Processes, Forms Of Sport Management System

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Abstract: The process of instructing the sportsmen has always been a complex and thorough activity, that requests profundity, professional sensitivity and bonding.

The main characters in this process are played by managers, coaches, trainers, methodists, psychologists, sociologists, technicians who establish and hand over theoretical knowledge, abilities and skills for the sportsmen.

In this way is being created the environment for instructing and highlighting the physical, technical, tactical and psychic potential of the participants in competitions.

The training process of the sportsmen is more and more headed towards the integral and deep internalization of the instructive components, based on the interconnections between the elements of modern sport science.

Key words: managerial system, structural elements, evaluation, transforming processes. **JEL classification:** I. Health, Education, and Welfare – I.21, I.25

1. Introduction

Medals and titles of today are based on scientific data obtained inside and outside of the training process. The work cannot be done without a model, comparisons with personal values and opponents, without monitoring, analysis, forecasts, and especially undocumented planning, programming, management and evaluation.

Training athletes should be linear and concentric. Linear action involves successive

formation, depending on the age of athletes, their theoretical and practical skills, fitness, or as desirable to share the value of creativity. The second type of influence is felt in different periods, limited mainly included, basic training structures and pre-competitive with previous experiences support both the athletes and the coach. The value can be expressed numerically and graphically by a curve describing the oscillations, which can be expressed inclusive in sports domain. (Jinga Gh.-2010, Leonte I – 2010).

Training athletes and their adaptation to pre-competitive and competitive applications requires a thorough training program, planned and executed in full, not rigid, but flexible, with a view on the health and mood, environment, equipment features, and facilities used in preparation at a time. (Bompa T.O 2000, Dragnea A., Teodorescu S. 2002).

As a social phenomenon, the sport evolved over time. (Dragnea A 1999, Bompa T.O. 2000) It was performed and evaluated in different ways resulting various explanations and interpretations according to different theoretical positions and orientations. Sport is an open system, characterized by dynamism, renewal occurs according to the imperatives of human and social reality. (Colibaba Ev. 1998, Dragnea A., Teodorescu S.2002. Leonte I. 2010).

Each leap in the history of sport has been so many milestones to rethink the notion that designates it. (Jinga Gh.- 2010, Leonte Ion - 2011). Thus remaining an open performance area classifications and systematic theoretical foundation, the notion of sport has continuously enriched and specified its content, and expanded the scope and approaches, getting new meanings and most importantly, increasing their levels of intensive and

complex application. (Epuran, 1998, Bompa, 2000, Dragnea & Bota, 1999).

2. The managerial approach

Sport is a process carried out according to a model proposed by society and international environment, task driven, depth, developing and maturing fundamental physical and physiological (moral, aesthetic, cognitive, affective and volitional) human side.

Sport means "becoming" and also the result of becoming (Epuran M 1968, Vinţanu N.-2001, Leonte I - 2005, Cârstea Gh -1993). It is influenced by a managerial system, being actually a complex system. Without structural elements, there is no performance, level regardless (Bompa TO - 2000, Boroi G. - 2006).

Fundaments of sport as a system are structured by nature, succession and their interference. Endpoints and training, the value of each element, demanding and rigorous programming, planning and carrying out transformative processes, evidenced by regular evaluations and competition are defining performance. (Dragnea, 1996, Bompa, 2000). Size of each item, gives value to the entire system (Jinga Gh, Pop - 2007, Leonte I. - 2010).

The system entries, the expectations and the theoretical and practical results (output), represent the science of training, where we find reflection of management art and science. Analyzing structural elements of sport management system (Fig. 1) we find that this is a complex phenomenon: pedagogy, biological and psychological, held in a profoundly social framework.

Sports training, by harnessing human factors, educational, informational, material,

actually relate regular (fixed term of sporting calendar, world championships and Olympic cycles) to the inputs and outputs of the system, whose performance dimensions to give differences that where tended to. (Boroi G.-2006, Colibaba Ev. -1998, Leonte I - 2011).

Management system emphasizes the synthesis, quality and quantity assimilation of accommodation, adaptation and integration of athletes in training and competition environments in which they are going to participate.

This embodiment (integration) which is both cultural and sports content is reflected in the training program and competitive through quality physical, technical, tactical, physiological, and psychological theory (Epuran M -1968, Dragnea A., Teodorescu S, 2002, Jinga Gh-2010).

As shown, athletic training is a broad issue, complex and demanding. It requires systematization and interpretation of data relating to practical and methodological issues, organizational and prospective results of long experience and scientific studies. (Dragnea A.1968, Epuran M., 1968, Colibaba Ev. 1998).

Thus, there must be a gradual accumulation of knowledge, notions, concepts, principles, methods, rules, and skillful technique for athletes at all levels and their training.

While understanding that regardless of the amount of knowledge, expertise and their quality, if they are applied singular, they don't have an expected effect. (Bompa, 2000, Dragnea A., Teodorescu S 2002, Jinga Gh., 2010, Leonte I. 2010).

Following the completion of observation protocols and performance indicators based on periodic checks of some sports training parameters, it was found that the structure fragmented and unconnected linear algorithmic value of preparation content and transmission to younger athletes and different values without increasing complexity inevitably leads to a poor assimilation and formation driving conditions not always high value. The numerical, technical or physical performance sometimes is incompatible with the club or world and Olympic competitions level (Boroi G. 2006).

We believe that one of the main factors is the lack of effective discipline mismatch sports content the physical, physiological and mental athlete with the environment and training in relation to major sporting events.

