to offset the lack of knowledge in the risk management field is to properly educate those individuals entering the field. Young, Pittman, and Spengler (2004) discussed the proper way to educate individuals in the sport law field. Looking at specific cases was the ideal way to educate. However, the question remained what cases to look at. Therefore, they found a core of cases that set precedence in courts, and educators are now able to teach their classes properly in risk management and sport law issues. This should help curb the lack of knowledge when it comes to risk management practices.

The first few studies looked at in this review (Gray & Crowell, 1993; Anderson & Gray, 1994; Gray, 1995; Brown & Sawyer, 1998) looked only at risk management behaviors and all scores were self reported. There is a high probability that the scores reported are higher than if an outsider were to look at their risk management behaviors. When someone is asked if they are doing something they should be doing, and although they may not be doing it, they will not want to look bad and, therefore, say they are either doing it, or sometimes doing it. Another problem with these studies is that they never looked at whether or not they had an actual risk management plan. In the court of law, a judge will not care if you said you did something, he or she is going to want written proof that is was done. A more appropriate study would look at whether or not athletic directors across all levels of sport have a risk management plan.

In the study containing AEDs, it was surprising that Connaughton, Spengler, and Zhang (2007) only found 13% of the respondents had an AED. This number is far too low, and something needs to be done to get more health clubs and other facilities to have AEDs. Rather then giving the option to the facility or administrator on whether or not to

have an AED or risk management plan, associations, local governments and state systems should make specific requirements. With the knowledge of risk management plans quite low (Miller & Rushing, 2002), governing bodies or agencies should make specific parts of the risk management plan required (e.g., having an emergency action plan for terrorist threats, bomb threats, or a death). Another requirement may be to have an AED at all sport and recreational facilities. If it is left up to administration to implement these things they will often not get done. Therefore, upper levels of administration should strongly consider making requirements that could lead to less injuries, lawsuits, and deaths in the fields of sport and recreation.

It is sad that it takes a day like September 11th for us to see that large disasters can happen, and it takes a large disaster for people to finally take action. In the study by Baker et al. (2007), numerous facilities did not have an emergency action plan and, similarly, numerous physical education supervisors did not have risk management plans (Miller & Rushing, 2002). Chances are these problems will not change until an accident, injury, or even death happens as a result of their facility or program not having an emergency action plan or risk management plan. Individuals need to be aware that freak accidents can happen to them and they should look at different court cases to see this fact. If administrators and facility managers are aware of the consequences of not having a risk management plan, more would develop and implement one.

With these studies showing the lack of risk management plans and other areas of risk management, it is the intention of this research to determine how well high schools in a specific state (e.g., Minnesota) are performing in their duties of risk management.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This study was conducted to determine to what extent do athletic directors develop, implement, and manage a risk management plan for their athletic department, and the levels of familiarity that athletic directors have with risk management standards. The methods and procedures of the study are discussed in this chapter and are divided into the following sections: subjects, instrumentation, methods and procedures, and statistical analysis.

Subjects

Subjects were high school athletic directors from Minnesota serving in their respective school positions at the time of this research (January-February, 2009). The location of each school was arranged into six geographic regions by the researcher. A list of all Minnesota high schools' athletic directors was obtained with the approval of the Minnesota Interscholastic Athletic Administrators Association (MNIAAA). Each athletic director on that list was sent a survey and cover letter which were approved by the University of Wisconsin-La Crosse Institutional Review Board for the Protection of Human Subjects (IRB), (Appendix A) prior to data collection. Informed consent was implied when subjects completed the survey, (Appendix B).

Instrumentation

The electronic survey used in this study was based on a questionnaire by Miller and Rushing (2002). Miller and Rushing developed their survey to assess physical education supervisors and their risk management practices. Because it was the intent of the present study to solicit risk management information from interscholastic athletic directors, additional survey items were added to the Miller and Rushing instrument. Other items not related to high school athletics were removed. In order to address the content validity and reliability of the questionnaire, it was critiqued by a total of six high school athletic directors from Wisconsin and Minnesota. Following the written critique from the athletic directors, questions were re-worded to insure items were perceived by the athletic directors as intended. This pilot study also gave feedback on the time it took to complete the survey, which was deemed minimal (e.g., 10-15 minutes). The questionnaire was organized into four sections including: (1) individual background information, (2) department background information, (3) risk management practices and familiarity of risk management standards, and (4) assistance with risk management practices.

Methods and Procedures

This study was a descriptive investigation using a survey titled: "Risk Management Practices in High School Athletic Departments." The survey consisted of 30 closed and open-ended questions; however most were multiple choice (Appendix C). To improve the survey return rate, the researcher worked closely with the Minnesota Interscholastic Athletic Administration Association (MNIAAA) and asked for their assistance in sending out the survey electronically to athletic directors in Minnesota. The cover letter and questionnaire were distributed via an e-mail that was sent to 463 athletic

directors on January 26, 2009 from the president of the MNIAAA. The initial e-mail asked all members of the MNIAAA to follow a link in order to access the survey, which had been created on "SelectSurvey" software, at the University of Wisconsin-La Crosse. All subjects were informed that information obtained from the respondents was voluntary and kept strictly confidential by the researcher. Two weeks following the initial e-mail, on February 9, 2009, the president of the MNIAAA sent a follow-up e-mail thanking those individuals who had already completed the survey, and encouraging those who had yet complete the survey to do so. On February 28, 2009, three weeks from the follow-up e-mail, the survey was closed for analysis.

Statistical Analysis

Descriptive statistics from the questionnaire "Risk Management Practices in High School Athletic Departments" were developed for each of the four primary sections including: (1) individual background information, (2) department background information, (3) risk management practices and familiarity of risk management standards, and (4) assistance with risk management practices. Frequency distribution tables and cross tabulation were used to describe results. All data were analyzed using SPSS 16.0.

