

Organizational effectiveness of athletic departments and coaches' extra-role behaviors

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**Organizational theory/culture
Session 9**

**Thursday, May 29, 2008
4:00 PM - 5:00 PM**

**Poster
Abstract 175**

Organizational effectiveness (OE) is recognized as the ultimate variable in management studies. OE measures are concerned with understanding the unique capabilities that organizations develop to guarantee a successful performance (Jamrog & Overholt, 2004; McCann, 2004). If the organization has a sound strategy, and if the intangible assets (e.g., human resources) are aligned with this strategy, then the assets are likely to create value for the organization (Kaplan & Norton, 2004) and, consequently this organization will be considered "effective". In this way, human resources play a key role in the process of effectiveness assessment.

In highly competitive environments, just performing well or being aligned with the organization's strategies is not enough to assure effectiveness. In fact, in this kind of environment, organizations become more dependent on individuals who are willing to go beyond their formal tasks (Meyer & Allen, 1991; Organ, 1988). Organizational commitment (OC) and organizational citizenship behaviors (OCB) are two constructs that illustrate what "to go beyond formal tasks" means (McGee & Ford, 1987; Podsakoff & Mackenzie, 1994). Some authors present OC and OCB as extra-role behaviors (e.g., Settoon, Bennett, & Liden, 1996; Shanock & Eisenberger, 2006), making a distinction between these and the in-role behaviors.

Meyer and Allen's three-component definition of OC seems is the most used in literature today (Meyer & Allen, 1991). For these authors, commitment is a multi-dimensional, psychological state that characterizes the employee's relationship with the organization, and has significance for his/her decision to continue membership in the organization. Meyer and Allen's (1991) three components are: affective commitment (emotional attachment to the organization; they want to continue), continuance commitment (based on consciousness about the costs related to leaving the organization, they need to continue), and normative commitment (a feeling of obligation; they ought to continue). McGee and Ford (1987) proposed that continuance commitment could arise as a consequence of two different processes: employees could perceive a low number of alternatives if they leave their jobs, or employees could perceive they had made high and sacrificial investments in their jobs that would make it difficult for them to leave.

Organizational citizenship behavior (OCB) is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p.4). Basically, there are two different approaches to classify OCB: according to the target of the OCB (Williams & Anderson, 1991) and according to the type of behavior (Podsakoff & Mackenzie, 1994). The former presents OCB in two broad categories: behaviors that benefit other individuals in the company, and behaviors that benefit the organization as whole. The latter presents OCB in three main categories (Podsakoff & Mackenzie, 1994): sportsmanship (a willingness to stand less than ideal circumstances without complaints), civic virtue (a willingness to take part in and to be concerned about one's organization life), and helping behaviors (such as altruism, courtesy, peacekeeping, and cheerleading).

The literature consistently presents links between OC, OCB and OE. The link between OC and some indicators of effectiveness (such as turnover and absenteeism) has been shown in theoretical and empirical studies (Iverson & Buttigieg, 1999; Mathieu & Zajac, 1990). Similarly, OCB has been presented as "discretionary actions that promote organizational effectiveness" (Tepper, Duffy, Hoobler, & Ensley, 2004, p.455).

OE of intercollegiate athletics, which are embedded in a highly competitive environment (Turner & Chelladurai, 2005), can be fairly dependent on OC and OCB demonstrated by their workers (i.e., athletic directors, assistant athletic directors, coaches, staff, and athletes). While some authors have investigated OC and OCB of bureaucratic workers, such as assistant athletic directors (e.g., Kent & Chelladurai, 2001), others have opted for coaches (e.g., Chelladurai & Ogasawara, 2003; Turner & Chelladurai, 2005).

Coaches are seen as the managers of the athletic team (Chelladurai, 2005). For some authors, coaches are strategic human resources of the athletic department (Turner & Chelladurai, 2005, p.194). "While there are administrative, coaching, and support personnel contributing to organizational effectiveness of collegiate athletic departments, coaches are the most important contributors to overall effectiveness" (MacLean & Chelladurai, 1995, p.195). Thus, the objective of the current study was to explore and describe the relationship between coaches' extra-role behaviors (specifically OC and OCB) and the effectiveness of their athletic departments.

2008 North American Society for Sport Management Conference (NASSM 2008)

OC will be measured using 12 items that represent its three dimensions: affective, normative, and continuance commitment (Meyer, Allen, & Smith, 1993; Turner & Chelladurai, 2005). OCB will be measured using five items that represent its three dimensions: sportsmanship, civic virtue, and helping behaviors (Podsakoff & Mackenzie, 1994). OE of athletic departments will be investigated in four dimensions: athletic achievement (points earned through the 2006-2007 Sports Academy Director's Cup), student-athletes education (graduation rates from the most recent NCAA Report on the Federal Graduation-Rates Data), social performance (ratio of male to female athletes for each university; Cunningham, 2002), and financial performance (average points earned in the Sports Academy Director's Cup divided by operating budget).

A sample of 362 head coaches from NCAA Division will be randomly selected in order to produce a 95% confidence level, with a sampling error of $\pm 5\%$. A MANOVA will be carried out, with OC and OCB as independent variables, and the four dimensions of OE as dependent variables. Results of the study will be presented, along with implications for athletic department administrators.

This study has important implications to the sport management area. So far, sport management literature has not presented empirical efforts to investigate the relationship between employees' OC and OCB, on the one hand, and a multidimensional OE, on the other. Some studies have demonstrated relations between extra-role behaviors and coaches' performance (e.g., Turner & Chelladurai, 2005). However, these studies usually deal with one dimension of OE, namely athletic achievement. Therefore, the results from the present study can offer new perspectives to future investigations in the multidimensionality of effectiveness in sport organizations. For example, future studies could consider the inclusion of mediators, such as job satisfaction and turnover intentions, which have shown high correlations with extra-role behaviors (e.g., Pack, 2005). Thus, a more comprehensive model of effectiveness in sport settings can be produced.