

Development of an Administrative Model for Sports Talent School

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Abstract

The purpose of this research was to purpose the development the administration of Sports Talent School aims to investigate out to 4 phases. Phase 1 was to studying administration of Sports Talent School by the related documents and opinion survey of 154 head administrators by Purposive Sampling. Phase 2 was to develop administration of Sports Talent School used Delphi Technique by gathering opinions from 19 experts. Phase 3 was to evaluate the possibility of the administration Sports Talent School by using the Expert Meeting technique participated by 9 experts. And Phase 4 was to confirm the administration of Sports Talent School with an opinion survey 39 head administrators. The instrument used as questionnaires with 5 level evaluation section to evaluate opinions of experts, administrators and academics. The statistics used are mean ($\bar{X}$) and standard deviation (S.D). The research results found that the administrative structure Sports Talent School contains 9 components which is Politic, Budgeting, Personal, Report, Coordinating, Planning, Controlling, Organizing, and Leading.

Keyword development; administrative; model and Sports Talent School.

Introduction

The term "administration" is often confused with other words that have similar meanings but are used in different contexts. In English, three terms frequently used interchangeably with "administration" are "management," "executive," and "governance." For instance, "executive" typically refers to individuals in leadership roles within significant public and private organizations and carries a connotation of authority. In contrast, "administration" is more commonly associated with the management of government entities, such as public administration, educational administration, and personnel administration (Khunmi Phommanimit, 2004, pp. 1-2).

Moreover, effective management and administration in educational organizations, local governments, private entities, and educational institutions rely on principles and theories of educational management, particularly those emphasizing teamwork. Successful management necessitates the division of labor based on the knowledge, skills, and tasks assigned to individuals, ensuring that operations align with the organization's overarching goals.

An administrator must occupy a leadership role, possessing the ability to motivate and encourage collaboration among all members of the organization. This involves fostering unity and cooperation to work efficiently towards shared objectives while adhering to established timelines for decision-making, behavior management of educational personnel, and creating a forward-looking vision for the organization (Songphon Chaleunkham, 10th edition, p. 1). Sompong Kasemsin (1980) noted that administration is often associated with technical administration or policy management, with terms like business administration, government administration, and public administration. Conversely, "management" is typically used in the context of private administration or the execution of established policies. According to a scientific research report by the Dalong Ratsanubha Institute and Sompong Souksin (1972), administration involves the application of both science and art in utilizing administrative resources—such as personnel, finances, and materials—through an administrative process to achieve specified objectives effectively. Phaiboun Changsien (1972) further defined administration as a system that encompasses the efficient and effective use of both material and human resources to meet designated goals.

Sports and physical education are also crucial components of the educational system, as education encompasses the theoretical and practical learning of natural sciences, social sciences, and technology to develop well-rounded human resources (Ministry of Education and Sports, 2016, p. 2). Article 2 of the Law on Sports and Physical Education (Amended

Edition) defines sports and physical education as a process involving physical activity, learning, training, rehearsals, competitions, performances, and exchanges of lessons that incorporate specific artistic skills related to sports. Furthermore, Article 4 of the State Policy on Sports and Physical Education emphasizes that the state views sports and physical education as vital for developing human resources in terms of physical and mental health. This policy aims to cultivate individuals who are diligent, patient, stable, strong, self-sacrificing, disciplined, proud, and patriotic, contributing to a lively and joyful society. The state promotes mass sports and physical education initiatives while fostering high-level sports, professional and amateur athletics, and the development of traditional sports among all ethnic groups. This includes promoting sports and physical education programs in schools and communities to ensure widespread participation and access to sports activities. The government of the Lao PDR recognizes the importance of sports in fostering national unity and pride. By encouraging participation in sports at all levels, from grassroots to elite, the state aims to enhance the physical fitness of its citizens and promote a healthy lifestyle. This commitment is reflected in various initiatives, including the organization of national sports events, the establishment of sports facilities, and the support for training programs for coaches and athletes. Moreover, the integration of traditional sports into the national sports framework is a key focus. Traditional games not only preserve cultural heritage but also promote social cohesion among different ethnic groups. The government actively supports the revival and promotion of these traditional sports, ensuring that they are included in national celebrations and festivals.

