An application of the research in readability to produce a job description manual

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An application of the research in readability
to produce a job description manual

by

Sally Byerly Becker

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Graduate Faculty in Partial Fulfillment of the
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INTRODUCTION

Background of the Project

A small school district in northwest Iowa has determined a need for a job description manual for staff who supervise extra-curricular activities. The district is comprised of an elementary school (grades kindergarten through fifth), a middle school (grades six through eight), and the high school (grades nine through twelve). Only the middle school staff (ten) members and the high school staff (fifteen) members are involved in extra-curricular activities--school-sponsored activities outside of the regular classroom in the areas of fine arts, athletics, and organizations.

Although the school district has not had a job description manual in the past, three salient needs encouraged them to create one. The first reason was the need for consistency. Each activity was functioning as a separate entity, with little regard for the other activities. The Athletic/Activities Director attempted to maintain a master schedule for practices/rehearsals, events, etc.; however, this schedule was not always adhered to. The resulting problem from this lack of attention to the master schedule was that students faced overlapping activities which forced them to choose between the ones they could attend. This situation generated frustration for the students as well as the coaches/directors. A job description manual would specify procedures to be taken in instances such as scheduling.
The second need was to familiarize new personnel with the requirements of their particular area. Each activity involves responsibilities too numerous for an individual to remember. A manual could be used as a reference to identify the specific responsibilities for each activity area.

The third need for a job description manual was to maintain consistency between administration (the athletic director, the principals, and the superintendent) and staff for staff evaluations. Because the manual contents would be agreed upon by both the administration and the staff, the evaluation criteria would reflect the combined views of the evaluators as well as the individuals evaluated.

**Significance of the Study**

Although the immediate purpose of the style sheet is to create a readable document for the extra-curricular personnel, it has more far-reaching possibilities. This school does not have an individual style sheet that is used consistently throughout the system. Each administrator, staff person, secretary, and support person uses his/her own writing style. The style sheet will enable the school to be of one voice, a single entity instead of many. Furthermore, if one style sheet were used throughout the district, all written documents—newsletters, handbooks, reports, letters, and memos—could be made consistent. This parallelism would promote understanding throughout the
district. The style sheet could also enable the school to be of one voice, a single entity instead of many.

A far-reaching possibility for this style sheet or a similar document would be to implement it statewide. Presently, each area—administration, fine arts, academics, and athletics—uses a different style and format for publications and correspondence. By using one style sheet as a writing guide, the state could establish unity between and within each association—cooperation could be fostered and misunderstandings diminished. Everyone involved could work together to promote a common voice.

Although the style sheet will promote in-group continuity, the administration anticipates that the manual will also strengthen communication between the outer community and the school. Misunderstandings develop because the general public is not always informed of the educational processes. To bridge this communication gap, the school could publicize the manual in the local newspaper and encourage district residents to stop by and look over the policies. The community would then have access to the extra-curricular philosophy of the school, the school district's expectations of its personnel, and the school district's expectations of its students. The manual would also enlighten the community on the number and types of activities the school sponsors. Some outsiders may even wish to apply for a job sponsoring extra-curricular activities. Such opportunities may increasingly be available. The school has set a high priority on
strengthening communication between the school and the community. Publicizing the manual would be a catalyst to this goal.

This project began with a single focus--informing extra-curricular personnel of their activity responsibilities. The focus broadened to include a wider audience and a more diverse purpose. This style sheet and others like it offer educational organizations (local and statewide) the opportunity to communicate in a uniform style. The manual also offers the local school a foundation for establishing in-house continuity for written documents and public communication.

**Purpose of the Study**

The purpose of this study is to develop a style sheet, a listing of all textual and visual guidelines, for designing a job description manual that will be used by multiple audiences. The style sheet will enable others to write as well as maintain and format changes and additions in future editions of the manual.

**Research Question**

The research question for this project is the following: How can I use research to set up a style sheet and design a multi-audience and multi-purpose personnel manual which achieves consistent understanding across these audiences?
Organization of the Paper

The first section of the paper discusses the audience of the manual and introduces the problems addressed in analyzing the audience: readability and accessibility, discourse communities, and reading levels. The second section of the paper discusses the purpose and contents of a personnel manual. This section then focuses on the style and format problems of the job description manual. The third section of the paper introduces the principle of readability, including its definition, and readability formulas. In the fourth section, the paper discusses the research used in creating a style sheet for written text and visual presentation. This section also includes my choices for the job description manual. The fifth section of the paper discusses the packaging of the manual data and issues of accessibility and maintenance. A description of methods used for securing the data, including the process of the questionnaire appears in the sixth section of the paper. This section also reviews the revision process used in preparing the manual. Finally, the seventh section offers a brief summary. Appendix A includes the manual data questionnaire, and Appendix B the complete manual, the style sheet, the index, and the maintenance information.
THE RESEARCH

This section of the paper will discuss the audience analysis applied to this document, the contents of a personnel manual, the manual's style and format, and special problems of readability and packaging.

Audience of the Manual

Questions

The first and one of the most important steps in planning a document such as a policy manual is an analysis of audience and purpose. In order to create a functional manual for a multiple audience, I asked the specific questions: (1) How can I maximize readability of the manual through the page formatting and the text styling? (2) How can I improve accessibility of the manual through its organization, its packaging, and its maintenance? I then explored the research and made the choices for these areas appropriate to my particular audience.

Philippa Benson states, "Depending on the reading situation, readers come to a technical document with assumptions and expectations about its structure, in terms of both its language and its design. In a document with multiple audiences, each with different purposes and tasks in mind, research suggests that you should design the document so that members of each audience can quickly find the
specific information they need" (36). A writer must decide the specific audience and the purpose for which the text is written—what should the audience be able to do when the instruction is over?

**Discourse Community**

Although two of the immediate audiences for the manual, the staff and administration, come from the discourse community of education, the third, the school board, has diverse backgrounds. Furthermore, the manual must allow the entire community to read and understand it.

In his bibliographical essay, Kenneth Bruffee states, "...social constructionist work in composition is based on the assumption that writing is primarily a social act. A writer's language originates with the community to which he or she belongs. We use language primarily to join communities we do not yet belong to and to cement our membership in communities we already belong to" (784).

Even though the dominant discourse community of this manual is secondary education, an outside group must be included in the design. The staff and administration will be familiar with the educational terms used in the manual. The school board, however, is comprised of individuals who may not have had work experience in the field of education. Because the school board is the top of the school hierarchy and has the final approval of the manual, they must be brought into this discourse community through readability strategies. In the spirit of cooperation and unity Bruffee describes
above, the manual should provide a common language which links educational specialists as well as parents and business people in the community.

**Audience Analysis**

The audience that the manual will address is diverse. The individuals' ages range from twenty-three to fifty-six. The years of experience are as varied as are the ages. A unifying feature of the staff is that over half of them have taught in the system for at least twelve years or more.

The educational level of the staff is also diverse, ranging from individuals with a Bachelor of Arts in Education to an individual with two Master of Arts degrees plus thirty hours.

The number of years in teaching and the educational levels do not necessarily indicate experience in extra-curricular activities. It is this type of experience that will aid the audience in understanding. One individual has twenty-nine years of experience in teaching, but will be a first-year sponsor in an activity. Although he will be a novice in this activity, his educational experience will facilitate the transition.

**Reading Level**

Manuals are used for various reasons: for reference, for understanding, and for retention. The audience will use the data in the job description manual at different levels. The information will initially be used for retention, informing new personnel (to the school
system/to the activity) about the specific tasks required of their position(s). As they gain experience, the staff will begin using the manual as a reference to be consulted occasionally. The manual will also serve as a criteria checklist for administrative staff evaluation.

The school's administrators will read the manual for reference and for retention, using the manual as an evaluation tool--a checklist used in staff performance evaluations. Personnel evaluation involves administrative observations throughout the year. To perform a perceptive evaluation of staff proficiency, the administration must be cognizant of the contents of the manual.

Because of this multiple reading audience, it is imperative that everyone involved reaches the same level of understanding. A style sheet that is based on empirical research in readability should be of assistance in producing a document that is a valuable asset to each reader.

Personnel Manuals

Purpose

Although the research on the contents of a job description manual is minimal, the following information has been gathered from essays written by practitioners in this field.

Policy manuals were in the past considered a luxury used only by large corporations, but they are rapidly becoming a high priority to all levels of business. A manual forces a company to make decisions
about policies and procedures that have previously not been written down. Lourie Shaker, assistant editor of *Credit*, maintains that a personnel manual is a written record for employees concerning instructions on office policies, procedures, and benefits (32). A job description manual is written to define for employees what is expected of them and what they can expect from their employer.

