

FOURTH EDITION

RECREATIONAL SPORT MANAGEMENT

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Recreational Sport Management

Fourth Edition

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Preface

We designed *Recreational Sport Management* to help current and future leaders in recreational sport understand the concepts and applications of effective recreational sport programming and administration. We have built on the strengths of the previous three editions to create a book that can be used both as an introductory text for studying sport management, leisure, and recreation administration, and as a reference book for recreational sport professionals.

During the past decade, important changes have occurred in recreational sport management. To help professionals keep pace with these changes, we improved this recreational sport management text in several ways. Part I, Foundations, addresses recreational sport as an intellectual and practical field of study and career opportunity. Chapter 1 introduces the language and theory of sport and leisure. Chapter 2 touches on historical implications as well as specific considerations that are important in understanding recreational sport as a field. Chapter 3 sets the foundation for this entire text by describing management, and defining key concepts necessary to understanding the full meaning of recreational sport within management. Chapter 4 helps specialists understand the effect that development has on introducing leadership as a new application. Finally, chapter 5 describes the critical considerations for any specialist aspiring to be a true professional.

In part II, Program Delivery Systems, we provide practical programming methods that are relevant to any agency that wishes to deliver quality recreational sport experiences. Chapters 6 through 10 discuss traditional programming, which includes instructional sport, informal sport, intramural and extramural sport, club sport, and fitness. This edition includes new, unique programming ideas, particularly in the fitness chapter. Part II represents the distinctive body of knowledge that recreational sport brings to an agency and its participants.

Being mindful of the importance of management theories, principles, and applications, in this edi-

tion we place greater emphasis on administrative operations than in the previous editions. Part III, Administrative Operations, includes five updated chapters and three new chapters. In chapter 11, a continuum of planning is presented that shows both the process of planning and the product. Chapter 12 emphasizes human resource management and includes a wide range of information for those who supervise many employees. Chapter 13 takes a close look at budgeting, control of expenditures, and ways to raise revenue for greater cost effectiveness and accountability. Chapters 14 through 16 are completely new chapters, incorporating fundamental information about facilities, equipment, and maintenance. Chapter 17 takes a comprehensive approach to delivering a targeted marketing message to participants in recreational sport. Chapter 18 addresses the need for security and safety measures to keep participants safe and reduce exposure to an agency's liability.

Throughout the text we have added the concept of career opportunities with the Shining Examples, helping the reader appreciate different agencies and the careers they offer. Also, at the beginning of each chapter, a list of objectives and key concepts signals the most important information in the chapter. Throughout the text, all Computer Tips have been updated. In addition, you will find thumbnails of forms for use in daily management operations. Full-size forms are available on the enclosed CD-ROM.

Although changes have been incorporated into this edition of *Recreational Sport Management*, the basic premise has remained unchanged from the earlier editions. We have written the book for the specialist, providing information that will help the specialist initiate, maintain, and enhance the recreational experience for all participants. As when we wrote the first three editions, our number one priority is to help professionals experience success in managing recreational sport. We hope this resource will contribute to the field's body of knowledge as well as the individual's ability to make a difference through recreational sport.

Acknowledgments

We are grateful for the assistance and encouragement of many people, without whom we could not have developed the fourth edition of this text. In particular, special thanks to:

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In addition, contributors to the Shining Examples allowed us to share their successes in recreational sport management. Special thanks to Melissa Kocias for assisting with the Shining Examples.

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Indiana University, Division of Recreational Sports

Monroe County YMCA

Ohio State University, Department of Recreational Sports

Olympic Regional Development Authority (ORDA)

RDV Sportsplex

Texins Activity Centers

Whiteface Mountain

Finally, we dedicate this book to recreational sport participants—both active players and spectators. It is toward these individuals that all efforts in the text are directed, and it is our hope that the recreational sport specialists serving them will benefit from our experience and suggestions.

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Identified and Realized

CHAPTER OBJECTIVES

After reading this chapter, you will

- be familiar with basic recreational sport terminology,
- understand the divisive and unifying aspects of sport,
- understand the leisure sport management model, and
- be able to describe the four sport management areas.