In conclusion, the development of sports and physical education in the Lao PDR is a multifaceted approach that encompasses health, education, cultural preservation, and national pride. By investing in sports infrastructure, promoting participation, and nurturing talent, the Lao government aims to create a vibrant sports culture that benefits individuals and society as a whole. This strategic focus on sports is expected to contribute significantly to the overall development of the nation, aligning with international standards and fostering a spirit of cooperation and competition on the global stage. The Talent School for Sports and Physical Education operates in accordance with its core functions and activities as outlined in its organizational structure and work manual. These functions include administrative duties, academic responsibilities, sports and physical education initiatives, and student management. The institution is staffed by a total of 25 personnel, comprising one director and two deputy directors. Despite adhering to established principles, systems, rules,

and plans since its inception, the management of the school's primary functions and activities lacks clearly defined components and indicators. As a result, there is significant overlap in task roles. The integration of a mixed general vocational curriculum, which accommodates 60% academic content and 40% sports and physical education courses, is critical for developing the next generation of talented athletes. However, substantial improvements and alignment with the school's objectives are still necessary.

While general teachers and sports coaches possess foundational knowledge and skills, they currently face limited opportunities for professional development, such as attending seminars, workshops, or engaging in knowledge exchange. Furthermore, participation from parents, student-parent associations, the community, and national sports federations in the school's development efforts is lacking. The institution also suffers from inadequate support in terms of budget allocations, facilities, and teaching materials (Institute of Sports and Physical Education, 2020).

Internationally, countries like Thailand, China, and others recognize the significance of sports education, as evidenced by the establishment of sports schools dedicated to youth development. Such institutions, including sports talent schools, Olympic sports schools, and similar entities, illustrate a commitment to nurturing athletic talent from an early age.

The establishment of the Sports Talent School for Physical Education in Laos intends to foster the growth of sports through a focused and consistent approach, with aspirations of achieving medal success in various competitions. However, being a newly founded institution, the school currently lacks an established administrative model; thus, research and development in this area are imperative.

The primary objective of this research is to formulate a management model for the Talent Sports and Physical Education School. This will involve a thorough examination of conceptual frameworks, theories, and prior studies concerning school management across nine key areas: policy, human resources, planning, organizing, leading, controlling, coordinating, reporting, and budgeting. The goal is to create a formalized management model that enhances the effectiveness and efficiency of the school's operations.

Objectives:

- To analyze the management practices of the Talented Sports and Physical Education School.

- To formulate a management model for the Talented Sports and Physical Education School.

-To assess the feasibility of implementing the management model for the Talented Sports and Physical Education School.

-To evaluate and validate the proposed management model for the Talented Sports and Physical Education School.

Research Conceptual Framework

This scientific research aims to develop a management model specifically for a sports and physical education school. The framework for this model is grounded in various management theories, including the revised Sports and Physical Education Law (2020), the revised Education Law (2016), the Basic Principles of Secondary School Administration and Management (2016), and the Work Manual for Sports and Physical Education Schools. Key management theories cited in this research include Peter F. Drucker's 4M Management Theory, the POCL Management Theory by Bridge & Roquemoire (2001), Edwards Deming's PDCA Management Principles and Theory (1983), and POSDCoRB techniques developed by Luther Gulick and Lyndall Urwick (1937). Additionally, the research examines effective school management practices in Thailand, China, and Vietnam. In Thailand, for example, Bongkat Chansukvong (2019) notes that in 1990, the Ministry of Education announced the establishment of the first sports school in Suphan Buri Province. This initiative paved the way for the establishment of sports schools across all educational areas, including Khon Kaen, Ubon Ratchathani, and Nakhon Si Thammarat. By 1997, the Department of Physical Education had set up sports schools in Nakhon Savannakhet and Sisaket provinces. These institutions provided integrated physical education and sports training alongside general education, focusing on various missions: 1) Developing scientific and technological advancements in sports; 2) Creating curricula that leverage local intellectual resources and community learning; 3) Ensuring educational quality; 4) Enhancing teacher qualifications to meet professional standards; 5) Promoting and developing sports to maximize excellence in professional athletics; and 6) Fostering virtues, ethics, and values in students through intellectual development and training activities.