Setting goals that concern the transforming process is a technique with its own particularities that can also be used by the trainer (teacher) to perform and even maximize its performance. Experts have identified four mechanisms by which goals seem to influence (affect) the performance:

- Objectives direct attention, intention and action (Locke and Byrom, 1969);
- Objectives adjusts the amount mobilized effort that an athlete is
- ready to submit to achieve a given task;
- Objectives increase perseverance, because the effort continues to
- be provided to the objective or sub-objective;
- Achieve a target tracking favors development of alternative strategies, understanding and behavior modification between coach and athlete if there are issues of inefficiency.

Because these four mechanisms expressed motivated behaviors, setting an objective appears to operate indirectly through motivational processes. We say that a target should be considered as representing an action and not just as a stimulus that, in some way, control behavior (Epuran M-1968, Dragnea A.-1996, Manno R - 1996). Human activity in motivation theory, implicitly in sport, is controlled and regulated by the result to be achieved, namely a cognitive purpose now. What initiates and regulates the conduct is setting goals, standards, objectives, prioritized and with an appropriate value.

Requiring certain goals do not involve straight and certainly action. While specific objective is not achieved, the athlete perceives a maladjustment which will try to reduce by a selection and implementation of an adaptive behavior (Manno R -1996).

In practice, coaches with outstanding preparation workflows argue that the motivation of an athlete focused on achieving a goal is affected by three variables:

- Hope in a performance that is likely to achieve a goal subjective;
- Subjective probability that the target will have a result, even a reward;
- -Valence dimension expressing personal values assigned performance or its outcome.

These theories demonstrate that commitment into action requires, first, acceptance of three questions from athletes and even coach:

- Are they able to accomplish the requested action and get the result set?;
- Obtaining the result will certainly trigger compensation?;
- The stake represents an interest or is real value? (Dragnea A.-1996, Boroi G.-2006).

Objectives are related to the athlete concern. If he thinks more successfully to meet the desired result, the probability that he chooses to perform the task and they will be persevered in achieving greater. Self-efficacy

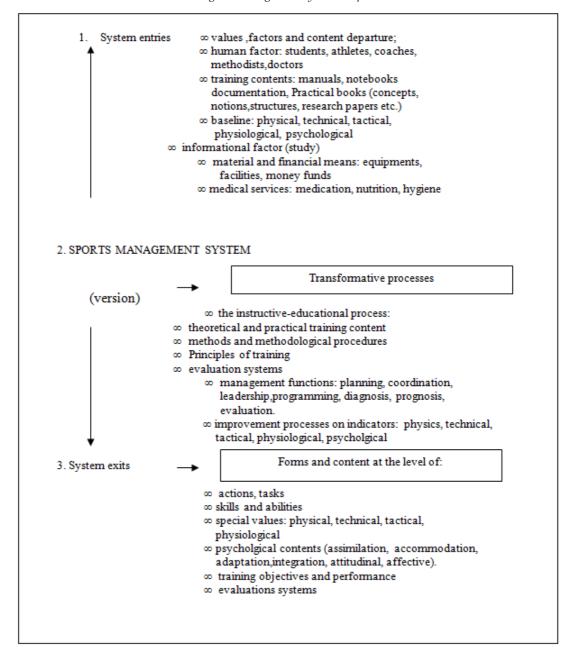
feeling seems to be an underlying cognitive mediator for the behavior. We must understand that the motivational value of the objective is not the athlete supports selective unless prescribed standard, acquiring it (Boroi G.-2006, Jinga Gh.- 2010, Leonte I -2010).

Premises effectiveness of sport management system:

- Identify structural elements;
- Increased value of each item;
- Requirement objectives of the training course and final;
- Relationship support some elements over others,
- Quality and nature of collaboration coaches, methodologists, sociologists, psychologists, physicians,
- Linear interference coaches (teachers) to acquire theoretical knowledge and skills training in sports disciplines;
- During the preparation and implementation of specialized information.

Quality of education is reflected in the competition results and management means are helpful to identify structural elements, their value in aims achieving.

Fig. 1 Management system in sport



3. Conclusions

The training of athletes has always been a complex and laborious task, requiring depth, sensitive approach and a networking process.

Starring in this process is played by managers, coaches, trainers, methodologists, psychologists, sociologists, technicians who establish and transmit theoretical knowledge forming abilities and physical skills to athletes. This team creates a proper training and recovery environment to increase the physical, technical, tactical and psychological sportsmen potential.

The preparation of athletes is increasingly direct towards acquiring full and lasting educational components, based on modern sports training methodologies.

The high performances cannot be obtain without a model, without comparisons between personal values and opponents, without monitoring, analysis, forecasts, and especially without a documented planning, programming, management and assessment.

Preparing athletes should be linear and concentrated. The action involves successive formation, depending on the athletes age, the theoretical and practical skills, to training, or

as desirable to share the value of creativity. The second type of influence is felt in different periods, limited mainly included basic training structures and pre-competitive stages with previous experiences support both the athletes and the coach. The value can be expressed numerically and graphically by a curve describing the values oscillations during a season or longer. (Jinga, 2010, Leonte, 2010).

Training athletes and their adaptation to the pre-competitive stage requires a thorough training program, planned and executed in full, not rigid, but flexible, depending often on health and mood, environment, equipment features, and facilities used in training at a time (Bompa, 2000, Dragnea A., Teodorescu S. -2002).

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