KEY CONCEPTS

Leisure	Cooperation	Game form
Recreation	Competition	Leisure sport management model
Sport	Coopetition	Sport management areas
Playing	Activity	

Fundamental to any subject is understanding and appreciating its meaning by learning relevant terms and concepts that support its entity. Recreational sport is a subject as well as a professional undertaking that requires a description, because its identity and reality have encountered a moderately confused and diverse interpretation. Terms used to describe recreational sport include physical activity, recreational programming, intramural sport, physical recreation, and athletics; however, these terms do not adequately represent everything that recreational sport encompasses. In most settings, the definition of recreational sport lacks uniformity, consistency, and accuracy, all of which are necessary if recreational sport is to become a viable professional subject.

Consistent language that reflects the true nature of recreational sport is needed. Toward that end, this chapter presents past efforts to define sport, followed by a discussion of popular terms, including a variety of relevant concepts. Finally, a unified definition is presented, based on the four distinct sport management areas of the leisure sport management model. This chapter is intended to help you recognize recreational sport as an important subject with both practical and academic substance.

Basic Concepts

To explore the foundation upon which recreational sport stands, it is necessary to take a close look at three key subjects: leisure, recreation, and sport. Each of these subjects has a social, cultural, and economic influence on society. Leisure, recreation, and sport are the foundation for recreational sport.

Leisure

Leisure can be categorized into two broad concepts: qualitative and quantitative. The qualitative concept of leisure, exemplified by the early writings of Aristotle on the Greek upper class, perceives leisure as

an expression of superior, spiritual activities of the mind and body. This school of thought holds that leisure is a state of being in which people are free from biological or work constraints. The individual focuses on contemplation and reflection of activities once reserved for the highly educated, or the upper class. Today, education is no longer restricted to the upper class, so less emphasis is placed on leisure as a state of being.

The quantitative school of thought views leisure as discretionary use of time. Human functions are grouped into three types: personal care, work, and leisure. Personal care refers to time spent eating, sleeping, or attending to personal maintenance and bodily functions. Work is time spent training for a vocation and participating in gainful employment. Leisure, on the other hand, is time spent participating in activities of personal interest. Its meaning is well documented, and it is a significant subject that is highly visible and easily recognizable. It is leisure time that allows individuals the opportunity to choose to participate in an activity that ideally is positive and constructive—recreation.

Recreation

Recreation is often defined as voluntary activity that creates a diversion from work. It is a reenergizing, socially acceptable use of leisure time. Recreation is a leisure-time experience in which the choices and expected outcomes of participation are left to the individual. The goal of recreational management is to provide participants with a variety of activities to choose from and then help participants have a positive experience.

People all over the world pursue a variety of leisure-time activities, making recreation a broad term. In addition, each leisure activity can have its own specialized areas of study. To move toward identifying recreational sport as a leisure-time activity, it is important to review the types of activities that recreation encompasses.

Social Activity

Social activity is a broad category of recreation that fosters congenial, noncompetitive participation among people sharing a common interest. It emphasizes human interaction and often takes the form of parties, dances, conversation, dining, and other social activities.

Cultural Activity

Cultural activities provide opportunities for individuality, creativity, and self-expression:

- *Art* focuses on creating aesthetic objects. Examples are painting, woodworking, sculpting, and crafts.
- *Dance*, such as folk, square, modern, or ballet, focuses on rhythmic patterns in movement.
- *Drama* is storytelling in a theatrical presentation.
- *Literary, mental, and linguistic* activities emphasize mental challenges and include reading, working puzzles, learning languages, and writing.
- *Music* involves vocal and instrumental expression of sound that possesses rhythm, melody, and harmony.

Outdoor Activity

Any leisure activity experienced in the outdoors is considered an outdoor activity, but what distinguishes this type of activity is its emphasis on what the environment brings to the activity. The activities most often associated with outdoor leisure include hiking, camping, mountain climbing, spelunking, rafting, backpacking, cycling, boating, skiing, and snow sledding.

Garden Activity

The garden is often seen as a place of peace and tranquility. Gardening activities focus on planning, implementing, and maintaining a plot where herbs, fruits, flowers, or vegetables are cultivated. Many participate in gardening activity for its therapeutic benefits of relaxation and distraction from work.

Fitness Activity

Fitness activity involves activities whose main goal is to improve physical health. The list of fitness activities is seemingly endless, with jogging, cycling, swimming, and walking being the most popular.