In the Socialist Republic of Vietnam, the Olympic Sports Talent School has been established in line with the Party and Government's comprehensive education development policies. This revenue-generating institution operates under Sports Universities and Sports Training Centers, focusing on nurturing sports talent while providing general education for students who meet the criteria at the secondary level. Among its responsibilities are: 1) Designing curricula and teaching plans based on a standardized framework; 2) Delivering

general education alongside sports training; 3) Managing staff, teachers, students, and athletes' information; 4) Implementing applicable laws, regulations, and policies; 5) Instilling political awareness, ideological understanding, and character education; 6) Managing athletic competitions, recognition, and discipline; 7) Selecting, nurturing, and training talented athletes; 8) Expanding athlete development models through collaborations with domestic and international organizations; 9) Supporting national team athletes and facilitating their transitions to appropriate institutions as per regulations; 10) Collaborating with parents, individuals, and organizations on educational initiatives; 11) Managing budgets and other funding sources according to legal standards; 12) Researching and improving teaching methods and assessing the quality of education; and 13) Carrying out ancillary tasks as assigned by the university and the Beijing Provincial Department of Education and Training. Similarly, in the People's Republic of China, a Sports School was established in 1979, admitting students aged 15-18. The curriculum is structured to include both general education courses prescribed by the Ministry of Education and specialized training for outstanding athletes. Sport-specific training methods and principles vary according to the student's specialization. Notably, athletes who achieve success in international competitions must take an examination alongside general students for admission to Beijing Sport University after graduation.

Research scope: A management model for the Talented Sports and Physical Education School was developed through document analysis and a survey of 154 administrators and academics using purposive sampling. This phase employed the Delphi Technique to gather insights from 19 experts. Phase 3 assessed the feasibility of the management model through a meeting with 9 experts. Finally, Phase 4 evaluated and validated the management model by surveying 39 administrators and academics.

Research methods

This research aims to create a management model for sports and physical education schools and assess its feasibility and utility through the following steps:

The researcher has divided the study into four phases:

Phase 1: Analyze the current management practices of sports and physical education schools.

Phase 2: Develop a management model for sports and physical education schools utilizing the Delphi Technique.

Phase 3: Evaluate the feasibility of the proposed management model for sports and physical education schools.

Phase 4: Validate and confirm the effectiveness of the management model for sports and physical education schools.

Research results

Policy Components

- Implement the vision and strategy for the development of education at the Sports and Physical Education Institute.
- Plan development tasks clearly according to defined roles, responsibilities, and authority.
- Transform departmental work manuals into actionable plans for each unit.
- Manage operations based on established principles, systems, regulations, and evaluation plans.
- Execute the approved secondary education curriculum along with the sports and physical education training manual.
- Maintain equipment and facilities, ensuring a clean, organized, and conducive environment.
- Conduct scientific research aimed at enhancing general education and sports training management.
- Develop general education curricula tailored for talented sports students, utilizing appropriate teaching materials.
- Establish policies that recognize outstanding performers in their work and participation in physical and mental sports competitions.
- Enforce disciplinary measures for individuals who violate work and sports competition rules in accordance with laws and regulations.
- Issue official certification documents for internal and external purposes, in line with defined roles and legal requirements.
- Facilitate opportunities and environments for mass organizations to fulfill their roles and responsibilities effectively.

Budget Components

- Designate a responsible individual for financial planning, accounting, cash management, and adherence to financial regulations.