A personnel manual also eliminates the repetition of the same information. "Manuals also relieve management of having to repeat similar information, explanations, or instructions and cut down on needless duplication of effort. The manual can also be useful in the orientation of new employees..." (Shaker 32). These data are directly applicable to the purpose of the job description manual I am creating.

Edgar S. Ellman is a Chicago-based personnel consultant who has authored several books on recruitment and selection of personnel. In 1981 he wrote policy handbooks for over 200 client companies. He states that,"...a recent American Management Associations (AMA) survey of about 600 manual users and preparers of finds that:

* manuals pay for themselves by making things work better
* manuals have good or useful information in them
* manuals help solve major communications problems by standardizing work, cutting down on phone calls and less reliable communications practices, and training employees " (75).

Even though the manuals are benefiting businesses, the writers of these documents are concerned with some user problems. Ellman has found that, "Users are having too much trouble:
* finding what they need in their reference manuals, because of indexing and cross-referencing problems
* understanding what's said, because of ambiguous writing
* trusting what's said, because information isn't up to date" (75).

The consensus seems to be that personnel manuals are a necessity, but their written and visual makeup often do not meet the needs of their audiences. It is interesting that communities outside of the English field are finding a need for better writing procedures to fit the needs of specific audiences. "What's needed is intensive training in plain-English writing skills, even in companies with centralized manual programs. More formal content-review procedures with potential users—not just content contributors--is another key to correcting the major complaints about manuals" (Ellman 75).

Contents of a Personnel Manual

Lourie Shaker, assistant editor of Credit, suggests the following items to include in a personnel manual:

* Title
* Foreword
* Table of Contents
* Company History
* Personnel Classifications
* Company Departments
* Office Regulations
* Benefits
* Office Supplies and Maintenance
* Miscellaneous-- this section can be used to tailor the manual to individual employees. Some companies include job descriptions here--keeping in mind that employees only need information that pertains to their job.
* Index
Understandably, each manual writer must choose the items that will pertain to his/her particular audience and purpose. The following are the categories I have used in the job description manual:

* Table of Contents
* Introduction
* Philosophy
* Organizational Memberships
* Personal Qualities
* Leadership
* Professionalism
* Equipment
* Purchasing Equipment
* Schedules
* Postponements
* Officials
* Changing Sports
* Extra-Curricular Positions
* Style Sheet
* Maintenance
* Index

Several parallels exist between the two lists: Shaker uses a Foreward--I have an Introduction; Shaker uses Company History--I use Philosophy; Shaker uses Company Departments--I use Administrative, High School, and Middle School Positions. Both lists contain a Table of Contents and an Index. The three subheadings of each extra-curricular position (qualifications, responsibilities, and professional growth) reflect Shaker's Personnel Classifications, Office Regulations and Miscellaneous categories.
Style and Format of the Manual

To produce an effective job description manual, research supports a synthesis of style (the arrangement of the written text) and format (the visual presentation) choices. Many researchers have discovered that when the writer relates style and format to audience and purpose, that readability is enhanced. Philippa Benson argues "...writers and designers have come to agree that the most effective documents are those that use both words and design to reveal and reinforce the structure of information in a text" (35). Benson continues, "Research in cognitive psychology, instructional design, reading, and graphic design indicates that documents are most usable when the information in them is apparent both visually and syntactically" (35).

One of the reasons that technical writing has had usability problems is that documents do not use visual signals. Carolyn Rude believes that, "Increasingly, research on the ways in which texts work for readers shows that the visual aspects of a document are functional, not simply aesthetic. That is, the meaning of the document is communicated by its shape on the page as well as by its words. If the visual characteristics of a document affect learning and access, they are the responsibility of writers" (2). Because readability is the major objective of this manual, I need to be cognizant of both areas.

The specific problems that needed to be addressed while writing the manual are as follows:

* Readability--This area includes using a consistent style and
format.

* Packaging—This area includes using techniques to make the manual accessible to the audience and easily maintained by the administration.
READABILITY

Definition

Although the term *readability* has been given many definitions, this job description manual is based on Jack Selzer's, "...readability is simply the efficiency with which a text can be comprehended by a reader..." (73). Selzer's definition is applicable to this writing situation because the concepts of efficiency and comprehension must be the foundation of a job description manual. To create a readable document to be used for understanding, retention, and reference, I have examined different types of research, much of which is empirical, and prescriptive essays, which offer advice, often given by practitioners. I have made the readability choices to create a successful style sheet and job description manual on the basis of these sources.

Readability Formulas

History of Formulas

In order to meet the needs of the various audiences of technical writing, some researchers have invented a convenient and inexpensive way to determine the difficulty of written prose. Readability formulas have been designed to meet this need by predicting the comprehensibility of a given passage by measuring
sentence and word length and computing with the given formula either the reading ease (Flesch) or the grade level (Gunning).

Flesch's Reading Ease Scale
Reading Ease = 206.835 \( \text{wl} \) - 1.015 \( \text{sl} \)
where \( \text{wl} \) = number of syllables per 100 words
\( \text{sl} \) = average number of words per sentence
(Reading Ease corresponds to a number between 0 and 100, with 100 representing the easiest reading.)

Gunning's Fog Index
Reading Grade Level = .4 (ASL + % PW)
where ASL = average sentence length
%PW = percentage of polysyllabic words (Selzer 72).

At first these formulas seemed like the panacea technical writers were looking for. Unfortunately, currently, several researchers have questioned the reliability and validity of these formulas. "Because readability formulas correlate sentence length with difficulty, many researchers have tried to establish a causal link between them. The researchers assumed that if they varied the average sentence length of passages, then the comprehensibility of those passages would be affected. However, that didn't happen. In fact, the studies show rather convincingly that, "mere changing of sentence length, a major
When writers concentrate their efforts on length, they become more concerned with short words and short sentences than with style. Strategies like parallelism, subordination, coordination, inversions, and variety are totally ignored. "More sophisticated elements of sentence style--the use of interrupters, rhythm, simple figures, the expressive use of punctuation--are never considered, even though such matters are the stuff of most other advanced writing courses" (Selzer 30). The result is that writers become more concerned with turning out short, stilted sentences with correct punctuation than with smooth-flowing, creative writing.

Selzer also states that these formulas are insensitive to syntactic or semantic difficulty (25). He believes that the most serious fault of these readability formulas is that they "don't consider elements that cause difficulty beyond the sentence level; if they cannot discriminate well between scrambled sentences, they certainly cannot detect scrambled paragraphs and letters and reports" (25). Selzer is also concerned that "readability formulas assume that adult readers with the same educational background will respond to a passage in the same way" (26). Issues such as readers' backgrounds, interests, and motivations may affect the understanding of words more than their length.

Common sense dictates that if words are familiar to a reader, the passage that they are in will be more readable. David Doggett
and Larry Richards have done studies to investigate what determines the familiarity of words. They have concluded that, "If the subject knows a word (has it in lexical memory), then length has no effect, or may improve recognition thresholds by functioning as a cue" (592). Selzer believes that we should follow some simple advice, "Don't use words your audience won't understand" (29).

Selzer summarizes his view on readability formulas, "...because the formulas have a questionable validity; because they consider too few readability factors; because they have been calibrated for children, not adults; and because they overlook the individual characteristics of readers--it seems irresponsible for us to keep our faith in the predictive value of readability formulas" (27).

I need to create a document that can be easily processed by the reading audience. The research has shown that the most efficient way to accomplish this is to use written and visual methods, not readability formulas. Because these formulas were originally developed for the school systems to correlate students' abilities with reading material, and because they concentrate only on word and sentence length, they will not be applicable in writing this manual.
CREATING A STYLE SHEET

This section of the paper will synthesize the research and apply the findings to developing a style sheet.

Written Text

The research supports the concept that consistency is essential in achieving readability. The reader relies on the writer to present material in a consistent, parallel manner. To do otherwise is confusing and frustrating to the reading audience. The choices that I make in both the written text must be able to be consistently used throughout the document.

Sentence Length

The argument against readability formulas is that they operate on the number of words in a sentence and the length of the words rather than on the complexity of the sentence and the familiarity of the words. The concern that arises with lengthy sentences is that of subordination. Hartley states, "Long sentences...are difficult to understand because they often contain a number of subordinate clauses which, because of their parenthetical nature, make it difficult for readers...Long sentences overload the memory system: short sentences do not" (Designing 52). Jan Robbins supports Hartley, "The need to hold both ordinate and main clauses of a complex sentence of subordinate/main order in STM (short-term memory) places
substantial burden on the reader. Thus, sentences that begin with subordinate clauses are more difficult to read and comprehend than those that begin with main clauses" (242).