CHAPTER IV

RESULTS AND DISCUSSION

Subject Characteristics

With the assistance of the president of the MNIAAA, all members received an online questionnaire. The response rate to this risk management survey was 25% (*N* = 116). Of the 116 respondents, 103 (88%) were male, and 13 (12%) were female. Subjects were asked to specify their age group. The largest group was 50-59 years and included 38 (33%) of the respondents. Two other age groups, 30-39 (*n* = 31, 27%) and 40-49 (*n* = 37, 32%) were similar in size (see Table 1).

The questionnaire included items related to the respondents' educational backgrounds. Athletic directors were asked to specify the highest degree they had earned and 33 (28%) replied they had a Bachelors degree. The majority of athletic directors, 79 (68%), had received a Masters degree, and 3 (2.6%) stated they had received a Doctorate.

Table 2 reveals data showing that the majority of respondents had only been an athletic director for 1-5 years (43%). Additionally, 32 respondents (28%) had been an athletic director for 6-10 years. This means that over 70% of all respondents had been athletic directors for 10 years or less. Of the remaining respondents, 11 athletic directors (10%) were athletic directors for 11-15 years, 14 (12%) for 16-20, years and 9 (8%) for 21 years or more (see Table 2). Table 3 provides information on how long athletic directors have been at their present school.

Table 1. Summary of Subjects' Age

Group	Frequency	Percent
20-29	1	.9%
30-39	31	26.7%
40-49	37	31.9%
50-59	38	32.8%
60+	9	7.8%

Table 2. Years as an Athletic Director

Group	Frequency	Percent
1-5	50	41.1%
6-10	32	27.6%
11-15	11	9.5%
16-20	14	12.1%
21+	9	7.8%

Table 3. Years as an Athletic Director at Present School

Group	Frequency	Percent
1-5	64	55.2%
6-10	27	23.3%
11-15	11	9.5%
16-20	10	8.6%
21+	4	3.4%

Athletic Department Background Information

School and athletic department items were also included in the survey. These items were: (1) students enrolled in grades 9-12, (2) student athletes enrolled in grades 9-12, (3) geographic location of the school based on the county it is in, (4) athletic department staff size, and (5) responsibility for the hiring of the staff within the athletic department.

To determine the size of the school, athletic directors were asked to specify how many students were enrolled in grades 9-12. The largest response (n = 65, 56%) came from athletic directors who had between 1-499 students in grades 9-12. Table 4 shows a gradual drop in responses as the size of the student population increases with 19 athletic directors (16%) having between 500 and 999 students, 12 (10%) with 1000-1499 students, and again 12 (10%) with 1500-1999 students. The smallest response was with student populations of 2000 or more with only 8 (7%) respondents.

The size of respondents' athletic departments based on the number of student athletes was also determined. The largest group (n = 37, 32%) had between 100 to 199

student athletes. The next largest group had 24 (21%) responses with 500 or more students participating in athletics in grades 9-12 (see Table 5).

The geographic location of each athletic director was also recorded. Locations were broken down into six regions including: Northwest, Northeast, Central, Metro, Southwest, and Southeast (see Appendix D). The data indicates that the majority (32%) of athletic directors that responded came from the central region (see Table 6). The other regions ranged with responses from 23 (20%) in the Northwest to the lowest response of 8 (7%) in the Northeast.

The next topic that was examined was the staff size of each athletic department. Athletic directors were told that staff includes, but is not limited to, all paid assistants and head coaches for all sports in grades 9-12. The first three groups of between 1-20, 21-40, and 41-60 staff members make up 71% of all responses (see Table 7). The largest group of 21-40 staff members in the athletic department had a response of 34 (29%) athletic directors. The largest staffed athletic departments of 81-100, and 101 staff members or more had the fewest respondents. Athletic directors with a staff of 81-100 individuals had 9 (8%) responses and athletic directors with 101 or more staff members had 11 (10%) responses.

Athletic directors were asked if they were responsible for hiring of the staff within the athletic department, and the majority responded that they were. Of the 116 respondents, 107 (92%) said that they were responsible for the hiring of staff. The remaining nine athletic directors (8%) had no part in the hiring of staff within their athletic departments.

Table 4. Number of Students Enrolled in Grades 9-12

Group	Frequency	Percent
1-499	65	56.0%
500-999	19	16.4%
1000-1499	12	10.3%
1500-1999	12	10.3%
2000+	8	6.9%

Table 5. Number of Student Athletes Enrolled in Grades 9-12

Group	Frequency	Percent
1-99	18	15.5%
100-199	37	31.9%
200-299	22	19.0%
300-399	8	6.9%
400-499	7	6.0%
500+	24	20.7%

Table 6. Geographic Location of School

Group	Frequency	Percent
Northwest	19	16.4%
Northeast	8	6.9%
Central	37	31.9%
Metro	23	19.8%
Southwest	12	10.3%
Southeast	16	13.8%

Table 7. Athletic Department Staff Size

Group	Frequency	Percent
1-20	27	23.3%
21-40	34	29.3%
41-60	21	18.1%
61-80	14	12.1%
81-100	9	7.8%
101+	11	9.5%

Risk Management Practices

For the purpose of this study, a risk management plan was defined as the existence of clearly written procedures and policies designed to increase the safety of student athletes, coaches, staff, and spectators. Based on those criteria, 51 athletic directors (44%) said that their athletic department possessed a risk management plan. The remaining 65 athletic directors (56%) indicated they had no such plan.

The criteria for enforcement of a risk management plan included providing both verbal and written education of the potential hazards and consequences of not following the established safety rules. Such rules need to be communicated to the student athletes, faculty and staff of the athletic department, and individuals associated with athletics. The majority of respondents with a risk management plan, 45 (90%), stated they did in fact enforce the risk management plan and only five (10%) said they did not.

Athletic directors who indicated that they did not have a risk management plan were asked to identify why they did not. Not enough time to develop and implement a plan was the largest response with 24 (26%). Other responses ranged from no perceived need (20%), lack of staff risk management expertise (21%), insufficient budgetary resources (8%). (See Table 8).

