This fifth edition is dedicated to three previous authors who played essential roles in the development and evolution of this text's content. Special thanks and recognition go to:

Kathryn Bayless, MS, Director, Campus Recreational Sports, Indiana University and Assistant Dean, School of Public Health (formerly School of Health, Physical Education and Recreation), Indiana University;

Dr. Lynn Jamieson, ReD, Professor, Department of Recreation, Park, and Tourism Studies, Indiana University; and

Dr. Craig Ross, ReD, Professor, Department of Recreation, Park, and Tourism Studies, Indiana University.

Their contributions span over 30 years and integrate significant academic and practical knowledge of the recreational sport specialist and reflect their dedication to professional preparation and career development.
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Preface

This text has been written to help current and future recreational sports leaders, or more specifically, programmers and specialists fulfill their role as professionals. The content will support and facilitate the learning concepts and facts as they relate to any management organization with the purpose to deliver sport as a leisure activity. With society becoming so health conscious and activity oriented, the role of sport is increasingly being recognized and supported as an integral part of everyday life for so many people. Hence, this text is designed to serve this interest and contributes to the professional preparation that takes place in Sports Management/Kinesiology, Recreation and Leisure Studies, and Business. We will accomplish this by presenting recreational sports with its unique knowledge, key techniques and methods, leading to appreciation for it as a specialized field.

Part I, Foundations, addresses recreational sports as a theoretical and practical field of study. Chapter 1, Sports Identified; Chapter 2, Specialized Field; and Chapter 3, Management Model, each presents a logical frame of reference for complete insight to recreational sports.

In Part II, Values and Benefits, we review supporting research relevant to recreational sports and its critical role in today’s society. Chapters 4 through 6 provide information on fitness and learning opportunities gained through sports participation as well as fun as a very popular outcome from participation.

In Part III, Program Delivery, we provide practical detail programming information that is relevant to any agency that wishes to deliver quality recreational sports experiences. Chapters 7 through 10 discuss traditional programming, which includes instructional sports, informal sports, intramural and extramural sports, and club sports, all of which represent the distinctive body of knowledge that recreational sport brings to an agency and its participants.

Being mindful of the academic interpretation of management and its overall role in curriculum and professional preparation, we will place emphasis on specific management areas and responsibilities that are judged critical and necessary to the recreational sports professional/programmer/specialist.

In Part IV, Resource Connection, we will look at the different resources and their impact on a specialist’s role. In Chapter 11, Staffing, we examine the different personnel considerations and issues surrounding the supervision of paid and volunteer staff. In Chapter 12, Funding, we examine both income and expenditures along with pertinent budget and accounting information. Chapters 13 and 14 review key information and the significance for the existence and nature of facilities and equipment.

In Part V, Administrative Involvement, we provide select information where responsibilities can be integrated in any number of ways, but definitely part of everyday programming. In Chapter 15, Planning, we share the process of anticipating program details in order to assure the greatest possibilities for success! In Chapter 16, Marketing, we examine considerations that assess and then design efforts to attract participants. Chapter 17, Maintenance, creates awareness to details that could impact the recreational sports program delivery, an often behind the scenes function related to facilities and equipment. Chapter 18, Legal Concerns, addresses the need for security and safety measures to keep participants safe and reduce exposure to agency liability. Chapter 19, Career Implications, provides a closing that shares an overview of the nature and meaning as a recreational sport professional as well as career significance, options, and decisions.

Throughout the text we have updated 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, is a list of objectives and key concepts that signals the most important information in the chapter. Throughout the text, all Computer Tips have been updated. In addition, you will find examples of forms for use in daily programming operations. Full-size forms are available on the enclosed CD-ROM.

Although changes have been incorporated into this edition of Recreational Sports, 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 in the prior four editions, the number one priority is to help professionals experience success in delivering recreational sports. We hope this text will contribute to the field’s body of knowledge as well as the individual’s ability to make a difference through recreational sports.
Acknowledgments

We are grateful for the assistance and contributions to this text from many people. In particular, special thanks to:

Donna Beyers for her editorial assistance, overall content preparation, and coordination of all the written material;

Evan Webb, graduate student at Brock University, St. Catharines, Ontario, Canada, for his research assistance and help with the shining examples and the instructor’s guide for this text;

Bruce Hronek, Professor Emeritus, Department of Recreation, Park and Tourism Studies, Indiana University, who contributed to the chapter on legal concerns;

Kathryn Bayless, Director, Campus Recreational Sports, Indiana University, who developed the original content for the Informal and Club Sport chapters which is mostly maintained in this edition, and editing the content in this edition for the shining examples for Campus Recreational Sports and Club Sports;

Craig Ross, Professor, Department of Recreation, Park and Tourism Studies, Indiana University, who developed the original content for the Intramural and Extramural chapter, which is maintained in this edition, and the origination of the Computer Tips throughout the text;

Lynn Jamieson, Professor, Department of Recreation, Park and Tourism Studies, Indiana University, who developed the original concept and content for the shining examples; and

David Stewart, Indiana University Custom Publishing for providing distinct copies of selected figures in this text.

Our thanks also go to the following:

Vancouver Parks and Recreation

City of Welland Integrated Services - Recreation & Culture Division

City of Oakville Recreation and Culture Department

City of Reno-Parks, Recreation, and Community Services

In addition, thanks to all of the contributors of the shining examples who allowed us to share their successes in recreational sport programming.