Faith-Based Activity

Many people spend a large portion of their leisure time engaged in faith-based activities. Faith-based activities are based on religious or spiritual practices. They often involve group participation in celebratory or service-oriented events, such as weekly worship services, choir practice, soup kitchens, and international mission trips. Faith-based activities also encompass individual activities such as prayer, meditation, and study.

Hobby Activity

A hobby is a leisure activity involving a personal interest. Hobbies include collecting, constructing, or pursuing objects of special interest; examples are stamp and coin collecting, antiques, crafts, photography, bird-watching, and traveling. Hobbies are self-proclaimed areas of interest that often overlap with the other types of leisure activity.

Special-Events Activity

Special events is a catch-all category that includes activities that involve a change of pace in a unique or nontraditional format. Special events may be short-term, ongoing, or seasonal and include fairs, concerts, and open houses.

Sport Activity

Sport is everywhere, reflecting many facets of the world's cultures. It ranges from a child's frolic and play to an athlete's vigilance in preparing for the Olympics, to an executive creating a healthy lifestyle through sport participation to an adolescent watching sports on television. As a form of recreation, sport has been shaped by tradition, popularity, and potential for profit. It has evolved and prospered to the extent that it plays a major role in everyday life.

Figure 1.1 diagrams the leisure, recreation, and sport progression, or how basic human existence leads to sport activity as recreation. As this chapter continues, it will build a foundation of terms that describe sport and provide a solid framework for understanding sport as a leisure activity.

Exploring Sport

For decades, the definition of sport has been under debate, resulting in a variety of interpretations and professional and scholarly polarization. Scholars, schools, and agencies have staked out their particular intellectual territory by describing and

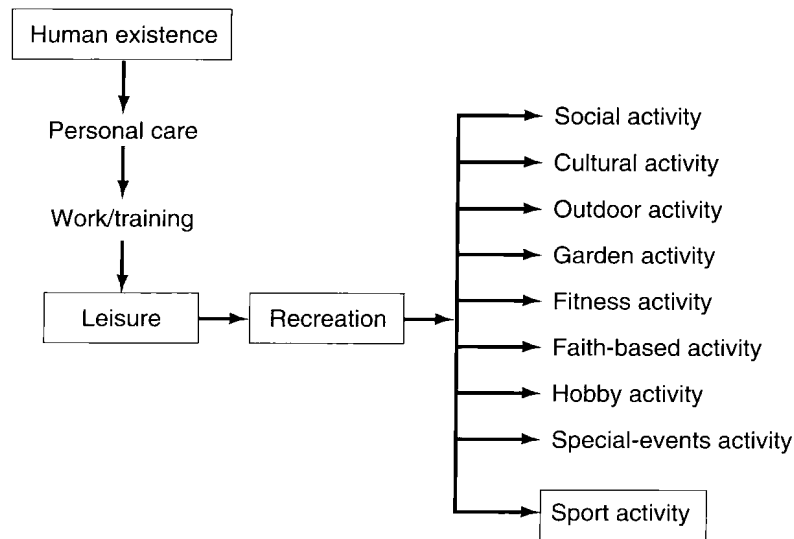


Figure 1.1 Establishing the existence of sport.

applying sport as a means to some particular end. The subsequent confusion has resulted in linguistic and conceptual inconsistency as well as a myopic view of sport, and it has restricted the development of the recreational sport movement. The following material presents a unified management approach to all areas of sport and consistent terminology that provides a platform from which all factions can begin to work together.

Discerning Applications

Sport has been around since the beginning of recorded time. Countless books have been written on the history of sport, and it is a complete area of scholarly study. Unfortunately, as sport has evolved, its true meaning has been distorted because of varied forms of interpretations and inconsistent applications. Only the gifted had the opportunity to fully benefit from the many ways sport promotes human growth and development. Less-gifted participants often have been relegated to inferior programs that have poor or untrained leadership. There has been a growing emphasis on more inclusive sports programming for everyone, but these gains are minor compared to the benefits more talented athletes experience.

The predominance of the “sport for the athlete” mindset has been fueled by both commercial and academic systems. Commercially, the demand for opportunities to watch athletes compete has encouraged administrators of these programs within sport to command resources (money, people, facilities, and equipment) and implement

policies that set up elitism among participants. In the academic community, the recreational aspects of sport have been neglected in academic, participant, and professional-preparation programs, while the educational and athletic aspects have prospered. Traditionally, physical education and recreation scholars have interpreted sport as activity for the skilled participant or the participant interested in learning how to develop sport skills, ignoring participants that do not fall into these two modes of involvement.