The vast majority of athletic directors (n = 104, 92%) believed a risk management plan made conditions safer for students, faculty, and staff of the athletic department. Nine respondents (8%) felt a risk management plan would not make conditions safer. Along those same lines, a question was asked if a risk management plan would decrease the likelihood of litigation; nearly two thirds (n = 76, 68%) thought that it would. The remaining 36 (32%) believed that having a risk management plan would not decrease

litigation. Very few athletic departments have been involved in litigation due to an injury to a student athlete. Only three (3%) have been involved in litigation and 110 (97%) have not. Severe injury among student athletes seemed to be fairly common as 91 (81%) of the respondents indicated that their student athletes have been injured severely enough to require medical attention beyond what could be provided at the scene of the injury.

Table 8. Reasons for Not Having a Risk Management Plan

Group	Frequency	Percent
No perceived need	18	19.7%
Not enough time to develop and implement a plan	24	26.3%
Lack of staff risk management expertise	19	20.8%
Insufficient budgetary resources	7	7.6%
Other	23	25.2%

Familiarity of Risk Management Standards

Numerous standards are put in place by organizations to assist individuals in knowing what should be a reasonable standard of care. Four questions were asked to determine how familiar athletic directors were with specific standards. The first standard discussed was familiarity of duty, breach of duty, reasonable standard of care, and forseeability. There were four levels of familiarity ranging from very familiar to not at all familiar and athletic director's responses indicated that 74 (65%) were either very familiar or familiar with these standards (see Table 9).

The next standard that athletic directors were asked to specify their familiarity with were staff and in-service training standards. Similar to the first standard, the majority were familiar with this standard. Of the 112 that responded to this question, 73 (65%) were very familiar, or at the minimum, familiar with staff and in-service training standards (see Table 10). In the following question it was asked of the athletic directors how familiar they were with standards for periodic site inspection and safety checklists, and over half (53%) were not at all familiar, or not very familiar with standards for periodic site inspection and safety checklists (see Table 11).

Athletic directors were split when it came to how familiar they were with the standards to provide written policies and emergency response plans. About half (48%) were not at all familiar or not very familiar, and 52% were very familiar or familiar (see Table 12). Finally, respondents were asked to identify how they became familiar with risk management standards. Of the four options, attending seminars and conferences received the largest response (42%), followed by reading publications and journals (28%), classroom instructions (17%), and other (13%) (see Table 13).

Table 9. Familiarity of Standards Regarding Duty, Breach of Duty, Reasonable Standard of Care, and Forseeability

Group	Frequency	Percent
Very familiar	13	11.5%
Familiar	61	53.9%
Not very familiar	34	30.0%
Not at all familiar	5	4.4%

Table 10. Familiarity With Staff and In-Service Training Standards

Group	Frequency	Percent
Very familiar	11	9.7%
Familiar	62	54.8%
Not very familiar	34	30.9%
Not at all familiar	5	4.4%

Table 11. Familiarity With The Standards for Periodic Site Inspection and Safety Checklists.

Group	Frequency	Percent
Very familiar	12	10.6%
Familiar	41	36.2%
Not very familiar	52	46.0%
Not at all familiar	8	7.0%

Table 12. Familiarity With Standards to Provide Written Policies and Emergency Response Plans

Group	Frequency	Percent
Very familiar	14	12.3%
Familiar	45	39.8%
Not very familiar	49	43.3%
Not at all familiar	5	4.4%

Table 13. Where Respondents Obtained Their Familiarity of Risk Management Standards

Group	Frequency	Percent
Classroom instructions	29	16.8%
Attending seminars and conferences	73	42.4%
Reading publications and journals	48	27.9%
Other	22	12.7%

Assistance with Risk Management Plans

The purpose of the final section of the questionnaire was to determine how aware the respondents were of specific programs to assist them with risk management. In addition, they were asked if standards set forth by either the National Federation of State High Schools Associations (NFHS), or the Minnesota State High School League (MSHSL), would be beneficial in developing and implementing a risk management plan within their department.

Of the 110 that responded to question 27, 100 (91%) felt that established standards by either the MSHSL or the NFHS would be of benefit to them and their department. Currently the NFHS offers a 15-minute DVD concerning risk management practices for high school athletic directors and 88 (80%) were not aware of this service. Along with the DVD, the National Interscholastic Athletic Administrators Association (NIAAA) has a leadership training course addressing risk management that is taught across the country. The majority of athletic directors (66%) were aware of this service.

Cross Tabulation of Data

After frequency data from the survey was recorded, findings were cross tabulated to discover additional tendencies among the respondents. The first data that was cross tabulated were demographical information on respondents. When education and years as an athletic director were cross tabulated it showed that 54% of athletic directors that have their Bachelors degree as their highest degree attained came from those who have been an athletic director for only 1-5 years (see Table 14).

Table 14. Cross Tabulation Between Education and Years as an Athletic Director

	Years as an athletic director				
Education	*1-5*	*6-10*	*11-15*	*16-20*	*21+*
Bachelors	18	7	3	2	3
Masters	31	25	7	10	6
Doctorate	0	0	1	2	0

The next set of data was cross tabulated with question 14 from the survey. The first cross tabulation for this question was calculated with years as an athletic director. When respondents had only been an athletic director for 1-5 years, the majority (62%) did not have a risk management plan. As years as an athletic director increased, so did the prevalence of written risk management plans. Of those that had been an athletic director for 21+ years, 77% had a written risk management plan (see Table 15).