Hartley suggests that, "...sentences less than 20 words long are probably fine. Sentences 20 to 30 words long are probably satisfactory. Sentences 30-40 words long are suspect, and sentences containing over 40 words will almost certainly benefit from rewriting" (Designing 52).

I have kept the sentences in the manual to under thirty words in order not to overload the memory system. Because sentence length can increase with the use of compound or complex sentences, I use them sparingly. I will use occasional complex sentences for variety and for smooth transitions.

In composing a long document, a writer needs to use a variety of sentence lengths. Too many contiguous, long sentences will overload the memory system, resulting in limited comprehension. Too many short, choppy sentences will disrupt the even rhythm of the writing. I received the data for the manual in segmented form from the questionnaires. I then had to combine this material into a unified, coherent style. The majority of the manual, which serves as a checklist for the duties, uses an imperative list for the qualifications, responsibilities, and the professional growth content. When the imperatives included complex information, I have broken it down into starred subsections.
Passive Voice

Robbins states that, "To maximize intelligibility, use passive constructions only when the context focuses attention on the logical object of discussion" (243). According to Selzer, "Once out of favor in technical writing circles, the active voice is now receiving renewed support" (What Constitutes 80). In fact, G. R. Klare argues that, "the active form of a statement leads to easier recall and verification than the passive" (What Constitutes 3). Klare's position is challenged by Olson and Filby who judged the readability of actives and passives by the length of time it took their subjects to correctly process sentences. "They concluded that active sentences are easier to comprehend than passives only if the agent is more important than the receiver of the action. When the receiver is more important, in terms of a passage's content, passives are easier to comprehend" (What Constitutes 379).

The conclusion that can be drawn from this research is that I must manipulate the passive and active voice to emphasize or de-emphasize the essential information in the manual.

Example:

Officials should be recommended to the A.D. by the coaches/directors.

Rewritten in active voice to stress who should do the recommending:

"Coaches/Directors should recommend officials to the A.D."
The essential feature is the doer of the action—the coaches/directors are the ones who should do the recommending.

**Function Words**

Function words such as pronouns, articles, and prepositions are a salient clue to the meaning of writing. To delete these is to increase the "logical complexity of the sentence for the reader" (Robbins 243).

I will include function words in the manual to maximize reader comprehension. To exclude these function words would be to do so at the expense of understanding—a detriment to my readability purpose.

Example:

The winning coaches should do all in their power to insure the losing team is able to maintain its dignity and self respect. (The *losing team* can be misread as the direct object.)

Rewritten with the function word to correct misreading.

"The winning coaches should do all in their power to insure that the losing team is able to maintain its dignity and self-respect."

**Pronouns**

Pronouns often cause readability problems if they do not have a clear antecedent or if they are placed too far from their antecedent (Robbins 243). Frustration results when readers must take the time to figure out the antecedent of a pronoun. I place pronouns in close
proximity to their antecedents to eliminate this problem. Although I limit personal pronouns to enhance the formal, impersonal tone of the text, the imperative instructions are "you" implied.

**Topic Sentences**

Lester Faigley and Stephen Witte collaborated to determine, "if the consistent assignment of a particular topic to grammatical subject positions would affect what readers consider as the topic of the passage" (61). The study results, "...strongly suggest that consistent assignment of a particular topic to the grammatical subject position does influence what readers perceive as the topic of a passage" (66). They continue, "The implication for writers of complicated texts is clearly that the dominant subject matter should be kept in the topical focus as the grammatical subject or the main clause" (67).

The main idea of each phrase or sentence is placed in the subject position, where it is applicable, to assist in the readability of the manual.

Example:

Rules and regulations are required by these memberships.

Rewritten with the main focus in the subject position.

These memberships require certain rules and regulations that will be followed...

**Headings**

Headings guide readers so that they can quickly scan and select the material they need. James Hartley suggests that headings placed
in the margins have some advantages over those placed in the text. "...it is easier to find marginal headings, and to find material in text that has marginal headings, particularly when the text is of a technical nature" (Eighty 18).

Benson's research concludes that writers should make all headings consistent and parallel in structure. "Headings can affect both what sections of text readers choose to read and how readers remember the organization of the text" (38).

This job description manual will be used extensively as a reference; therefore, I place the bolded main headings in the left margins for easy access. The three categories of the activities are underlined and placed in the right column above their respective material.

For an example, see Appendix B.

Word Choice

Although there has been conflicting research on word length, Hartley argues, "Short, familiar words are easier to understand than are technical terms which mean the same thing" (Eighty 18). Selzer concurs, "words are more readable if they are familiar to the audience, frequently used by the audience, and concrete, instead of less familiar, less common, and more abstract" (What Constitutes 79). Because this manual will be read by different audiences from different discourse communities, it is imperative that educational jargon either be explained in the text, or eliminated.
Creative word choice is an asset in narrative writing; however, it can become a liability in manual writing. Patricia Williams and Pamela Beason suggest, "Select the simplest term and use it consistently throughout your document. You add confusion, not variety, when you use two or three terms to refer to the same thing" (58).

I choose words that are familiar to the educational discourse community to aid comprehension. To emphasize continuity, I use the same word for the same concept throughout the manual.

Example:

* supervise--to oversee, to manage, to guide the participants
* fundamentals--the initial skills or knowledge the participants must acquire before they can advance to their individual level of excellence
* conditioning--fitness or readiness to perform an activity

**Acronyms**

Acronyms can be confusing if the reader is not familiar with the terminology. In order to acquaint the the audience with new terms, a writer should, "Spell out each acronym the first time you mention it. If your document is long, however, you may need to spell out an acronym the first time you use it in each chapter or major subdivision" (Williams 61).
The terms *Athletic/Activity Director, Middle School, and High School* will be used throughout the manual. The discourse community of the manual is already familiar with the acronyms *AD, MS, and HS*; therefore, I include them without negatively affecting readability.

**Commas**

Commas are used to prevent confusion for the reader, to separate parts of a sentence in order to enhance understandability. Williams and Beason suggest that a comma be consistently used to separate the last two items in a series, although most textbooks state that this comma placement is optional (63). Joseph Williams argues, "The advantage of always putting the comma before the *and* is that your reader won't have to wonder whether the last two items are supposed to be taken as a unit or separately" (180).

Commas must be used for clarity. Because inconsistent use confuses readers and leads to misunderstanding, I place commas after the second to the last item in a series. I prefer not to use introductory subordinate clause, although they are sometimes necessary for smooth transitions. A comma is placed between each subordinate clause and the independent clause that follows it.

Example (items in a series):

"...consideration for safe travel for workers, students, officials, and fans."

Example (subordinate clause)
"If an event must be postponed due to weather or any other factor, the AD will confer with the. . ."

Visual Presentation

Consistency is the key word in the visual presentation as well as in the written presentation of the manual. Philippa Benson's article supports the consistent use of visual patterns. "Readers use these patterns and styles to help them structure, comprehend, and remember the relationships between different levels and types of information in a text" (36). In order to avoid any readability problems, consistent visual choices throughout the manual are essential.

Text Format

The general information of the manual will be written in paragraph form. The activity pages will be written in list form and in the imperative mode. Hartley states, "Research has indicated that readers prefer text that has lists or numbered sequences spaced out and separated rather than run-on in continuous text" (Eighty 20). Listing will allow the readers to scan quickly rather than to read entire segments. Hartley also suggests using the imperative mode in lists to clarify materials such as the qualifications for the position, the responsibilities of the position, and the professional growth in the position.
White Space

James Hartley believes that space plays a crucial role in clarifying text. One of the main arguments of his text is, "...what affects most the ease of comprehension and retrieval from printed text is the use that is made of the space on a page-size of known dimensions. Although the print is important—and clearly one cannot do without it—the clarity of this print can be enhanced by a rational and consistent use of the 'white space'" (Designing 28). Hartley also argues that, "Many psychologists maintain that consistent spacing helps readers to see redundancies in the text, and thus to read faster; it enables them to see more easily which bits of the text are personally relevant for them; but, most important, consistent spacing aids readers' perception of the structure of the document as a whole and thus it helps them to understand its organization and structure" (Designing 28).

Consistently using the white space of the job description manual horizontally as well as vertically will reinforce readability. I have chosen a two-column format. The left column is used for the main headings, allowing for quick scanning of subjects. The additional white space in the left column will permit each staff member to pencil in his/her reminders, dates, etc.

I will use the white area through spacing. The contents of each activity area (qualifications, responsibilities, professional growth) is separated by a triple space. A double space separates the area headings from their listed criteria. This technique will aid the reader to visually separate the page contents.
For an example, see Appendix B, page 58.