Recently, these scholars have begun to include sports management and exercise science in curricular development, but the emphasis remains upon the skilled participant, restricting both the development of sport as a discipline and the preparation of sport professionals. This situation evolved from the belief that the training of sport leaders should be grounded in physical science rather than management and business—a bias that limits the societal and cross-cultural potential of sport. This occurred because the physical education or sport teacher provided the scholarly leadership and also coached the athletic teams. It is a bias in the academic community that does not parallel society. While proponents in the United States have advanced this bias in favor of the elite athlete, most of the rest of the world has supported a recreational approach to sport that involves millions of people. There are some recreation agencies, training programs, and supervisory programs that attempt to advance recreational sport, but progress continues to be limited by a restricted vision of traditional physical education, now often referred to as kinesiology.

In light of this situation, a redefinition of sport that more accurately incorporates all of its aspects is necessary in order to eliminate the biases and political influences that result in the inequities just described. This redefinition would have the potential to unify all areas of sport and advance its entire existence, thereby broadening the understanding of recreational sport around the world.

Varied Interpretations

Although many scholars have made admirable attempts to define sport, no single definition has encompassed the concept of sport in its entirety. To illustrate this dilemma, figure 1.2 presents previously proposed definitions for sport. Each of these definitions contains limiting statements that necessitate sport as “competitive,” “institutionalized,” “physical in nature,” or “organized according to a definite set of rules.” These perspectives restrict sport primarily to the athletic and professional areas, and they leave the recreational characteristics, such as mind, cooperation, and flexibility, out of many forms of sport. Such definitions limit unity among the different delivery areas of sport.

Fitness Information Technology.

Sport is a competitive physical activity, utilizing specialized equipment and facilities, with unique dimensions of time and space, in which the quest for records is of high significance. (Vanderzwagg 1988)

Any institutional game demanding the demonstration of physical prowess. (Loy, McPherson, and Kenyon 1978)

A competitive human physical activity that requires skill and exertion, governed by institutionalized rules. (Snyder and Spreitzer 1989)

A competitive form of play organized according to a definite set of rules and determinate boundaries of time and space. (Martin and Miller 1999)

Sports are institutionalized, competitive activities that involve rigorous physical exertion of the use of relatively complex physical skills by participants motivated by personal enjoyment and external rewards. (Coakley 2001)

Figure 1.2 Restrictive definitions of sport.

In contrast, the definition of sport in figure 1.3 is too inclusive to be of practical value. It is too broad, encompassing delivery areas and time of activity.

Many of the authors quoted in figures 1.2 and 1.3 openly admit to challenges in defining sport. Coakley (2001) suggests that definitions of sport are often limiting, placing too much emphasis on organized sport; thus the need for an alternative description.

Sport is an activity, experience, or business enterprise focused on fitness, recreation, athletics, or leisure. (Pitts, Fielding, and Miller 1994)

Figure 1.3 Broad definition of sport.

The definition of sport must be further developed by taking into consideration its true meaning, existence, and expansiveness. These considerations become critical as recreational sport looks to be incorporated into established management areas of sport such as athletics and professional sports.

A Unifying Description

Because this text is about how best to provide sport opportunities for everyone, it is logical for it to include a definition that describes sport in this light, incorporating all aspects of sport. The definition is this: Sport is playing cooperative-competitive activity in the game form. This definition liberates sport from the traditional, restrictive model that fails to recognize the depth and breadth of its diversity, management areas, and history. It is also a unifying description that encompasses each unique delivery area (education, recreation, athletics, and professional) of sport without one area taking on greater meaning. Careful consideration of this definition warrants breaking it into its components and explaining each one.

Playing

The first component, playing, describes the expectation that evolves out of human emotion in sport. Playing represents the state of mind or emotions that we bring to and expect from sport participation. These emotions come from the challenge, risk, and chance that are inherent in sport. Challenge incorporates the excitement of the attempt, the struggle toward success and satisfaction, or failure and disappointment. Risk stirs one's mental state as it relates to danger, hazard, and the possibility of suffering harm. Chance is the unpredictability of sport that is enticing to so many. Figure 1.4 illustrates the emotional highs and lows associated with sport as well as the elements of play and the varied emotions that sport provokes.