- Plan the state budget and academic budget in alignment with operational needs and regulatory standards.
- Mobilize funds through various channels by collaborating with individuals and organizations, both domestically and internationally, to establish sports clubs that provide training and generate academic revenue.
- Ensure transparency, regulation, and audit readiness in financial management.

Personnel Components

- Provide training in political, ideological, and ethical values to foster responsibility in assigned tasks.
- Select and recruit talented athletes based on established criteria.
- Develop sports training programs aimed at creating national team athletes with a focus on achieving medals and career development.
- Enhance the educational qualifications of general teachers, focusing on teaching formats, content, and methodologies.
- Upgrade the skills of coaches and directors in technical management and sports science.
- Create opportunities for everyone to engage and share ideas relevant to general work and sports education.

Reporting Elements

- Establish vertical reporting lines that facilitate communication from lower to upper levels within the organization.
- Create horizontal communication channels to enable information exchange among units.
- Ensure a clear workflow from initiation to completion, prioritized by concise, accurate, and timely information.
- Collect and maintain data on performance results and sports activities across various national and international levels.
- Promote and disseminate information to the public and interested students about the organization and its sports-physical education activities.

Coordination Elements

- Ensure seamless communication from the director to the deputy director, down to unit levels, fostering effective collaboration.

- Establish horizontal connections between the director, deputy director, various units, and academic staff to maintain smooth operations.
- Design projects as continuous systems that organize work efficiently, preventing overlaps, and enhancing cooperation toward shared goals.
- Promote unified activity projects among units to facilitate resource sharing and collaboration in educational efforts.
- Engage parents in the development of national team athletes with a focus on achieving medals and career success.
- Involve community members and various domestic and international organizations in regional and global initiatives.

Planning Elements:

- Develop strategies and practical plans aligned with the strategic vision of the sports and physical education institution for each designated period.
- Conduct a thorough SWOT analysis during the preparation, implementation, and evaluation phases.
- Ensure that all relevant information is available and establish a structured approach for problem-solving at each stage, assigning responsibility and oversight from start to finish.
- Define clear objectives, targets, and action guidelines that are appropriate and established in advance.
- Create a comprehensive plan for the school, as well as specific plans for each unit that adhere to the organizational structure.
- Formulate an action plan that spans administrative through academic levels in accordance with designated roles.
- Align the personnel management strategy with the organizational structure and specific duties as per legal regulations.
- Develop plans to enhance knowledge, abilities, skills, and experience while fostering a conducive and positive working environment.
- Draft a pilot project for implementation prior to the official start date to mitigate potential risks and control damage.
- Review each phase of the plan; analyze any shortcomings and adjust accordingly, while continuing successful strategies to completion.
- Utilize audit results to drive improvement, establishing a continuous feedback loop for ongoing development.

- Upon successfully implementing improvements, systematize these changes and recommend them as a new operational model.

Control Elements:

- Carry out duties consistently and regularly, utilizing strong human relations skills, effective communication, and coordination.
- Ensure all activities align with established objectives and targets, addressing problems swiftly and efficiently to minimize disruptions.
- Monitor and evaluate the effectiveness of operations, using results to inform timely improvements at each stage.

Organizational Management Elements:

- Integrate personnel within administrative units, academic departments, and sports activities, ensuring adherence to established leadership and supervisory structures.
- Structure decision-making processes hierarchically, differentiating between directorate, unit, and technical levels.
- Clearly delineate responsibilities among administrators and technical staff to prevent overlap of duties.
- Systematically allocate educational resources for both general education and sports initiatives.

Leadership Elements:

- Maintain a strong awareness of both vertical and horizontal lines of leadership and coordination.
- Clearly communicate assigned tasks, ensuring a shared understanding for effective execution.
- Inspire active participation from all involved to foster commitment and successful performance of tasks.
- Make prompt and informed decisions to resolve issues, prioritizing the common good as the ultimate objective.
- Empower those assigned with the opportunity to undertake both administrative and academic responsibilities, providing ongoing guidance.
- Engage in regular monitoring, evaluation, and reflection to derive lessons learned from experiences.