**Type Size**

Hartley suggests that a writer use the all-purpose 10-point type. He also remarks, "It is important to note that the larger the type size, the fewer the number of words per given line length. A small type size (but with the same line length) allows more words per line and this may be important significant when printing in two (or more) columns" (Eighty 25). Benson concurs with Hartley on point size and urges writers to, "Use a type size 10 points or larger..." (36).

I have chosen a 12-point Palatino typeface from the Macintosh Word program for the job description manual. A point size of less than 12 will be too small for easy reading. Using a larger point size will shorten the line length which will needlessly increase the length of the document. A 12-point typeface produces an adequate line length for the two-column format that I have chosen.

Example:

12-point--Occasionally, a wrong choice is made and a switch...

10-point--Occasionally, a wrong choice is made and a switch...

9-point--Occasionally, a wrong choice is made and a switch...

**Line Length**

Benson suggests using a moderate line length, "approximately twice the length of the alphabet of the typeface you use" (37).

The typeface that I have chosen for the manual is Palatino. The capitalized alphabet of this typeface is approximately 3 1/4 inches
long. The line length (margin) that I have set for the manual is 6 1/4 inches. By applying Benson's suggestion, I have determined that I have an adequate line length.

For an example, see Appendix B, page 44.

Margins

The research suggests that ragged right margins are more readable. Benson states, "...research indicates that justified text is more difficult for poor readers to read and comprehend, and because many readers prefer text with ragged-right margins. Unjustified text is also less costly to produce and easier to correct than justified text" (38).

I have chosen a justified left margin and a ragged right margin for the manual, a choice research indicates will enhance readability. A ragged right margin will also benefit maintenance because it allows for easier corrections.

For an example, see Appendix B, page 53.

Case

The research indicates that readability decreases when the text is printed in long strings of capitals or italic letters. "For this reason it is better to set headings and subheadings in lower-case letters (in bold face, if necessary) with initial capitals only" ("Eighty" 25).

There are instances, however, that dictate the use of multiple capital letters. Benson states, "...some research does indicate that in
some situations, such as when readers are scanning text or reading short informational statements, words set in upper case are easier for readers to locate and read" (37).

My own negative experience with text that uses strings of capital letters suggests that I capitalize in specific instances: (1) the first letter of each primary word in main headings, (2) the first letter of each primary word in sub-headings, (3) the first word of each complete sentence, (3) each NOTE:. I do not capitalize the first word after each number, letter, or asterisk.

Example:
THE SAFETY AND WELFARE OF THE STUDENTS MUST BE A PRIORITY FOR EVERY COACH.

Rewritten using capitalization in certain instances.
"Odebolt-Arthur is a member of both state athletic organizations—the boys' Iowa High School Association (IHSAA) and the Iowa Girls' High School Athletic Union (IGHSAU).

Cueing Devices

Research supports the idea that cueing devices increase readability."Research specifically indicates that readers notice changes in type weight more readily than they notice changes in typeface and that readers find very light or very heavy type tiring and difficult to read" (Benson 37). Rude argues, "Typographic cueing can make it easier for readers to grasp concepts by revealing their structure, and it can be useful in emphasizing ideas." The research also cautions that cueing devices must be chosen as carefully as the words in the
cueing devices must be chosen as carefully as the words in the document are, and that too much cueing can detract from comprehension.

I use the following cueing devices to guide the readers through the manual:

* titles which use the fewest words possible to describe the content of the text
* main headings that are placed in the left margin and sub-headings which are placed in the right margin
* boldfacing of main headings, each NOTE, and any other words or symbols that are used for emphasis
* underlining for sub-headings
* bulleted for listing points under specific responsibilities
* bold italics for newspapers and other words that are otherwise underlined.

For an example of these cueing devices, see Appendix B, pages 97-99.

**Miscellaneous Choices**

Not all of the manual's written and visual choices were addressed by the research studies and practitioners' articles; some were taken from other sources.
Parallelism

On a grammatical level, parallelism is the repeating of words, phrases, or sentences that are similar in meaning and structure to help readers group related ideas together. On a logical level, parallelism is the repetitive structure of a document to provide consistency and reader orientation. Because consistency and reader orientation form the foundation of readability, parallelism has been the overarching principle in setting up this style sheet and designing this multi-audience and multi-purpose personnel manual. Each activity page in the manual uses parallel format, headings, lists, and the imperative mode (Joseph Williams, Sebranek, Bergman).

For an example, see Appendix B.

Hyphenated Adjectives

Punctuation handbooks suggest that two or more adjectives that combine to form a single adjective should be hyphenated. I will follow this rule throughout the manual (Bergman, Sebranek).

Example:

inter-scholastic relationships

Indentations

To form a hierarchy of the text, I have arbitrarily chosen the following margins on the Macintosh Word ruler:

Margins of the Manual

(1) left margin--0.0; right margin--2.0
General Information (pages 44-52)

(1) asterisks--2.3
(2) parentheses--3.0
(3) numbers--2.0
(4) text following numbers--2.2
(5) **NOTE:**--2.0 (if copy extends beyond one line, indent the second and succeeding lines so they are flush with first line)

Activity Information

(1) **Qualifications, Responsibilities, and Professional Growth**--2.0
(2) numbers --2.6
(3) text following numbers--2.8 (make all succeeding lines flush with the first line)
(4) asterisks--3.0
(5) **NOTE:**--3.0 (if copy extends beyond one line, indent the second and succeeding lines so they are flush with first line)

Numbering

The numbers used in the manual will be Arabic. This system is suggested because of its familiarity (Bergman, Hartley, Sebranek).
PACKAGING OF THE MANUAL

Accessibility and Maintenance

The purpose of creating the style sheet, a necessity for a good manual, is for both the design and the maintenance of the manual. The data on personnel manuals suggest that a system to update the manual be implemented. "Employee manuals need frequent revision, especially during periods of rapid growth. To remain effective, they must be kept up-to date as changes take place, new equipment is added, positions are redefined, improvements in operations occur, and the laws change" (Shaker 33).

This job description manual has been designed to simplify maintenance. Each extra-curricular activity is contained on one or two pages—no two activities have been put on the same page—and placed in a three-ring binder for updating purposes. It will be easier in the future to modify the data if each extra-curricular unit is a separate entity in the manual. Instead of rewriting the entire text, the out-dated material can be discarded and the current material placed appropriately in the binder. If maintenance is consistently preserved, the manual can be an asset to the school.

The manual's Table of Contents contains a listing of the main headings and subheadings arranged in five categories: General, Administrative Positions, High School Positions, Middle School Positions, Manual Style Sheet, How to Update the Manual, and the
Manual Index. These categories are organized in the order that they appear in the manual. To maintain consistency for the audience, the headings used in the Table of Contents have been alphabetized to form the Index.
SECURING THE DATA

This section of the paper will discuss the questionnaire used to gather the data and the revision process of the manual.

Questionnaire

The first decisions that had to be made concerned the data to be included in the manual, and who would determine that information. The AD distributed questionnaires to each extra-curricular individual, inquiring about three areas: qualifications for the position, responsibilities of the position, and professional growth in the position (see Appendix I). Since it was possible that one individual could be involved in more than one area, the staff was asked to fill out one questionnaire for each extra-curricular duty. The AD and I determined that our response rate might be higher and faster if the questionnaires were returned to the AD—an individual who is instrumental in evaluating extra-curricular personnel.

All of the questionnaires were returned except three, and these were from the same individual. We were not successful in obtaining this information, so the AD and I determined the contents of the three categories in this individual's three extra-curricular areas.

Because I was not familiar with the qualifications for each position at the different levels, I called the Department of Education in Des Moines to obtain these criteria. I also tried to maintain
continuity among all of the positions in relationship to responsibilities involving students, administration, community, and equipment through parallel wording of the content. I then categorized the responsibilities into each particular area.

I was fortunate to work with a supportive administration, a group who allowed me to use my judgment in creating this manual. There were, however, areas that had to replicate school board policies: the wording of the Philosophy, Personal Qualities, Professionalism, Purchasing Equipment, and Changing Sports. In these instances where there were no choices to be made, I followed the school board’s policy handbook.

Revisions

The data on personnel manual contents suggest that documents should be checked for accuracy some manner by everyone involved before the final printing. The first individual to review the rough draft of the manual was the AD. The document then followed the chain of command to the middle school principal, the high school principal, and the superintendent. The manual was then given to each staff member to review his/her particular area(s). Williams and Beason suggest, "...the best type of review comes from the users themselves. Nothing enables you to zero in on omissions and weaknesses so accurately as usability testing" (76).
Changes suggested by the staff in areas such as content, phraseology, punctuation, spelling, etc., were again sent through the chain of command for verification. After the final revisions were made, the manual was given to the school board members to read and approve. This reading was the most crucial to date because the board members would decide whether or not the manual would become school policy. Because the majority of the school board did not have experience in the inner workings of the school's extra-curricular activities, there was a possibility that the priorities set forth by the staff in the manual would conflict with those of the board members. Therefore, it was imperative that the school board share the educational discourse community with a complete understanding of the material in the document.