The word *play* has been associated with all levels and forms of sport, as demonstrated by phrases such as playing professional football, playing in the backyard, playing on varsity teams, playing cards, playing golf, and so on. It is a word that allows us to represent the abstract emotions that come from all sorts of sport activity.

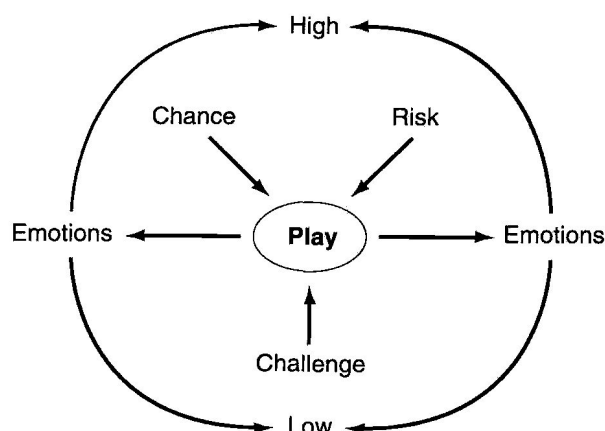


Figure 1.4 Play and emotions in sport.

Cooperative–Competitive

This component of the unifying definition establishes the idea of involvement in sport as being cooperative and competitive. Both terms are part of all sport, although one may have greater emphasis at any given time. By placing these words at two extremes on a horizontal continuum, as shown in figure 1.5, one can better understand their relationship. The left side of the continuum represents harmony and collaboration, while the right side represents struggle and conflict, with the extremes of the continuum being peace and war. Cooperation and

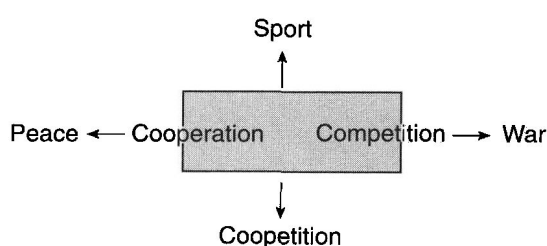


Figure 1.5 Sport intensity continuum.

competition are both integral to sport, which creates and reflects the potential for intensity in sport.

The sport intensity continuum also reflects the individual's interest as experienced through a wide array of levels of involvement. Involvement varies so greatly that cooperation and competition within sport can be integrated into a single concept: coope-tition. Sport involvement is never either cooperation or competition; it is a combination of both, with intensity of involvement taking shape through a person's level of commitment.

Activity

The word *activity* within this definition of sport represents the unique mental and physical process each person brings to sport, as shown in figure 1.6. Sport is more than a physical process, it is a complicated union of the mind and body, otherwise known as the psychomotor process. Everyone has a certain level of ability in sport that is reflected through talent and effort. Ability either limits or enhances an individual's skill, and this information is used to determine an activity level for participation. Activity level can be structured as beginner, intermediate, or advanced as well as recreational, athletic, or professional.

Activity also represents a broader concept than sport. Several nonsport activities share many of the same mind–body characteristics as sport, including dance, drama, physical work, and music. Because activity is a general concept, it allows us to bring the mind and body into this definition as a unified process.

Game Form

The final component of the definition, game form, describes the format, structure, and props (equipment that supports the activity) of sport. Game form has key considerations such as rules and regulations, strategies, facilities, and equipment, as illustrated in figure 1.7.

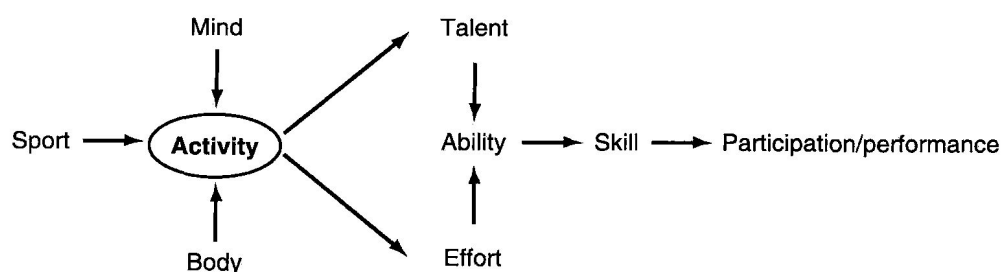


Figure 1.6 Unifying the mind and body in sport.