Table 15. Cross Tabulation Between Years as an Athletic Director and Does Your Department Have a Written Risk Management Plan

	Years as an athletic director				
Does your department have a written risk management plan	*1-5*	*6-10*	*11-15*	*16-20*	*21+*
Yes	19	12	6	7	7
No	31	20	5	7	2

Based on two cross tabulations, the larger the athletic department, the more likely they were to have a written risk management plan. The first cross tabulation that confirms this is the number of student athletes in grades 9-12 and whether or not their department had a written risk management plan. The data showed a positive association between the number of student athletes and the percentages of athletic directors having a risk management plan (see Table 16). Of athletic departments that had between 100 and 199 student athletes, only 13 of 37 (35%) had a written risk management plan. However, 54% of athletic departments with 500 or more student athletes had a written risk management plan. The second cross tabulation that confirms a larger athletic department has a positive effect on the department having a written risk management plan is the staff size of the department. Similar to student athletes enrolled in grades 9-12, as the department staff size increases, so does the percentages of those that have a written risk management plan (see Table 17).

Table 16. Cross Tabulation Between Student Athletes Enrolled in Grades 9-12 and Does Your Department Have a Written Risk Management Plan

	Number of students enrolled in grades 9-12					
Does your department have a written risk management plan	*1-99*	*100-199*	*200-299*	*300-399*	*400-499*	*500+*
Yes	7	13	10	5	3	13
No	11	24	12	3	4	11

Table 17. Cross Tabulation Between Athletic Department Staff Size and Does Your Department Have a Written Risk Management Plan

	Athletic department staff size					
Does your department have a written risk management plan	*1-20*	*21-40*	*41-60*	*61-80*	*81-100*	*100+*
Yes	10	13	8	11	4	5
No	17	21	13	3	5	6

When question 14 was cross tabulated with the four questions on familiarity on risk management standards, all showed a trend between athletic directors with written risk management plans and familiarity with the specified standards. There were two standards that showed a larger trend than the others. The first was familiarity with the standards for periodic site inspection and safety checklists. Of the 12 athletic directors who were very familiar with the standards, nine (75%) had a written risk management plan, and of the 41 who were familiar with the standards, 22 (54%) had a written risk management plan. Conversely, the eight athletic directors who were not at all familiar with the standards, all did not have a written risk management plan (see Table 18).

Table 18. Cross Tabulation Between Familiarity with Standards for Periodic Site Inspection and Safety Checklists and Does Your Department Have a Written Risk Management Plan

	How familiar are you with the standards for periodic site inspection and safety checklists			
Does your department have a written risk management plan	*Very familiar*	*Familiar*	*Not very familiar*	*Not at all familiar*
Yes	9	22	19	0
No	3	19	33	8

The next standard that was cross tabulated with whether or not an athletic department has a written risk management plan was familiarity with standards to provide written policies and emergency response plans. Similar to the previous cross tabulation, those that had a written risk management plan were more familiar with standards to providing written policies and emergency response plans. Of the 14 athletic directors that were very familiar with this standard, 10 (71%) had a risk management plan. As the familiarity of the standards decreases, the number of those with a risk management plan also decreases (see Table 19).

Table 19. Cross Tabulation Between Familiarity of Standards to Provide Written Policies and Emergency Response Plans and Does You Department Have a Written Risk Management Plan

	How familiar are you with the standards to provide written policies and emergency response plans			
Does your department have a written risk management plan	*Very familiar*	*Familiar*	*Not very familiar*	*Not at all familiar*
Yes	10	23	17	0
No	4	22	32	5

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The current study was designed to determine risk management practices in high school athletic departments. With increased participation in high school athletics, and living in an increasingly litigious society, it is vital that athletic directors become familiar with risk management standards, and develop a written risk management plan. It is for this reason, as well as those stated in previous chapters, that risk management and standards of risk management need to be taught to all athletic directors. A concluding discussion, as well as some recommendations to promote risk assessment and awareness of risk management and associated standards is presented in this chapter.

Conclusions

More than half of the athletic directors (56%) who participated in this study did not have a written risk management plan. Ideally, every athletic department should have a written risk management plan. However, even in related research there has yet to be response of 100% when asked if the subjects have a written risk management plan. Previous research on risk management practices in high school athletic departments is not apparent in current literature. Other areas in which risk management practices have been researched are, university physical education activity supervisors (Miller & Rushing, 2002) and at higher education sport and recreation centers (Mulrooney, Styles, & Green, 2002). Based upon responses to the Miller and Rushing (2002) questionnaire, 66% of the

physical education activity supervisors did not have a risk management plan. Mulrooney, Styles, and Green (2002) had a little more success in higher education sport and recreation centers when only 30% did not have a risk management plan. However, in further investigation they found that only 29% actually met the established criteria for a bona fide risk management program. That means 71% did not have a bona fide risk management program.

There may be a few reasons as to why more athletics departments do not have a written risk management plan and the first is the lack of experience in athletic directors. Athletic directors that were 30 to 39 years old made up 27% of the responses, and respondents who have only been athletic directors for 1 to 5 years made up a staggering 41% of the population. These data show that athletic directors are starting young and are relatively inexperienced at leading an athletic department. When age and years as an athletic director are cross tabulated, data indicate that 76% of athletic directors that have been athletic directors for 1-5 years are 30-39 years old (63%), and the remaining 37% is 40-49 years old. It is noteworthy that young and inexperienced athletic directors make up the majority in the state of Minnesota.

Young and inexperienced athletic directors were less likely to have a written risk management plan. Cross tabulation data from the present study showed athletic directors that are more experienced are more likely to have a written risk management plan. In Table 15 it clearly shows that the more time spent as an athletic director, the higher the percentages of having a written risk management plan become. Of those who have been an athletic director for 1-5 years, only 38% had a written risk management plan. Having a risk management plan increased to 54% when respondents have been an athletic

directors for 11-15 years. Finally, among athletic directors who have 21 years or more of experience, 78% had a risk management plan.