The manual was voted on and approved by the school board and is now part of each teacher's handbook.
SUMMARY AND CONCLUSIONS

A style sheet lists the guidelines in a text so that they can be repeated consistently in a document. In preparing a multi-audience and multi-purpose manual which conforms to the empirical research, a style sheet is imperative to ameliorate the problems of consistency in the design. This guideline is the basis of the entire manual and will allow others in the future to replicate/modify its contents.

Although the research consisted mostly of practitioners' suggestions, a manual writer will find these readings essential as a background for planning the readability and packaging of a manual. Adaptations to the particular audience and purpose will always be required.
WORKS CITED


APPENDIX A

Job Description Questionnaire

Name__________________________________________________________

Position_______________________________________________________

Our school district is creating a job description manual for the extra-curricular activities to promote continuity between programs and to instruct new personnel. Please comment on the areas listed, using your experience, expertise, and opinions as to what data should be included. A separate questionnaire should be used for each activity you are involved in. If necessary, the back of the questionnaire may be used.

Please return this sheet to the Activities/Athletic Director on or before September 26. Thank you for your assistance.

1) Qualifications Required for the Position--(education, experience, etc.)

2) Responsibilities of the Position--(areas such as scheduling, equipment maintenance, rules, etc.)

3) Professional Growth in the Position--(continuing education, clinics, etc.)
APPENDIX B

JOB DESCRIPTION MANUAL

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Introduction

The purpose of this manual is to promote continuity between extra-curricular programs in the Odubolt-Arthur School system. The manual has been written to familiarize new and current personnel with general information as well as the qualifications, responsibilities, and professional growth of each position, that are required by the administration. The material listed in the manual will also be used as an instrument for evaluation of staff by the administration.

The manual begins with general information for all personnel and then addresses each activity separately. The table of contents lists the activities in the order that they appear, and an index is located at the end of the manual for reader convenience.
Odebolt-Arthur's major goal for extra-curricular activities is to provide each student with an opportunity to participate in a sound, educational experience. These activities should nurture the following:

- a sense of worth and competence
- self-discipline and sacrifice
- development of physical skills
- a knowledge and love of the activity

Each activity will be governed by the local school board policies as well as any regulations set by the appropriate governing body.
Odebolt-Arthur is a member of both state athletic organizations—the boys' Iowa High School Association (IHSAA) and the Iowa Girls' High School Athletic Union (IGHSAU). Odebolt-Arthur is also a member of the Maple Valley Conference, consisting of the following schools:

- Eastwood
- Galva-Holstein
- Ida Grove
- Kingsley-Pierson
- Lawton-Bronson
- Maple Valley
- Odebolt-Arthur
- West Monona
- Westwood

These organizations exist to promote, develop, direct, protect and regulate amateur inter-scholastic athletic relationships between member schools and to stimulate fair play, friendly rivalry and good sportsmanship among contestants, schools, and communities throughout the state.

Odebolt-Arthur is also a member of the Iowa High School Music Association (IHSMA).

These memberships require certain rules and regulations that will be followed by the Odebolt-Arthur Community School.
**Personal Qualities**  The Odebolt-Arthur extra-curricular staff should possess the following qualities:

- enthusiasm
- the attitude that extra-curricular activities are done for reasons other than monetary
- the ability to get along with students while at the same time keeping their respect and demanding perfection within their limits
- a willingness to learn and to accept constructive criticism
- good grooming and clean, personal habits
- a willingness to be an active builder of a well-balanced program with a major emphasis placed on whatever is best for the students
- a willingness to help form and implement departmental procedures in the following categories:

  (1) training habits  
  (2) discipline  
  (3) school time lost  
  (4) athletic code  
  (5) budget  
  (6) relationship of one activity to another in regard to what is best for the student
Leadership

A coach/director must always be aware of the tremendous influence he/she has with the students.

Every coach/director is a living example for the young people of the community. It is vitally important that these examples exhibit a positive influence for education and for the school.

The safety and welfare of the students must be a priority for every coach/director and must never be sacrificed for any personal prestige or selfish glory.

The function of the coach/director is to teach students through participation in extra-curricular activities. This education should be based on ethics and a regard for fair play. Any attempt to take unfair advantage of an opponent, or to teach unethical tactics has no place in the education of young people. Students should also be taught by example to win without boasting and to lose without bitterness.
A coach/director must always remember that he/she is on public display as a representative of the Odebolt-Arthur Community School. School policies regarding extra-curricular activities should be adhered to in letter and in spirit. Conduct which maintains the principles, integrity, and the dignity of the school is expected at all times. All opposing coaches/directors should be treated courteously and as guests of the school. The winning coaches should do all in their power to insure that the losing team is able to maintain its dignity and self-respect.

The newspapers and radio stations should not be used as a means of relieving ill-feeling toward other coaches/directors, students, officials, or other schools. The Odebolt-Arthur personnel is expected to extend the same respect and courtesy to others as we expect from them.

Officials, whether in the fine arts or athletics, are an integral part of an activity. These individuals maintain high standards of integrity and honesty. Just as any coach/director can make a mistake, so can officials. It is important that these individuals' contributions to the education of the students is recognized and respected.
Equipment

In order to promote responsibility, students are to be held accountable for the abuse/loss of any equipment. The cooperation of All of the coaches/directors is solicited to insure that the students maintain proper care of all of the equipment.

It is the responsibility of the head coach or the director of an activity to see that the students check in their equipment after each contest. Any equipment lost by a student will be paid for by the student. Any such loss should be reported immediately by the student to the head coach or director.

Purchasing Equipment

The head coach or the director of an activity is responsible for organizing his/her needs for that particular activity. All purchases should be cleared through the Athletic/Activities Director prior to the ordering. All actual ordering will be done by the AD.
The AD is in charge of scheduling all activities and contests. Odebolt-Arthur is obligated by the Maple Valley Conference schedule in most of the athletic activities. If coaches/directors have a justifiable request for a schedule change, they should discuss these changes to the AD.

**NOTE:** No coach/director is to re-schedule an event without prior approval of the AD.

If an event must be postponed due to weather or any other factor, the AD will confer with the coach/director and the following factors will be considered:

- consideration for safe travel for workers, students, officials, and fans
- consideration for the safety of the spectators in or on the school grounds
- consideration for playing field and equipment

After considering all of these factors, the AD will decide whether or not postponement is in the best interest of all concerned. The contest will be re-scheduled as the conference rules dictate or on the next possible participation date.

If the AD is unavailable, the coach/director will handle the cancellation situation. If a contest is postponed, the following individuals must be notified:

- bus driver
- opponent
- officials
- ticket takers
- concession stand workers
- supervisors
- local radio station personnel
Officials

Coaches/Directors should recommend officials to the AD. Most athletic officials are hired 1 to 2 years in advance. The AD will have the final responsibility for the selection of the officials.

Changing Sports

Once a student has determined his/her direction in athletics, no pressure is to be exerted by any coach to change sports.

Occasionally, a wrong choice is made and a switch in sports should be made—the initiative should originate with the athlete, not from the coach of another sport.

NOTE: The exception to this rule would be if both coaches and the AD have given previous consent.
Administrative Positions

Athletic/Activities Director

Qualifications of the Position:

1. a valid Iowa teaching certificate
2. an evaluating certificate

Responsibilities of the Position:

1. purchase equipment and supplies
2. schedule games, events, and contests
3. schedule and pay officials
4. chair Activities' Council
5. establish a chain of command between coaches/directors and administration
6. supervise the preparation of the playing fields and gyms
7. manage all tournaments
8. coordinate the booster club and athletic department
9. check that all athletes have a physical exam before they participate
10. warn all athletes about possible injury
11. check that athletes have written verification that they are covered by medical insurance in case of injury
12. check eligibility of students before they are allowed to participate
13. keep records
14. inform other schools of changes and conflicts in schedules
15. attend conference and state meetings
16. prepare state reports
17. keep up-to-date inventories
18. inform the media about contests, etc.
19. help coordinate the music and drama events
20. help coordinate cheerleading program
21. supervise the setting up of practices
22. distribute the materials from the IHSAA and the IGHSAU
23. prepare work list for the different activities
24. assist in hiring and firing of personnel in the athletic/activities program
25. assist in the evaluation of the personnel in the athletic/activities programs
26. supervise all monies in the activities account
27. strive to maintain harmony throughout all of the activities

Professional Growth for the Position

1. attend the state AD convention
2. attend the clinics sponsored by the state associations
Assistant Athletic Director

Qualifications of the Position

1. a valid Iowa teaching certificate
2. an evaluating certificate

Responsibilities of the Position

1. assist in the approval of all athletic equipment purchases
2. assist in the evaluation of the coaches and programs
3. assist the AD in promoting continuity between the programs

Professional Growth in the Position

1. attend the AD meetings
High School Activities

Head Football Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   • storage
   • an accurate and up-to-date inventory
     which includes the number of items,
     the date purchased, and the current
     condition of the item—make sure that
     the Middle School does the same
3. establish a line of communication between
   the program, the administration, the parents
   and the community
4. establish continuity in the program, 7-12
5. establish rules and regulations for the players
   and enforce them
6. establish the regulations for lettering
7. make travel arrangements which include
   a bus schedule and the departure times—a
   copy should be given to the AD

   NOTE: All requests for transportation
   should be made at least 48 hours in
   advance if not sooner.