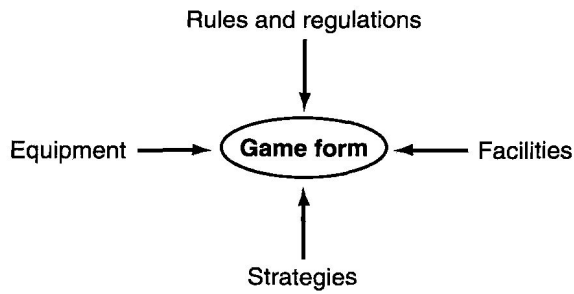


Figure 1.7 Key sport ingredients.

Rules and regulations establish the procedures and governances necessary for sport to occur. They are the boundaries that control the action. Sport rules and regulations can vary greatly or be modified to fit different needs and interests, ranging from informal, casual participation to formal sponsorships and sanctioned events. Strategies are the plans and judgments that transpire to allow for any number of outcomes, incorporating all aspects of the sport effort and format. Facilities are the indoor or outdoor structures where sport occurs. Equipment includes the apparatus items, props, and objects that are used to facilitate the sport. Facilities and equipment enable the sport experience and represent tremendous diversity among sport.

The game form is what separates sport from other cooperative-competitive activities, such as dance, music, art, and drama. Such activities could be considered sport if conducted in a game form. For example, some auditions for musicals or theatrical productions incorporate characteristics of the game form, as do art exhibits that rank the work of contestants according to predetermined criteria. However, this interpretation is an extreme view of sport, mentioned only to describe the recreational potential of sport.

The game form also allows us to look at interests that are not often recognized as sport but are popular as recreational activity, such as card games, gambling, board games, and video games. Each of these activities is different, but they all have game ingredients that allow them to fit into the world of sport.

What is important about this description of sport is that it embraces all of its elements, without a special interest, bias, or political system allowing one to have a dominant role over another. It allows sport to exist as an encompassing societal process, a broader area of study and research, and a diverse focus in management that views sport as a product for business, participation, and fun. It also creates a unified body of knowledge that is important for

sport as an academic discipline or area of professional preparation.

Leisure Sport

With leisure defined as time away from work and personal care and sport defined as playing competitive-cooperative activity in the game form, it is time to show a system that illustrates how sport exists in society. Sport as it exists in leisure is complicated, especially because it has such diverse interests and applications. The purpose of the following model is to bring this diversity together, demonstrating recreational sport as a vital element of leisure.

Model

The leisure sport management model (figure 1.8) incorporates all of the management and organizational areas of sport, or the different fields that deliver sport as a product. The model is a hierarchy of sport, with its base representing the widest range of participation—educational and recreational sport. Participation decreases up the hierarchy to the apex, professional sport. At the apex, professional sport has fewer direct participants; however, there are more spectators. This model shows sport involvement as both direct participation (participant) and indirect participation (spectator). Both types of involvement can be considered as engaging in sport during leisure time.

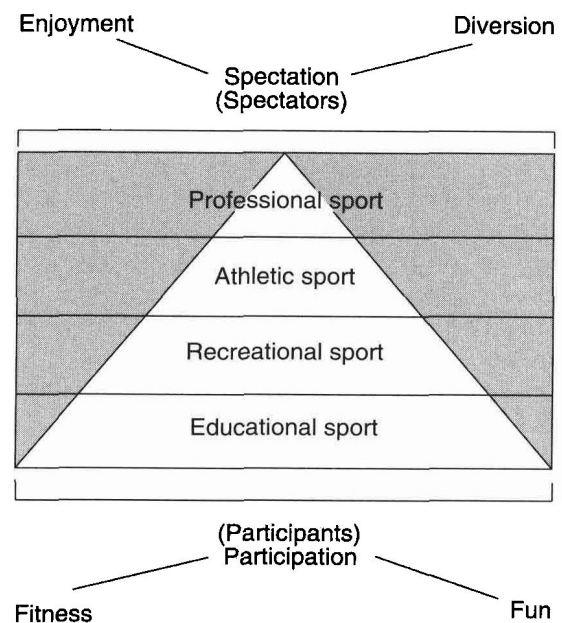


Figure 1.8 Leisure sport management model.