When Miller and Rushing (2002) completed their survey and found the majority did not have a written risk management plan, they deemed it necessary to discuss the theory of probability. As related to the reasons for not having a risk management plan, the theory of probability follows that once the frequency of an incident occurring over time becomes small enough, effectively equaling zero, the potential of the incident occurring may be viewed as outside the range of appropriate concern. Miller and Rushing (2002) further discussed that the lack of the development, implementation, and management of risk management, could be the result of the respondents not having previously been involved in litigation thereby negating the necessity of a written risk management plan even though they are aware of the possibility that an injury may occur in the future. If an incident has not ever previously occurred, how foreseeable are the potential risks for an individual who lacks experience and/or education in risk management (Miller & Rushing, 2002)?

When surveyed, athletic directors responded that it was quite common to have an athlete injured severely enough that they would require medical attention other then the athletic trainer or team doctor at the site of the injury. Of the 113 athletic directors that responded, 91 (81%) said that this scenario has happened to them at their current place of employment. Ironically, 92% of those same athletic directors who have had a severely injured athlete believed that a risk management plan would make conditions safer. It should be noted that 18 athletic directors (20%) felt there was no perceived need for a risk management plan.

Another conclusion made based on cross tabulation data in Tables 16 and 17 is that the larger the athletic department, the more likely there is to be a written risk management plan in place. There are likely two reasons for this. The first is a perceived need to have a written risk management plan due to the overwhelming number of participants in athletics. The more athletes there are, the more likely there is to be an injury and possible litigation. The other reason is based on staff size. The more staff there is, the greater the chance for familiarity of risk management along with more time being devoted to risk management with the assistance of a larger athletic department.

Lack of familiarity in risk management standards among athletic directors surveyed is pervasive. In a conversation with Mr. David Stead (D. Stead, personal communication, October 5, 2008), the director of the MSHSL, the researcher was told that the MSHSL has no set of standards set forth for athletic directors to follow; rather it is the athletic director and the department's responsibility to come up with standards for the venue and their department. Data indicated that athletic directors are quite unfamiliar with standards, and as a result will likely have no standards established in their department. With this being said, it will be difficult for athletic departments to measure the level of duty given to individuals associated with the athletic department when athletic directors are not even aware of any particular standards already established by other organizations or associations.

The first question regarding risk standards dealt with the four elements needed for a negligent action. As Table 9 shows, 34% of the athletic directors surveyed are either not very familiar or not at all familiar with the four elements that need to take place in order for negligence to occur. If athletic directors were aware of the elements needed for

negligence, they would be far more likely to develop a risk management plan that would defend against a negligence lawsuit.

Along with the first standard discussed in the questionnaire, about 40-50% of athletic directors surveyed were not very familiar or not at all familiar with risk standards set forth by organizations and agencies as discussed in Chapter 2. Those athletic directors that did have a written risk management plan typically obtained their familiarity with risk management standards by attending seminars and conferences, and reading journals and publications.

The NIAAA is attempting to give assistance to athletic directors by offering a class that addresses risk management and a 15-minute DVD concerning risk management. Although, these are potentially of great help, they can not work if athletic directors are not aware they exist. Athletic directors were asked if they were aware of the DVD offered by the NIAAA and 80% had not heard of it.

A few athletic directors commented about the MSHSL establishing standards to assist with risk management plans when they said: "another unfounded mandate from the state level will not help;" "I would like to see guidelines, but not mandated standards. Every facility and community is different;" or "no matter what you implement nationally, statewide, or locally, money and time will determine its outcome." The athletic directors surveyed in this study did not appear to be aware that standards are not mandates, but rather guidelines established by professional organizations and agencies to set a standard of care. If the MSHSL were to establish standards, they would not necessarily have to make their own, but adopt ones that are already in place by other organizations and agencies. Doing this would allow athletic directors to gauge the duty of care they owe

individuals. Although the MSHSL and NFHS do not have standards in place, standards established by similar organizations or associations like the National Athletic Trainers' Association (NATA) would still apply to them in the court of law. It would therefore be beneficial for the MSHSL and/or the NFHS to adopt these standards as their own.

It is up to the athletic directors to educate themselves, and with the assistance of the MSHSL, NFHS, or the NIAAA it would become a lot easier. A task force established by NATA set forth a standard that every school or institution that sponsors athletic activities should have a written and structured emergency action plan (Drezner et al., 2007). Although athletic directors may not know about this standard, the standard of care has been established by NATA, and it is up to the athletic directors to follow this standard of care. If organizations associated with athletic directors, and those particularly from Minnesota, will not adopt these standards or at the very least inform athletic directors about them, it then falls on the athletic directors to research and educate themselves as to what kind of standards are out there that may apply to their athletic department.

Recommendations

On the basis of these research findings, the following recommendations are suggested for future research into the topic of risk management practices in high school athletic departments:

1. In an attempt to receive a higher return rate, researchers should send out the survey during a lull in one of the sport seasons to allow athletic directors more time on the questionnaire.

2. In correlation with the first recommendation, researchers should look in to having some sort of incentive for athletic directors in hopes of receiving a higher return rate.
3. The mean and standard deviation was not calculated on demographical information in this current study because athletic directors were asked which group they best fit. It would be more ideal for researchers to receive the athletic directors' actual age and years as an athletic director, such as interval data. This would allow data to be more specific, and allow researchers to determine the mean, standard deviation, and range.
4. It was originally thought that the number of sports offered for boys and girls could provide useful data. However, question 8 and 9 of this survey proved to be irrelevant to the current researcher, and future research need not include those questions.
5. In question 16, it is asked by athletic directors do not possess a written risk management plan, and a common answer in this current investigation was insufficient budgetary resources. It may prove to be useful in future research to determine the size of an athletic department's budget. It would allow researchers the ability to see if there is any correlation between an athletic department's budget and whether or not they possess a written risk management plan.

On the basis of feedback from participants, the following recommendations are suggested for future research.

1. Many participants indicated that the hiring process within their athletic department is quite complicated and different for head coaches and assistant

coaches. To alleviate future complications on this, it is recommended to future researchers question 12 be removed from the survey. In addition, the current investigation did not find that question useful in the research.