8. supervise the athletes while on a road trip
9. keep accurate records and stats
10. report all contest results to the media
11. prepare practice plans that reinforce
    fundamentals, enhance skills, and
    aid conditioning
12. fill out the necessary injury reports
13. determine the line-ups
14. attend the all-conference meeting
15. nominate participants for post-season honors
16. recommend participants to college recruiters
17. inform the participants of possible summer camps
18. cancel/reschedule an event only with the AD's approval
19. prepare and turn in a board report at the end of the season
20. work with the administration to assign the coaching positions, 7-12

**Professional Growth in the Position**

1. attend football clinics
2. attend the yearly rules meeting
Assistant Football Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. encourage sportsmanship
2. follow coaching philosophy of the head coach
3. assist in the maintenance of equipment
4. stay informed of techniques for prevention and care of injuries
5. coach the junior varsity team
6. develop practice/game plans for freshmen and junior varsity
7. determine line-ups
8. monitor bus on away trips
9. drive the bus to practice

Professional Growth in the Position

1. attend football clinics
2. attend the yearly rules meeting
Head Volleyball Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item--make sure that the Middle School does the same
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times--give a copy to the AD

NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend volleyball clinics
2. attend yearly rules meeting
Assistant Volleyball Coach

Qualifications of the position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. encourage sportsmanship
2. follow coaching philosophy of the head coach
3. assist in the maintenance of equipment
4. stay informed of techniques for prevention and care of injuries
5. coach the freshmen and junior varsity teams
6. develop practice/game plans for freshmen and junior varsity
7. determine line-ups
8. monitor bus on away trips

Professional Growth in the Position

1. attend volleyball clinics
2. attend the yearly rules meeting
Head Girls' Basketball Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item—make sure that the Middle School does the same
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times—a copy should be given to the AD

NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend girls' basketball clinic
2. attend the yearly rules meeting
Assistant Girls' Basketball Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. encourage sportsmanship
2. follow the coaching philosophy of the head coach
3. assist in the maintenance of the equipment
4. coach the junior varsity team
5. develop the junior varsity practice plans
6. stay informed of techniques for the prevention and care of injuries
7. organize defensive strategies
8. accumulate statistics

Professional Growth in the Position

1. attend girls' basketball clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory
     which includes the number of items, the date purchased, and the condition of the item--make sure that the Middle School does the same
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times--a copy should be given to the AD

NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend boys' basketball clinics
2. attend the yearly rules meeting
Assistant Boys' Basketball Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. encourage sportsmanship
2. follow the coaching philosophy of the head coach
3. assist in the maintenance of the equipment
4. coach the junior varsity team
5. develop the junior varsity practice plans
6. stay informed of techniques for the prevention and care of injuries
7. organize defensive strategies
8. accumulate statistics

Professional Growth in the Position

1. attend boys' basketball clinics
2. attend the yearly rules meeting
Head Wrestling Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date purchased, and the current condition of the item—make sure that the Middle School does the same
   * clean and move the mats
3. establish a line of communication between the program, the administration, the parents and the community
4. establish continuity in the program 7-12
5. establish rules and regulations for the players and enforce them
6. establish the regulations for lettering
7. make travel arrangements which includes a bus schedule and the departure times—a copy should be given to the AD

**NOTE:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. keep accurate records and stats
10. report all contest results to the media
11. prepare practice plans that reinforce fundamentals, enhance skills, and aid conditioning
12. fill out the necessary injury reports
13. determine the line-ups
14. attend the all-conference meeting
15. nominate participants for post-season honors
16. recommend participants to college recruiters
17. inform the participants of possible summer camps
18. cancel/reschedule an event only with the AD's approval
19. prepare and turn in a board report at the end of the season
20. work with the administration to assign the coaching positions, 7-12
21. organize home meets and tournaments

Professional Growth in the Position

1. attend wrestling clinics
2. attend the yearly rules meetings
Assistant Wrestling Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. promote and maintain sportsmanship
2. follow the coaching philosophy of the head coach
3. maintain the equipment
4. stay informed of techniques for prevention and care of injuries
5. demonstrate techniques
6. supervise small groups or station work
7. drive the bus to and from Saturday meets or tournaments
8. assist in the seeding of the O-A Junior Varsity Tournament
9. supervise the managers
10. review the videotapes with the wrestlers

Professional Growth in the Position

1. attend wrestling clinics
2. attend the yearly rules meetings
Head Girls' Track Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory
     which includes the number of items,
     the date purchased, and the condition
     of the item--make sure that the Middle
     School does the same
3. establish a line of communication between the
   program, the administration, the parents, and
   the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players
   and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus
   schedule and departure times--a copy should
   be given to the AD

   **NOTE:** All requests for transportation
   should be made at least 48 hours in
   advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the
    fundamentals, enhance skills, and aid
    conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. recommend the participants to college recruiters
14. cancel/reschedule an event only with the AD’s permission
15. prepare and turn in a board report at the conclusion of the season
16. confer with AD on scheduling and hiring officials
17. work with administration to assign coaching positions, 7-12
18. organize the O-A Relays

Professional Growth in the Position

1. attend girls' track clinic
Assistant Girls' Track Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities for the Position

1. encourage sportsmanship
2. maintain the equipment
3. follow philosophy of the head coach
4. stay informed of the techniques for prevention and care of injuries
5. drive the bus to meets

Professional Growth in the Position

1. attend girls' track clinics
Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory
     which includes the number of items,
     the date purchased, and the condition
     of the item--make sure that the Middle
     School does the same
3. establish a line of communication between the
   program, the administration, the parents, and
   the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players
   and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus
   , scheduled departure times--a copy should be
   given to the AD

   NOTE: All requests for transportation
   should be made at least 48 hours
   in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend a boys' track clinic
Assistant Boys' Track Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities for the Position

1. encourage sportsmanship
2. follow the coaching philosophy of the head coach
3. maintain the equipment
4. stay informed of the techniques for prevention and care of injuries
5. drive the bus to meets

Professional Growth in the Position

1. attend boys' track clinics
Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times--a copy should be given to the AD

**NOTE:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. confer with AD on scheduling and hiring officials
19. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend girls' softball clinic
2. attend the yearly rules meeting
Assistant Softball Coach

Qualifications of the Position

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

Responsibilities of the Position

1. encourage sportsmanship
2. follow the coaching philosophy of the head coach
3. maintain the equipment
4. develop the junior varsity practice plans
5. stay informed of the techniques for the prevention and care of injuries

Professional Growth in the Position

1. attend softball clinics
2. attend the yearly rules meetings
Head Baseball Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity within the program, 7-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times—a copy should be to the AD

   NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. attend the all-conference meeting
14. nominate the participants for post-season honors
15. recommend the participants to college recruiters
16. inform participants of possible summer camps
17. cancel/reschedule an event only with the AD's permission
18. confer with AD on scheduling and hiring officials
19. prepare and turn in a board report at the conclusion of the season

Professional Growth in the Position

1. attend baseball clinics
2. attend the yearly rules meeting
**Assistant Baseball Coach**

**Qualifications of the Position**

1. a valid Iowa coaching endorsement
2. coaching authorization for any non-teacher

**Responsibilities of the Position**

1. encourage sportsmanship
2. follow the coaching philosophy of the head coach
3. maintain the equipment
4. develop the junior varsity practice plans
5. stay informed of the techniques for the prevention and care of injuries

**Professional Growth in the Position**

1. attend baseball clinics
2. attend the yearly rules meetings
Head Golf Coach

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a valid Iowa coaching endorsement

Responsibilities of the Position

1. promote and maintain sportsmanship
2. supervise the care of the equipment
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item
3. establish a line of communication between the program, the administration, the parents, and the community
4. establish continuity between the program, 9-12
5. establish rules and regulations for the players and enforce them
6. establish regulations for lettering
7. make travel arrangements, including a bus schedule and departure times--a copy should be given to the AD

NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

8. supervise the athletes while on a road trip
9. report all contest results to the media
10. prepare practice plans that reinforce the fundamentals, enhance skills, and aid conditioning
11. fill out the necessary injury reports
12. determine the line-ups
13. nominate the participants for post-season honors
14. recommend the participants to college recruiters
15. cancel/reschedule an event only with the AD's permission
16. prepare and turn in a board report at the conclusion of the season
17. Keep accurate records of meet/season results
18. Encourage golf as a life-long activity.