Discuss the research results

The management model developed for the Sports and Physical Education School identifies 12 key indicators related to policy components:

1. Implementing a strategic vision for educational development at the Sports and Physical Education Institute.
2. Creating structured development plans that clarify roles, responsibilities, and authority.
3. Transforming the school's work manual into actionable plans for each department.
4. Managing operations in accordance with established principles, systems, rules, regulations, inspections, monitoring, and evaluations.
5. Executing the approved secondary education curriculum along with the sports and physical education training manual.
6. Overseeing the maintenance of materials and equipment while fostering a clean, organized, and pleasant environment.
7. Conducting scientific research to improve the management of general education and sports training.
8. Developing general education programs tailored for sports and physical education students using appropriate teaching materials.
9. Establishing policies to engage outstanding performers in work and enable their participation in physical and mental sports competitions.
10. Implementing disciplinary actions in line with laws and regulations for offenders in work performance and competition participation.
11. Providing internal and external certification documents based on defined roles, responsibilities, and legal requirements.
12. Creating opportunities for three mass organizations to effectively fulfill their roles and responsibilities as capable successors.

The effective implementation of these policies is grounded in political and ideological education and informed by the Party's guidelines, state laws, and administrative strategies at various levels. This foundation supports the Talent Sports and Physical Education School's responsibilities regarding compliance with legislation, protection of educational resources, and adherence to scientific advancements in training and development, as outlined in the amended Law on Sports and Physical Education (Article 2). By aligning with international sports standards—referenced by Bongkat Chansoukvong (2019)—the administration can be

effectively managed across all levels, from the board of directors to academic staff. This model is also consistent with the Work Manual of the Talent Sports and Physical Education School (2015) and the seven administrative tasks specified in the basic principles of secondary school management (Jansukwong & Sawangmek, 2020). It acknowledges the 12 rights and duties of Bac Ninh Sports University while providing a compensation policy for individuals excelling in their roles and sports achievements—serving as a motivational incentive in line with the amended Sports and Physical Education Law (Article 2).

Furthermore, the budget component of the management model outlines five key indicators:

1) Appointing a responsible individual to prepare the financial plan, maintain the cash register, and ensure compliance with procedures and regulations. 2) Planning state and academic budgets in alignment with operational conditions and financial regulations. 3) Mobilizing funds for developmental cooperation from individuals, organizations, and both domestic and international entities. 4) Establishing various sports clubs to support training activities and generate academic income and 5) Ensuring financial transparency, adherence to regulations, and auditability.

Compliance with budgetary principles is crucial at all operational levels, concerning both budgets and developmental cooperation funds. The Talent Sports and Physical Education School must foster opportunities to enhance technical potential in sports and physical education, facilitating income generation and promoting social services in accordance with the POSCoRB management process (Luther Gulick & Lyndall Urwick, 1937). Effective budgeting includes planning, controlling, and managing financial operations, ensuring that government budgets and service-related income support diverse departments in fulfilling their responsibilities.

Development of the Management Model for the Sports and Physical Education Talent School

The personnel component of the management model identifies six key indicators: 1) Training in political ideology, revolutionary moral character, and a sense of responsibility for assigned tasks. 2) Selecting and admitting individuals with sports and physical education talents based on established criteria and conditions. 3) Developing sports training programs tailored to foster national team athletes, aiming for both medals and career opportunities. 4) Providing ongoing training and professional development for general teachers in teaching formats,

content, and methodologies. 5) Enhancing the qualifications of coaches and directors in technical management and sports science and 6) Creating opportunities for all stakeholders to participate in and share ideas for development.

It is evident that the personnel component crucially influences the success of all initiatives. Aligned with foundational principles of secondary school administration and management, it is clear that effective personnel work directly supports the school's objectives. Personnel are essential in achieving the school's goals; therefore, their management must be attentive and nurturing.