2. Researchers should consider changing the wording for question 20. Currently it asks if a risk management plan would likely decrease the likelihood of litigation. Participants noted that regardless of how well your risk management plan is put together it would not decrease the likelihood of litigation, but rather better prepare the athletic department in the case of a lawsuit.

REFERENCES

Ammon, R. (1997). Risk management process. In D.J. Cotton & T.J. Wilde (Eds.), *Sport law for sport managers* (pp. 174-180). Dubuque, IA: Kendall/Hunt Publishers.

Anderson, M., & Gray, G. (1994). Risk management behaviors in NCAA Division III athletic programs. *Journal of Legal Aspects of Sport, 4*(1), 78-84.

Baker III, T., Connaughton, D., Zhang, J., & Spengler, J. (2007). Perceived risk of terrorism and related risk management practices of NCAA Division I-A football stadium managers. *Journal of Legal Aspects of Sport*, *17*(1), 27-51.

Brown, M.T. (2001). Risk identification and reduction. In D.J. Cotton, J.T. Wolohan, & T.J. Wilde (Eds.). *Sport law for recreation and sport managers* (pp. 279-291). Dubuque, IA: Kendall/Hunt Publishers.

Brown, D., & Sawyer, T. (1998). Risk management study of NCAA Division II athletic directors. *Journal of Legal Aspects of Sport*, *8*(1), 25-33.

Connaughton, D., Spengler, J., & Zhang, J. (2007). An analysis of automated external defibrillator implementation and related risk management practices in health/fitness clubs. *Journal of Legal Aspects of Sport*, *17*(1), 184-198.

Drezner, J., Courson, R., Roberts, W., Mosesso, V., Link, M., & Maron, B. (2007). Inter Association Task Force recommendations on emergency preparedness and management of sudden cardiac arrest in high school and college athletic programs: A consensus statement. *Prehospital Emergency Care: Official Journal of the National Association of EMS Physicians and the National Association of State EMS Directors*, *11*(3), 253-271.

Eickhoff-Shemek, J. (2001). Standards of practice. In D.J. Cotton, T.J. Wilde, & J.T. Wolohan (Eds.), *Sport law for recreation and sport managers* (pp. 293-300). Dubuque, IA: Kendall/Hunt Publishers.

Gray, G. (1995). Risk management behaviors of high school principals in the supervision of their high school physical education and athletic programs. *Journal of Legal Aspects of Sport*, *5*(1), 52-59.

Gray, G., & Crowell, S. (1993). Risk management behaviors in NCAA Division I athletic programs. *Journal of Legal Aspects of Sport*, *3*(2), 64-70.

Hall, S. (2006). Effective security management of university sport venues. *Sport Journal*, *9*(4).

Harty, J. (1982). School liability for athletic injuries: Duty, causation and defense. *Washburn Law Journal*, *21*, 315-341.

Miller, J., & Rushing, G. (2002). Risk management practices of university physical education activity supervisors. *Journal of Legal Aspects of Sport*, *12*(2), 117-131.

Miller, J., & Veltri, F. (2003). General aspects of recreation law: Security issues in public recreation centers. *Journal of Legal Aspects of Sport, 13*(2), 265-288.

Mulrooney, A., Styles, A., & Green, E. (2002). Risk management practices at high educational sport and recreation centers. *Recreational Sports Journal*, *26*(2), 41-49.

Pantera, III, M., Accorsi, R., Winter, C., Gobeille, R., Griveas, S., Queen, D., Insalaco, J., & Domanski, B. (2003). Best practices for game day security at athletic and sport venues. *Sport Journal*, *6*(4).

Patten, M.L. (200). Understanding research methods: An overview of the essentials. Los Angeles: Pyrczak Publishing.

Simmons, R. (2001). Is risk management at risk? *Journal of Legal Aspects of Sport*, *11*(1), 69-77.

Young, S., Pittman, A., & Spengler, J. (2004). Best case scenario: The development of a teaching tool for sport law. *Journal of Legal Aspects of Sport, 14*(1), 1-21.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

UNIVERSITY of WISCONSIN
LA CROSSE

To: Paul Bezdicek
627 5th Ave. S.
La Crosse, WI 54601

From: Bart Van Voorhis, Coordinator
Institutional Review Board (IRB) for the
Protection of Human Subjects

Date: September 30, 2008

Re: **RESEARCH PROTOCOL SUBMITTED TO IRB**

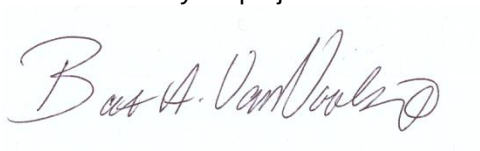
The IRB Executive Committee has reviewed your proposed research project:
"Risk Management Practices in High School Athletic Departments."

Because your research protocol will place human subjects at minimal risk, it **has been approved under the expedited review category.**

Since you are not seeking federal funding for this research, the review process is complete and you may proceed with your project. Remember to provide participants a copy of the consent form and to keep a copy for your records. Consent documentation and IRB records should be retained for at least 3 years after completion of the project.

Please note that this approval is for a one year period only, from the date of this letter. If the project continues for more than 12 months, an IRB renewed approval must be requested. This renewal should be applied for at least one month prior to your one year expiration.

Good luck with your project!



cc: IRB File
David Waters, Faculty Advisor

Office of the Provost
and Vice Chancellor for Academic Affairs
145 Graff Main Hall, University of Wisconsin-La Crosse
1725 State Street, La Crosse, WI 54601
Phone: (608)785-8124, Fax: (608)785-8046

APPENDIX B

INFORMED CONSENT E-MAIL SENT TO PARTICIPANTS

Survey Cover Letter

Dear Athletic Directors/Activity Directors

I am a graduate student at the University of Wisconsin-La Crosse, and am conducting a research project for my thesis on risk management practices among high school athletic directors. The purpose of this study is to examine how many high school athletic departments develop, implement, and manage a risk management plan.