**Professional Growth in the Position**

1. attend golf clinics
Qualifications of the Position

1. a First Aid certificate

Responsibilities of the Position

1. promote sportsmanship
2. organize the cheerleading tryouts
3. set up and supervise the practices
4. determine the standards for lettering
5. supervise the hall posters and the pep meetings
6. establish a line of communication between the coaches, band director, and the administrators
7. remain up-to-date on all new techniques and safety regulations
8. order, collect, and store the uniforms
9. keep inventories current
10. inform participants of possible camps

Professional Growth in the Position

1. attend cheerleading clinics
2. join the National Federation of Interscholastic Spirit Association
**Instrumental Music**

**Qualifications of the Position**

1. a valid Iowa teaching certificate in music education

**Responsibilities of the Position**

1. supervise the care of the equipment (robes, music, etc.)
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item--make sure that the Middle School does the same
2. establish a line of communication between the program, the administration, the parents, and the community
3. establish continuity in the program, 7-12
4. establish rules and regulations for the students and enforce them
5. set standards for lettering
6. make travel arrangements which include a bus schedule and departure times--a copy should be given to the AD

**Note:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. supervise the students while on road trips
8. keep accurate records
9. report all contest results to the media
10. prepare practice and lesson plans that enhance skills and reinforce fundamentals
11. recommend participants to college recruiters
12. cancel/reschedule an event only with the AD's permission
13. schedule small groups for community programs
14. schedule all-state auditions and rehearsals
15. prepare for marching band contest and game presentations, jazz band contest and presentations, and concert band contest and presentations
   * select music
   * set rehearsal times
   * design and print the programs for concerts
16. prepare soloists, small groups, and large group for small and large group contests
17. give lessons
18. prepare and turn in a board report at the end of the year

**Professional Growth in the Position**

1. attend the Iowa Bandmasters Convention
2. attend the Iowa Music Educators Association Convention
Qualifications of the Position

1. a valid Iowa teaching certificate in music education

Responsibilities of the Position

1. supervise the care of the equipment (instruments, music, etc.)
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of the item—make sure that the Middle School does the same
2. establish a line of communication between the program, the administration, the parents, and the community
3. establish continuity in the program, 7-12
4. establish rules and regulations for the students and enforce them
5. set standards for lettering
6. make travel arrangements which include a bus schedule and departure times—give a copy to the AD

Note: All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. supervise the students while on road trips
8. keep accurate records
9. report all contest results to the media
10. prepare practice and lesson plans that enhance skills and reinforce fundamentals
11. recommend participants to college recruiters
12. cancel/reschedule an event only with the AD's permission
13. schedule small groups for community programs
14. schedule all-state auditions and rehearsals
15. prepare for the winter concert, the Swing Show, and the Fine Arts Program:
   • select music
   • set rehearsal times
   • design and print the programs for concerts
16. prepare soloists, small groups, and large group for small and large group contests
17. give lessons
18. prepare and turn in a board report at the end of the year

Professional Growth in the Position

1. attend a vocal workshop
2. join educational music associations
3. attend Iowa Music Educators' Association
Qualifications of the Position

1. a valid Iowa drama and speech degree or endorsement

Responsibilities of the Position

1. supervise the care of the equipment (props, scenery, etc)
   * storage
   * an accurate and up-to-date inventory
     which includes the number of items, the date purchased, and the condition of the item
2. establish a line of communication between the program, the administration, the parents, and the community
3. establish rules and regulations for the students and enforce them
4. make travel arrangements which include a bus schedule and departure times—a copy should be given to the AD

   **Note:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

5. supervise the students while on road trips
6. keep accurate records
7. report all contest results to the media
8. prepare practice plans that enhance skills and reinforce fundamentals
9. recommend participants to college recruiters
10. cancel/reschedule an event only with the AD's permission
11. schedule small groups for community programs
12. hold auditions for plays
13. choose appropriate selections for performances and contests
14. organize various committees for publicity, props, costumes, et.
15. prepare students for large group speech contest and individual speech contest
16. prepare and turn in a board report at the end of the year

**Professional Growth in the Position**

1. attend drama workshops
2. attend the state speech convention
Qualifications of the Position

1. a valid Iowa teaching certificate
2. a writing background
3. a computer background
4. a photography background

Responsibilities of the Position

1. supervise the care of the equipment (camera, the darkroom supplies, etc.)
   * an accurate and up-to-date inventory which includes the number of items, the date purchased and the condition of each item
2. establish a line of communication between the
3. establish rules and regulations for the students and enforce them
4. keep accurate records
5. prepare and turn in a board report at the end of the year
6. choose editors during the 10th grade year
7. assist in the planning of the ladder
8. supervise the darkroom
9. order darkroom supplies
10. supervise the final layouts and photo choices
11. meet all of the deadlines
12. supervise all photo assignments
13. supervise the yearbook and senior magazine sales
14. supervise all donations
15. proofread all copy
16. supervise the money in the yearbook account

Professional Growth in the Position

1. attend Josten's clinics
Prom Coordinator

Qualifications of the Position

1. organizational skills
2. an ability to meet deadlines
3. an ability to delegate authority
4. a knowledge of social skills

Responsibilities of the Position

1. establish a line of communication between the program, the administration, the parents, and the community
2. get all students involved with at least one committee
3. supervise the following choices:
   • theme
   • disc jockey
   • table decorations
   • table arrangements
   • seating chart
   • caterer and menu
   • sophomore servers
   • server outfits and their purchase
   • dance decorations--make them and put them up
   • punch recipe--make it and keep the bowl filled at the dance
4. supervise the clean-up after the dance
5. return all of the borrowed items
6. supervise the money in the junior account and the money spent on the prom
7. prepare and turn in a board report after the prom

Professional Growth in the Position

1. stay current with caterers and costs
2. stay current with decorations and their costs
AV Coordinator

Qualification of the Position

1. knowledge of AV equipment

Responsibilities of the Position

1. supervise the care of the equipment
   - storage
   - an accurate and up-to-date inventory
     which includes the number of items,
     the date purchased, and the condition
     of each item
   - order new equipment
   - make minor repairs on equipment
   - send in damaged equipment for repairs
2. prepare the AV equipment for use at games--charge the batteries, etc.
3. set up the AV equipment for in-services, board meetings, etc.
4. prepare the equipment for community use

Professional Growth in the Position

1. stay current with any AV trends
2. stay current with available repair people
National Honor Society Adviser

Qualifications of the Position

1. a valid Iowa teaching certificate
2. a knowledge of the National Honor Society Handbook
3. a working knowledge of Society principles as well as those of the school and the school district

Responsibilities of the Position

1. act as a liaison between faculty, administration, students, and community
2. maintain files on the membership, chapter history, activities, and financial transactions
3. send the annual activity report to the national office
4. review each member regularly for compliance with Society standards and obligations
5. assist in the promotion of chapter activities
6. stimulate positive actions by the members
7. provide information on the local and national policies regulating the chapter activities.
8. approves chapter activities and attends all meetings and functions
9. meet with executive committee to plan the agenda prior to the group meeting
10. supervise an early fall meeting to decide on the following:
    * a fund-raiser activity
    * a charitable contribution
11. select the Good School Citizens each quarter--invite the Chronicle to school to take a picture for the paper
12. check grade-point average after the first semester to see who is eligible for membership
13. send out letter to those eligible for membership--give them approximately 2 weeks to complete the Student Activity Information Form
14. the high school faculty should review these completed forms and mark "Yes" or "No" as to whether each applicant should be considered for admission to the National Honor Society--one more "Yes" than "No" vote is required for the student to continue in the selection process

15. choose at random, five faculty members to be on the final selection committee--this should be done with the assistance of the principal

16. call the parents of the new members to inform them of the tapping ceremony
   - place the tapping date on the school calendar
   - since the selection is supposed to be a secret, the parents meet in the Multi-Purpose Room the morning of the tapping--this is usually done at the beginning of 2nd period
   - the current members escort the parent to the gym for the tapping
   - the current members provide the bars, juice and coffee for everyone after the tapping