To optimize personnel effectiveness, it is important to create incentives and motivation for those fulfilling their roles. Recognizing and rewarding successful individuals while offering constructive criticism to those who are more creative or struggling is essential. This approach is consistent with the insights of Peter (2022), who emphasizes that all management should be grounded in administrative resources. Administrative resources are categorized into four elements, commonly referred to as the "4M": people, money, materials, and management.

Development of the Management Model at the Talent School of Sports and Physical Education

Reporting Component

The reporting component of the management model identifies five key indicators: 1) **Vertical Reporting**: This pertains to the hierarchical relationship within the reporting system, moving from lower levels to upper levels and from individuals to the organization. 2) **Horizontal reporting**: This involves the exchange of information between units based on relevant subjects. 3) **Effective Workflow**: A crucial approach to working from initiation to completion is summarized in concise, accurate, and timely information provided at each stage. 4) **Information Management**: The collection, recording, and maintenance of performance results and sports activities at both domestic and international levels. And 5) **Public Engagement**: The dissemination of information to the public and interested parties, ensuring they are aware of sports and physical education activities organized by the institution.

A vital aspect of this process is the reporting of performance results at each stage, conducted vertically—along the supervision line—and horizontally—among relevant departments through weekly and monthly reporting meetings. This process facilitates the sharing of information that enhances operations at each stage. Additionally, publicizing successful outcomes is essential for management, demonstrating the significant role of the

Talent School of Sports and Physical Education within the POSCoRB management framework (Luther Gulick & Lyndall Urwick, 1937).

Coordination Component

The management model also focuses on coordination and identifies six indicators: 1) **Hierarchical Coordination**: ensuring effective collaboration from the director to the deputy director, down to unit levels and academic staff. 2) **Horizontal Coordination**: Facilitating effective communication and collaboration between the director, deputy director, units, and academic staff. 3) **Continuous Project Management**: Establishing a systematic approach to tasks to prevent overlap, promoting cooperation towards shared goals. 4) **Resource Sharing**: Ensuring consistency and collaboration among units to share educational resources effectively. 5) **Parental Involvement**: Engaging parents in the development of national team athletes, with a focus on achieving medals and career success.

And 6. **Community Engagement**: Involving the community and various organizations—both domestic and international—in activities and fostering regional and international linkages.

The success of coordination within the Talent School of Sports and Physical Education is critical. It integrates leadership, teams, and staff along a vertical axis, supported by formal action plans. The coordination with parents and the community emphasizes the importance of collective effort in achieving organizational objectives. Management theory underscores that a manager's primary function is to coordinate and communicate across all levels, fostering a sense of belonging and teamwork. This approach aligns with the POSCoRB management process (Luther Gulick & Lyndall Urwick, 1937) and insights from Savang Sengpanya (2001) regarding sports school operations.

Planning Component

The management model's planning aspect consists of 12 indicators: 1) **Strategic Alignment**: Strategic planning that aligns with the Sports and Physical Education Institute's overall strategy. 2) **SWOT Analysis**: Conducting a comprehensive analysis of strengths, weaknesses, opportunities, and challenges throughout preparation, implementation, and evaluation. 3) **Comprehensive Information**: Ensuring there is sufficient information and problem-solving steps for every phase, with clear accountability from start to finish. 4) **Clear Objectives**: Establishing explicit objectives, targets, and guidelines well in advance and 5) **Overall and Specific Planning**: Developing a holistic school plan alongside specific plans for each unit based on the organizational structure. 6) **Action Plan Development**: Creating action plans that align administrative and technical levels with defined roles. 7) **Personnel Management**:

Ensuring HR plans correspond with the organizational structure and roles defined by relevant laws and regulations. **8) Skill Development:** Implementing plans to foster knowledge, skills, and a positive work environment. **9) Pilot Projects:** Writing pilot projects to test concepts before full implementation to mitigate potential risks. **10) Plan Review:** Regularly reviewing plans; if not fully implemented, reanalysis is required, and if completed, progression to final steps is needed. **11) Continuous Improvement:** Using review results to enhance processes, allowing for ongoing development and **12) Dissemination of Best Practices:** Once improvements are successfully implemented, they should be organized and shared as new models for future use.