I need your assistance in gathering data for this study. The questionnaire should only take a few moments of your time. Your participation is voluntary and you are free to refuse to participate or refuse to answer any questions without penalty. Your completion and return of the survey will constitute your implied consent.

Your response is very important to the success of this study. All information will be kept completely confidential. Your identity and the identity of your institution will not be given to anyone. All survey responses will be destroyed after the data are entered for analysis. Recognizing the many demands placed on your time, I am grateful for your participation and thank you in advance for your assistance. If you have any questions about this research project, please contact my thesis advisor Dr. David Waters at (608) 785-8167, or at waters.davi@uwlax.edu.

Sincerely,

Paul Bezdicek
Master of Science, Sport Administration
University of Wisconsin-La Crosse
Tel. (320) 309-3399
E-mail: bezdicek.paul@students.uwlax.edu

APPENDIX C

SURVEY SENT TO PARTICIPANTS ON SELECTSURVEY

Risk Management Practices In High School Athletic Departments

Questions About Yourself

1. Age:
    a. 20-29
    b. 30-39
    c. 40-49
    d. 50-59
    e. 60+

2. Gender:
    a. Male
    b. Female

3. Education (Highest degree attained):
    a. Bachelor
    b. Masters
    c. Doctorate

4. Years as athletic director:
    a. 1-5
    b. 6-10
    c. 11-15
    d. 16-20
    e. 21+

5. Years as athletic director at present school:
    a. 1-5
    b. 6-10
    c. 11-15
    d. 16-20
    e. 21+

Questions Regarding The Athletic Department

6. Number of students enrolled 9-12:
    a. 1-499
    b. 500-999
    c. 1000-1499
    d. 1500-1999
    e. 2000+

7. Number of student athletes:
    a. 1-99
    b. 100-199
    c. 200-299
    d. 300-399
    e. 400-499

8. Number of sports offered for Boys (Please check all that apply):
    Alpine Skiing ____
    Baseball____
    Basketball ____
    Cross Country ____
    Football ____
    Golf ____
    Hockey ____
    Lacrosse ____
    Nordic Ski Racing ____
    Soccer ____
    Swimming and Diving ____
    Tennis ____
    Track and Field ____
    Wrestling ____
    Other ____

9. Sports offered for Girls (Please check all that apply):
    Alpine Skiing ____
    Badminton ____
    Basketball ____
    Cross Country ____
    Dance (H/P and J/F) ____
    Golf ____
    Gymnastics _____
    Hockey ____
    Lacrosse ____
    Nordic Ski Racing ____
    Soccer ____
    Softball ____
    Swimming and Diving ____
    Synchronized Swimming ____
    Tennis ____
    Track and Field ____
    Volleyball ____
    Other ____

10. Geographic location of school (See map accompanying survey):
    a. Northeast
    b. Northwest
    c. Central
    d. Metro
    e. Southwest
    f. Southeast

11. Athletic department staff size (includes all paid assistant and head coaches in grades 9-12):
    a. 1-10
    b. 11-20
    c. 21-30
    d. 31-40
    e. 41-50
    f. 51+

12. Are you responsible for the hiring of the staff within the athletic department?
    a. Yes
    b. No

13. Please use the space below for additional comments, or to clarify any answers from the previous section.

Questions Regarding Risk Management Plans In Your Department

14. Does your department have a written risk management plan? (Written risk management plan can be defined as the existence of clearly written procedures and policies designed to increase the safety of student athletes)
    a. Yes (Go to Q15)
    b. No (Go to Q16)

15. Does your department enforce the written risk management plan? (Enforcement can be defined as educating verbally and in written form, the student of the potential hazards and consequences of not following the established safety rules)
    a. Yes (Go to Q17)
    b. No (Go to Q17)

16. If your department does not have a written risk management plan, please identify why not. Check all that apply. Do not answer if your department does have a written risk management plan.
    a. No perceived need
    b. Not enough time to develop and implement a plan
    c. Lack of staff risk management expertise
    d. Insufficient budgetary resources

17. Do you believe that having a written risk management plan will make conditions safer for student athletes, faculty, and staff of the athletic department as well as individuals associated with athletics?
    a. Yes
    b. No

18. Has the athletic department at your institution ever been involved in litigation due to an injury to a student while you have been in your present position?
    a. Yes
    b. No

19. While at your present place of employment, have any athletes been injured severely enough to require medical attention while you have been in your present position?
    a. Yes
    b. No

20. Do you believe the application and implementation of a risk management plan decrease the likelihood of litigation?
    a. Yes
    b. No

21. How familiar are you with the professional standards regarding duty, breach of duty, reasonable standard of care, and foreseeability?
    a. Very familiar
    b. Familiar
    c. Not very familiar
    d. Not at all familiar

22. How familiar are you with staff and in-service training standards?
    a. Very familiar
    b. Familiar
    c. Not very familiar
    d. Not at all familiar

23. How familiar are you with the standards for periodic site inspections and safety checklists?
    a. Very familiar
    b. Familiar
    c. Not very familiar
    d. Not at all familiar

24. How familiar are you with the standards to provide written policies and emergency response plans?
    a. Very familiar
    b. Familiar
    c. Not very familiar
    d. Not at all familiar

25. Where did you primarily obtain your familiarity with risk management standards? Check all that apply.
    a. Classroom instruction
    b. Attending seminars/conferences
    c. Reading publications and journals
    d. Other

26. Please use the space below for additional comments, or to clarify any answers from the previous section.

Questions Regarding Assistance With Risk Management Plans

27. Would risk management standards established by either the National Federation of State High Schools Association, or the Minnesota State High School League be beneficial in assisting you with developing and implementing a risk management plan?
    a. Yes
    b. No