17. check with the Rotary Club about the following:
   - purchasing the pins for the initiates
   - providing the speaker for the initiation ceremony

18. hold the Initiation Ceremony in the High School Library on a date after the tapping
   - use the ceremonial format for the initiation in the handbook or any other format that is appropriate
   - make sure that each initiate gets a membership pin and a membership certificate

19. supervise the Society members in assisting with Eighth-Grade Orientation Night in March--coordinate this with the Guidance Counselor
20. supervise the election of new officers in the spring
21. plan the high school faculty breakfast
   * this is held in the Multi-Purpose Room at 7:30 A.M. some morning before school
   * install the new officers for the next school year
22. organize an end-of-the-year outing for the group

Professional Growth in the Position

1. stay current with any National Honor changes
Middle School Activities

Head & Assistant Football Coach

Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of each item
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make travel arrangements, which include a bus schedule and the departure times—a copy should be given to the AD

   NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
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11. fill out injury reports when necessary
12. determine the line-ups
13. inform participants of possible summer camps
14. cancel/reschedule an event only with the AD's permission
15. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend football clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make all of the travel arrangements which include a bus schedule and departure times—a copy should be given to the AD

**NOTE:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
11. fill out injury reports when necessary
12. determine the line-ups
13. inform participants of possible summer camps
14. cancel/reschedule an even only with the AD's permission
15. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend volleyball clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make all of the travel arrangements which include a bus schedule and the departure times—a copy should be given to the AD

NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
11. fill out injury reports when necessary
12. determine the line-ups
13. inform participants of possible summer camps
14. cancel/reschedule an event only with the AD's permission
15. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend basketball clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
   - care and moving of the mats
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make all of the travel arrangements which include a bus schedule and departure times—a copy should be given to the AD

**NOTE:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
11. fill out injury reports when necessary
12. determine the line-ups
13. inform participants of possible summer camps
14. cancel/reschedule an event only with the AD's permission
15. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend wrestling clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
   * care and moving of the mats
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make all of the travel arrangements which include a bus schedule and departure times—a copy should be given to the AD

**NOTE: All requests for transportation should be made at least 48 hours in advance, if not sooner.**

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
11. fill out injury reports when necessary
12. determine the line-ups
13. inform participants of possible summer camps
14. cancel/reschedule an even only with the AD's permission
15. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend wrestling clinics
2. attend the yearly rules meeting
Qualifications of the Position

1. a valid coaching endorsement
2. a coaching authorization for non-teachers

Responsibilities of the Position

1. promote and maintain sportsmanship
2. incorporate the Middle School philosophy into the sport
3. supervise the care of the equipment/uniforms
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
4. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
5. establish rules and regulations for the players and enforce them
6. make all of the travel arrangements which include a bus schedule and departure times--a copy should be given to the AD

**NOTE:** All requests for transportation should be made at least 48 hours in advance, if not sooner.

7. drive the bus and supervise the athletes during all road trips
8. keep accurate records and stats
9. report all contest results to the media
10. prepare practice plans that reinforce fundamentals, enhance skills, aid conditioning, and teach the rules of the game
11. fill out injury reports when necessary
12. determine the line-ups
13. cancel/reschedule an even only with the AD's permission
14. prepare the track before each home meet
15. organize the OAMS Relays:
   • invite teams
   • organize events and heats
   • order ribbons and trophies
   • assign workers for meet
16. prepare and turn in a board report at the end of the season

Professional Growth in the Position

1. attend track clinics
Qualifications of the Position

1. give band lessons, 6-8
2. direct the chorus, 6-8
3. teach general music, 6-8
4. make minor instrument repairs
5. choose the music and prepare the students for the following performances:
   * spring and fall concerts
   * pep meetings and Homecoming
   * NW Iowa Honor Chorus and Band
   * instrumental and vocal solo and small ensemble contests
   * All-Iowa Honor Choir
   * musical and swing choir--if there is interest
6. incorporate the MS philosophy into the music
7. supervise in the care of the school instruments
   * storage
   * an accurate and up-to-date inventory which includes the number of items, the date purchased, and the condition of each item
8. establish a line of communication between the MS program, the HS program, the administration, the parents, and the community
9. establish rules and regulations for the students and enforce them
10. make all travel arrangements which include a bus schedule and departure times--a copy should be given to the AD
11. keep accurate records of performances
12. report all contest results to the media
13. prepare practice plans that reinforce fundamentals and enhance skills
14. prepare and turn in a board report at the end of the year

Professional Growth in the Position

1. attend IMEDA and ICDA
Qualifications of the Position

1. a strong will to help young people feel competent

Responsibilities of the Position

1. promote sportsmanship
2. incorporate the MS philosophy
3. organize and supervise cheerleading tryouts
4. supervise hall posters and pep meetings
5. establish a line of communication between the coaches, the band director, and the administrators
6. remain up-to-date on all new techniques and safety regulations
7. supervise the care of the uniforms:
   - ordering
   - storage
   - an accurate and up-to-date inventory which includes the number of items, the date they were purchased, and the condition of each item
8. inform participants of possible camps
9. organize transportation to and from an away event

Professional Growth in the Position

1. stay current in the new dance routines and in the new cheers
MANUAL STYLE SHEET

Written

1. use sentences of approximately 30 words or less
2. use familiar and concrete words
3. use the same word for the same concept—no creativity
4. use function words
5. use topic sentences
6. avoid sentences with introductory dependent clauses where possible
7. use compound sentences instead of complex
8. do not use personal pronouns
9. use parallelism
10. spell out any acronyms on first mention
11. spell out Athletic/Activities Director on first mention—thereafter, it will be referred to as AD
12. use the imperative tone—do not use personal pronouns
13. use passives only when the content focuses on the logical object of discussion
14. be consistent in all choices
15. avoid pronoun ambiguity by placing each one close to its antecedent
16. place heading in margins
Visual

1. use a 2-column format—left column is for heading; the right column is for copy
2. use 12 point, Palatino font, bold type for headings
3. use 12 point, Palatino font, underlined type for sub-headings
4. use 12 point, Palatino font, plain type for body copy
5. use Arabic numbers
6. do not use all upper-case letters
7. use a ragged right margin
8. use cueing devices:
   * titles—use the fewest words possible to describe the content of the text
   * headings—place in the left margin
   * boldface—main headings, Note, and any words or phrases used for emphasis
   * underlining—use for sub-headings
   * italics and bold—use for newspapers, etc.
9. use ample white space
10. make the line length approximately twice the length of the alphabet of the typeface used
11. use line spacing instead of indentation to make a new paragraph if the text contains very short paragraphs
12. be consistent in all choices
13. insert notations within copy column, bold print
   * indent * in the general information to 1.8 on the ruler
   * indent ( ) in the general information to 2.0 on the ruler
   * indent numbers at 2.0 on the ruler in the general information
   * indent lower case letters following numbers to 2.2 on the ruler in the
general information
   * indent Note to 2.0 on the ruler in the general information
   * follow each Note with a — If the copy extends beyond 1 line, indent the
second and succeeding lines so they are flush with the first line

14. indent the left column to 0.0

15. indent the right column to 2.0

16. indent the numbers under Qualifications, Responsibilities, and Professional
    Growth to 2.0 on the ruler--make each succeeding line flush with the first

17. indent the * under Qualifications, Responsibilities, and Professional Growth
    to 3.0 on the ruler

18. indent Note under Qualifications, Responsibilities, and Professional Growth
    to 3.0 on the ruler

19. the line length from the left margin to the end of the right margin is 6.75 on
    the ruler

Punctuation

1. put a comma following the second-to-the last item in a series of three or more
items in a list

2. hyphenate adjectives in front of the word they modify

3. place a comma between a subordinate clause and an independent clause

4. put a comma before a conjunction that connects a compound sentence

5. capitalization

   * capitalize the first letter in each word of the main heading
   * capitalize the main words in the sub-headings--Do Not capitalize the
     prepositions
   * capitalize the first word of each complete sentence
   * capitalize each Note
   * Do Not capitalize the first word after a number, letter, or asterisk
HOW TO UPDATE THE MANUAL

This manual is designed so that each activity is an independent unit, allowing for the easy addition and deletion of pages.

Yearly review/revision by the AD and the administration is recommended to ensure continuity between activities.

The following categories should be reviewed and edited:

- philosophy
- memberships
- personal qualities
- leadership
- school
- professionalism
- equipment maintenance
- purchasing equipment
- schedules
- officials
- changing sports
- qualifications for the position
- responsibilities of the position
- professional growth in the position

Each staff member should review/revise his/her activity with the supervision of the AD.
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