Finally, we would like to acknowledge the millions of 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.
About the Authors

**Richard F. Mull, MS,** retired from Indiana University after 35 years of service. He served the School of Health, Physical Education, and Recreation (renamed the School of Public Health) in capacities as assistant professor (1972-2006); and as director of IU Campus Recreational Sports (1972-1992), HPER Auxiliary Operations; Center for Student Leadership Development; Tennis Center; and Outdoor Pool.

During his IU career, Mull created the Center for Student Leadership Development, a campus-wide leadership development concept that incorporated academic courses for student volunteers from various student organizations. He also created a student organization, Council for Advancing Student Leadership and was a significant influence with the development of the Student Recreational Sports Association, an active student voice in campus recreational sports.

His numerous professional contributions to the field led to his receipt of the 1989 Honor Award from the National Intramural-Recreational Sports Association (NIRSA). In 1994, he was inducted into the Professional Hall of Fame in the School of Sport and Physical Activity at West Virginia University. In 2006, Mull received the Office for Women’s Affairs Athletic Award at Indiana University for his commitment to advancing opportunities for women in sport. Other awards included the Shoemaker Special Merit Award from the Division of Student Affairs, the Armstrong Ambassador Award from the IU Foundation, and the Student Recreational Sports Association Honor Award.

Mull has served as consultant and advisor in the field of recreational sports for more than 40 years. He also coauthored Recreation Facility Management, a current text used in the field of recreation and leisure studies. He also served as chairperson of the NIRSA’s professional development committee, assistant chairperson of the NIRSA Standards Committee, and vice president of NIRSA. His contributions to this text include chapters 1-3, 13, 14, and 17. Throughout his career, Mull’s special interests included professional preparation, student development, management, and leadership.

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Canadian Association for Leisure Studies, and World Leisure on various topics related to community sport and recreation. Her work has also been published in several refereed, professional journals, related to recreation and sport management. Her contributions to the text include chapters 11, 12, 16, 19 and chapter 5, co-written with Dr. Forrester.
Part I introduces recreational sports as not only an academic field of study but a career opportunity as well. Key theories and concepts cover a variety of points, including a basic description of leisure and sport, a specialized field, and a comprehensive management model fundamental to all work-related responsibilities. The content is based on a logical and practical interpretation of very extensive and complicated historical information that hopefully will help the recreational sport specialist to have a sound, intellectual foundation to recreational sport.
CHAPTER OBJECTIVES

After reading this chapter, the reader 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

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Introduction

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 identify 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 four key subjects: health, leisure, recreation, and sport. Each of these subjects has a social, cultural, and economic influence on society. Health, leisure, recreation, and sport are the foundation for recreational sport.

Health

Health is described as a state of physical, mental, and social well-being that might also include spiritual practices. Its discussion includes the mind and body, and its general condition can encompass a variety of positive and negative circumstances that can impact one’s overall health.

More specifically, mental health is the measure of an individual’s emotional and psychological well-being and how he or she is able to use cognitive...
and emotional capabilities to function in society. Central to this is the human brain at the helm of the central nervous system. On the other hand, physical health describes the status of bodily parts and functions that allow an individual to navigate his or her environment efficiently and effectively. It requires the seamless integration of all body parts and systems to function properly. Good health represents freedom from disease and abnormalities, hence the medical, education, and practical practice of fostering healthful living.

These definitions overlap and contribute to the overall concept of health and its integration into this text. Areas such as sleep, hygiene, nutrition, recreation, and exercise combine together to facilitate healthy living. Such activities involve one’s personal care, practices, and use of leisure.

Leisure

Leisure can be categorized into two broad categories: 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 is unobligated 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. During leisure time individuals have the opportunity to choose from and to help participants have positive experiences.

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 catchall 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 health, 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 describes sport and provides a solid framework for understanding sport as a healthy form of leisure activity.

![Figure 1.1. Establishing the Existence of Sport Activity](http://www.sagamorepub.com/products/recreational-sport-programming-5th-ed?src=fdpil)
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 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. It could be observed that only the gifted have 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” mind-set 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 somewhat 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 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 to primarily the athletic and professional areas, and they leave out 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.

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 (2008) suggests that definitions of sport are often limiting, placing too much emphasis on organized sport, thus the need for an alternative description. 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 a person brings to and expects from sport participation. These emotions come from the challenge, risk, and chance that are inherent in sport. Challenge incorporates the excitement of the attempt and 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 represents the abstract emotions that come from all sorts of sport activity.

**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 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: competition. 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 non-sport 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 a person to bring the mind and body 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.
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 looks 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 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.

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 spectatorship. Here, too, is a complete mind-set 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 in the pursuit of one’s positive health.

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. They will be covered in detail in Chapters 7 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 compete 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, professional sport has only recently progressed with professional preparation and studies.

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 health, 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 healthy and significant areas of society.

Conclusion

At this point, the full meaning of sport as well as how recreational sport fits into the scheme of leisure and recreation should be clear. Although this text’s primary interest is recreational sport, it is important to respect the full meaning and depth of sport in the United States 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 health, leisure services, and sport. How well the recreational sport specialist provides recreational services depends on his or her understanding of the basic makeup of recreational sport. Having a sound foundation accomplishes this and helps the recreational sport specialist reach the next level of awareness and career achievement. The basic knowledge of the identity and recognition of recreational sport should not be taken lightly because it is the cornerstone of the recreational sport specialist’s career foundation.

Bibliography