It is evident that planning is a detailed process demanding thorough analysis, clearly defined objectives, established procedures, and accountable individuals. This aligns with management theories that emphasize comprehensive, role-specific planning, including human resources, financial considerations, facilities, and management strategies (Bridge & Roquemoire, 2001).

Development of the Management Model for the Talent Sports and Physical Education School

The management model comprises several key components. In the control component, three indicators were identified: **1) Consistent Performance:** Regular and continuous fulfillment of responsibilities, emphasizing effective human relations, communication, and coordination. **2) Objective-Oriented Problem Solving:** Working towards established objectives and goals while addressing issues promptly and effectively, minimizing any negative impact on operations and **3) Monitoring and Evaluation:** Assessing work outcomes to enhance performance in a timely manner.

It is evident that effective operational control within the Talent Sports and Physical Education School requires robust coordination. This begins with strong interpersonal relationships and the establishment of a supportive network, in addition to ensuring that work aligns with objectives through diligent monitoring and evaluation in accordance with the POSCoRB management process (Luther Gulick & Lyndall Urwick, 1937). In terms of the management component, four indicators were found: **1) Integration of Personnel:** Incorporating staff into general administration units, sports departments, and activity management teams in alignment with leadership and oversight. **2) Hierarchical Decision-Making:** organizing decisions within a structured hierarchy that distinguishes between the directorate level, unit level, and academic level. **3) Clear Distribution of Responsibilities:** Ensuring that

responsibilities among administrators and academics are clearly defined to avoid overlap across departments and 4) **Resource Allocation:** systematically distributing educational resources for both general education and sports.

This indicates that the organizational structure of the Talent Sports and Physical Education School is designed to integrate staff and faculty within a coherent management system, aligning with specific subject areas, as outlined in the POSCoRB management process (Luther Gulick & Lyndall Urwick, 1937). Additionally, there is an emphasis on clearly allocating tasks to individuals within departments while supporting both general and sports-physical education initiatives in line with Peter F. Drucker's 4M management theory. Regarding the leadership component, five indicators were identified: 1) **Guidance and Coordination:** maintaining clear vertical leadership and horizontal coordination to ensure understanding of assigned tasks for their effective execution. 2) **Motivation for Participation:** Encouraging everyone to engage in their assigned tasks and commit to their successful achievement. 3) **Timely Decision-Making:** Making informed and prompt decisions to address problems while prioritizing collective well-being and fostering a positive work spirit. 4) **Opportunities for Development:** Providing those assigned tasks with the chance to undertake both administrative and technical duties, alongside regular guidance and 5) **Ongoing Review and Learning:** Implementing consistent monitoring, inspection, and evaluation processes to gather insights and lessons learned.

It is clear that effective leadership within the Talent Sports and Physical Education School fosters participation among staff, beginning with research and opinion sharing, followed by the establishment of shared visions, strategies, and plans. By offering guidance and clarity prior to implementation, the likelihood of successful performance is significantly increased, adhering to the guidelines outlined in the 2015 Talent Sports and Physical Education School Work Manual.

Suggestions:

1. The management model for the Talent Sports and Physical Education School comprises nine components: policy, budget, personnel, reporting, coordination, planning, control, organizational management, and leadership. These components are integral to the school's operational manual and foundational to the effective governance of Talent Sports and Physical Education Schools across various provinces, which may be expanded in the future.

2. A survey of opinions from administrators and academics associated with the Talent Sports and Physical Education School indicates broad agreement with all components across every level, which supports the feasibility and utility of their operational tasks.

3. Disseminate findings from scientific research through various printed media—including books, journals, articles, and documents—to educational administrators and academics, especially those involved in sports and physical education, to provide practical insights for implementation.

4. Integrate all nine components into cohesive tools or training guides targeted at administrators and academics within educational institutions, emphasizing those involved in sports and physical education management relative to their roles and responsibilities.

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