The leisure sport management model also shows that the emphasis of sport as a product includes fun and fitness, two extremely popular outcomes of sport participation. These outcomes represent a complete philosophy and even a discipline unto itself by many scholarly interpretations. Equally popular as an end product is the enjoyment and diversion derived from spectation. Here, too, is a complete mindset in the world of entertainment resulting from sport. All four categories of sport, as seen in the model, depict concepts that represent not only sport in leisure but also recreation and its basic beliefs. The terms represent fundamental societal interests that are real and easy to understand and appreciate.

Management Areas

Now that sport has been demonstrated as a viable aspect of society as reflected in the leisure sport management model, it is necessary to take the next step and describe each of the general management areas of sport. Each management area has a unique existence and history. The intent here is to further explain the leisure sport management model, providing specific descriptions that advance the meaning of sport in society and unify the different management areas.

Educational Sport

Educational sport management, or physical education, has been around since the beginning of institutional learning. It is part of an extremely broad, comprehensive system of education that includes subjects such as history, math, reading, and science. In this area of management, sport skills, strategies, and knowledge are taught in formal academic courses. Knowledge and skill are measured against a standard through planned and prescribed courses with professionally trained teachers. Educational sport occurs in public and private educational systems, including preschool, kindergarten, elementary school, junior high or middle school, high school, preparatory school, and college.

Recreational Sport

Although it has always been around, recreational sport has not been as well attended as other forms of sport management. It has evolved a great deal because people are naturally interested in its existence and applications. It has prospered largely through volunteer systems committed to the principle of sport for all and enthusiasm for sport participation.

Recreational sport includes the delivery of sport for the sake of fitness and fun. It is a diverse area that incorporates five program delivery areas: instructional sport, informal sport, intramural sport, extramural sport, and club sport. Each of the five areas represents a variety of participant ability levels and interests and is defined by its management interests, responsibilities, and principles of operation. These areas will be covered in detail in chapters 6 through 10 of this text.

Athletic Sport

Historically, the most popular form of sport is athletic sport, which emphasizes rivalry, winning, and community bonding through participation and spectatorship. The contests and tournaments of athletic sport have brought it popularity and an institutional management system.

The basic premise of athletic sport includes directing individuals toward a margin of excellence in performance that can be identified as wanting and needing to win. The participant receives the best leadership, and this leadership emphasizes excellence in skill development. An athletic sport incorporates organizational sponsorship through junior varsity and varsity systems, as well as through amateur systems and the Olympic system. Each athletic sport perpetuates itself because of spectator interest, enthusiasm for winning, and resource availability.

Professional Sport

The natural outgrowth of athletic sport is a system where the very best are brought together to participate at the highest level. This level includes marketing the athletes and sporting events, with an emphasis on entertainment. It also involves financial gain to the highly skilled participants and management leadership. Participation occurs between pro athletes and different corporate sponsors, with the creation of income from spectators as a major consideration, because income affects the success of the sport franchise.

The world of professional sport takes many directions, which will be identified later. Much like recreational sport, it is just beginning to be recognized as an area of professional preparation and study.

All categories of the leisure sport management model support playing cooperative-competitive activity in the game form, allowing experts and scholars alike to place themselves into this structure to teach, manage, conduct research, and collaborate as colleagues while sharing a common, unifying meaning. The combination of leisure, recreation, and

sport into a single entity can be challenging, but that does not mean it should not be unified as presented here. Unification works logically, supporting integration rather than discrimination, positing sport and leisure as two significant areas of society.

Conclusion

At this point you should realize the full meaning of sport as well as recognize how recreational sport fits into the scheme of leisure and recreation. Although this text's primary interest is recreational sport, it is important to respect the full meaning and depth of sport in our society and throughout the world. Sport is real and carries tremendous value, and it deserves to have scholars and practitioners come together under a single definition and a cooperative spirit of knowing and appreciating sport.

The future of recreational sport will be determined by its positioning within the overall role of leisure services and sport. How well you provide recreational services depends on your understanding of the basic makeup of recreational sport. Having a sound foundation accomplishes this and helps you reach the next level of awareness and career achievement. Do not take lightly the basic knowledge of the identity and recognition of recreational sport, because it is the cornerstone of your career's foundation.

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