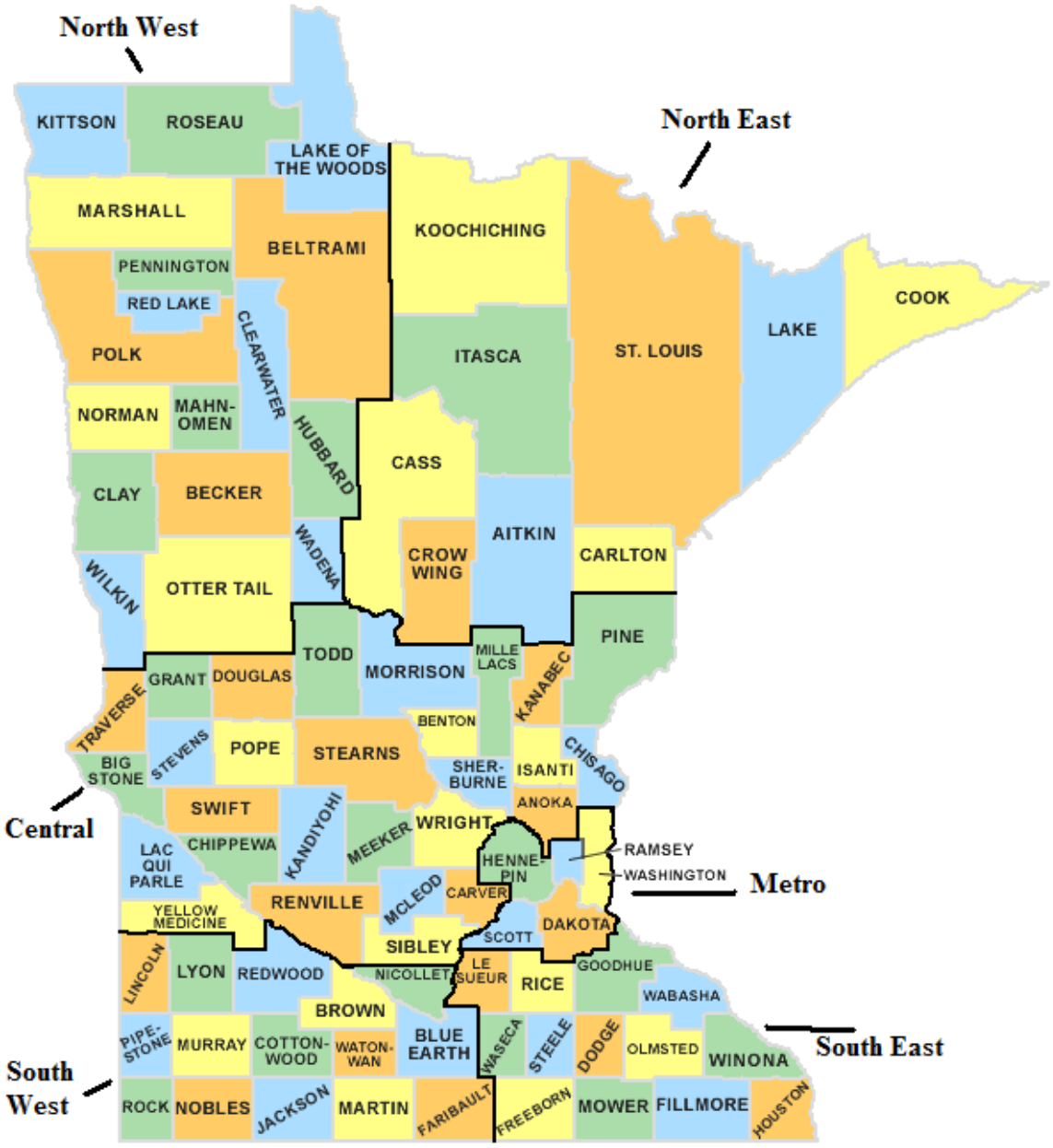
28. Are you aware that the National Federation of State High Schools Associations (NFHS) and the National Interscholastic Athletic Administrators Association (NIAAA) offer a 15-minute DVD concerning risk management for high school athletics?
    a. Yes
    b. No

29. Are you aware that the NIAAA has a leadership training course that addresses risk management that is taught across the country to Athletic Directors?
    a. Yes
    b. No

30. Please use the space below for additional comments, or to clarify any answers from the previous section.

APPENDIX D

MAP OF MINNESOTA COUNTIES AND LOCATION


North West
North East
Central
Metro
South East
South West
KITTSON
ROSEAU
LAKE OF THE WOODS
MARSHALL
BELTRAMI
KOOCHICHING
PENNINGTON
RED LAKE
POLK
CLEARWATER
ITASCA
ST. LOUIS
LAKE
COOK
NORMAN
MAHN-OMEN
HUBBARD
CASS
CLAY
BECKER
AITKIN
CARLTON
WILKIN
OTTER TAIL
WADENA
CROW WING
PINE
TODD
MORRISON
MILLE LACS
KANABEC
GRANT
DOUGLAS
TRAVERSE
BENTON
STEVENS
POPE
STEARNS
SHER-BURNE
ISANTI
CHISAGO
BIG STONE
SWIFT
KANDIYOHI
MEEKER
WRIGHT
ANOKA
LAC QUI PARLE
CHIPPEWA
HENNE-PIN
RAMSEY
WASHINGTON
YELLOW MEDICINE
RENVILLE
MCLEOD
CARVER
DAKOTA
SIBLEY
SCOTT
LINCOLN
LYON
REDWOOD
NICOLLET
LE SUEUR
RICE
GOODHUE
WABASHA
BROWN
PIPE-STONE
MURRAY
COTTON-WOOD
WATON-WAN
BLUE EARTH
WASECA
STEELE
DODGE
OLMSTED
WINONA
ROCK
NOBLES
JACKSON
MARTIN
FARIBAULT
FREEBORN
MOWER
FILLMORE
HOUSTON