

# INSTRUCTOR'S GUIDE

second edition

**A CAREER WITH**

**MEANING**

*Recreation, Parks,  
Sport Management,  
Hospitality, and Tourism*

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**SAGAMORE**  
PUBLISHING



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# 1

# Recreation and Leisure in North American Life

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## Chapter Overview

This introductory chapter sets the stage for the book by describing key concepts necessary to understanding recreation-related careers. Core concepts such as leisure, recreation, play, and humanism are defined, in addition to five dimensions of leisure experiences. The concepts recreation, parks, sport management, hospitality, and tourism are described so students can begin to differentiate each of these areas that make up what we refer to as “recreation-related careers.” A brief history is presented so students can identify primary events and people influencing the evolution of recreation and leisure services in North America, although a more detailed history is presented within each career chapter. Students are introduced to the four primary passions that drive professionals in recreation-related professions: helping others, love of the outdoors, play for life, and entrepreneurship and excitement. The final section explains motivations for participation in recreation and leisure by telling the reader about intrinsic and extrinsic motives, scientifically documented benefits of leisure, and purple recreation.

## Learning Outcomes

By the end of this chapter, the student will be able to

1. explain the concepts leisure, recreation, and play by defining each term and providing an accurate example of each concept from his or her life’s experience;
2. differentiate between leisure’s five dimensions;
3. define humanism and explain what the concept of humanism has to do with recreation and leisure;
4. generate one or more narratives about a recreation and leisure experience that was particularly inspiring in his or her life’s experience;
5. recognize the definitions of the key concepts recreation, parks, sport management, hospitality, and tourism;

6. recall key events and people discussed in the brief history of recreation, parks, sport management, hospitality, and tourism;
7. identify and describe the four primary passions that drive recreation, parks, sport management, hospitality, and tourism professionals;
8. differentiate between intrinsic and extrinsic motives for engaging in recreation and leisure experiences;
9. define “benefits,” recall the three types of benefits presented by Driver, and provide one example for each of the four categories of Driver’s scientifically documented benefits of leisure; and
10. define purple recreation and explain its relevance to professionals in recreation-related professions.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Inspirational Experiences
- IV. Framing the Discussion
  - a. What Do You Mean by Leisure?
    - i. Leisure and Freedom
      1. Time free from work
      2. Freedom from
      3. Freedom to
    - ii. Leisure as a State of Mind
    - iii. Leisure as Recreational Activity
  - b. Recreation
  - c. Parks
  - d. Sport Management
  - e. Hospitality
  - f. Tourism
  - g. Play
  - h. Leisure, Recreation, and Humanism
- V. A Brief History of Recreation, Parks, Sport Management, Hospitality, and Tourism
- VI. What Motivates Recreation, Parks, Sport Management, Hospitality, and Tourism Professionals
  - a. Helping Others
  - b. Love of the Outdoors
  - c. Play for Life
  - d. Entrepreneurism and Excitement
- VII. Motivation for Recreation and Leisure Participation
  - a. The Darker Side of Motivation
- VIII. Conclusion
- IX. For Further Investigation
  - a. For More Research
  - b. Active Investigation

## Assessment

### Objective Questions

1. Identify three dimensions of leisure.
  - a. state of mind, recreational activity, freedom
  - b. state of mind, play, freedom
  - c. recreational activity, play, freedom
  - d. play, freedom, benefitsAnswer: a
2. \_\_\_\_\_ relates to many different meanings—some relating to time, some to an activity being done, some to the state of mind.
  - a. Tourism
  - b. Benefits
  - c. Leisure
  - d. HumanismAnswer: c
3. \_\_\_\_\_ is travel that can take place for recreational, leisure, or business purposes.
  - a. Hospitality
  - b. Play
  - c. So-important
  - d. TourismAnswer: d
4. The \_\_\_\_\_ viewed leisure as a time of non-activity that was useful for recovering and restoring for work. Leisure time was earned and was a reward for a lifetime of hard work.
  - a. Ancient Greeks
  - b. Ancient Romans
  - c. Ancient Spain
  - d. All of the aboveAnswer: b
5. Leisure's multiple dimensions include
  - a. time free from work
  - b. state of mind
  - c. freedom to
  - d. all of the aboveAnswer: d
6. Which philosophical perspective attaches great importance to human dignity, concerns, and abilities?
  - a. progressivism
  - b. behaviorism
  - c. humanism
  - d. existentialismAnswer: c
7. \_\_\_\_\_ is associated with time seen as free from constraint, oppression, manipulation.
  - a. Freedom from
  - b. Freedom to
  - c. Play
  - d. LeisureAnswer: a

8. Providing recreation services that benefit multiple people is an example of \_\_\_\_\_  
\_\_\_\_\_
- a. inclusive service
  - b. direct service
  - c. so important
  - d. all of the above

Answer: a

9. The term \_\_\_\_\_ describes any area (or portions of an area) dedicated to public enjoyment
- a. Central Park
  - b. hospitality management
  - c. public parks
  - d. sport management

Answer: c

10. Which of the following are motivations for recreation, parks, sports management, hospitality, and tourism professionals?
- a. helping others
  - b. play for life
  - c. love of outdoors
  - d. all of the above

Answer: d

11. Which element most effectively describes play?
- a. a voluntary activity
  - b. pretend fun
  - c. limited with in time and space
  - d. all of the above

Answer: d

12. \_\_\_\_\_ is viewed as any activity a person freely chooses that has the potential for achieving some desirable outcome.
- a. Leisure
  - b. Recreation
  - c. Play
  - d. Tourism

Answer: b

13. Providing a recreation activity within a community that helps the youth stay healthy and active is an example of \_\_\_\_\_
- a. inclusive service
  - b. direct service
  - c. so important
  - d. all of the above

Answer: c



14. What are the three main benefits of the recreation and leisure experience?
- improved change or condition, maintenance of a desired condition, and the realization of a satisfying recreation experience
  - improved change or condition, improvement of one's mental health, and personal growth
  - maintenance of a desired condition, personal growth, and improved change or condition
  - realization of a satisfying recreation experience, maintenance of a desired outcome, and community identity

Answer: a

15. \_\_\_\_\_ is/are those activities and interests indulged in by youth and adults during non-work, non-study free time that do not fall within the parameters of what society generally views as wholesome or good.
- Recreation
  - Purple recreation
  - State of mind
  - Play

Answer: b

16. True or False: According to Driver, there is little scientific support for benefits that can be attributed to people's leisure experiences.

Answer: False

17. True or False: Leisure can be both "freedom from" and freedom to."

Answer: True

18. True or False: Play can happen anytime and anywhere.

Answer: True

19. True or False: To accomplish the true meaning of leisure, one must be engaged in an activity.

Answer: False

20. True or False: An individual cannot have a leisure experience while at work.

Answer: False

### Short Answer/Discussion Questions

1. Explain, in your own words, what the concept of humanism has to do with the concepts of leisure and recreation.

*See the section on "Leisure, Recreation, and Humanism" for possible answers.*

2. Identify which of the four primary passions that drive recreation, parks, sport management, hospitality, and tourism professionals applies best to you and explain why that is so.

*See the section on "What Motivates Recreation, Parks, Sport Management, Hospitality, and Tourism Professions" for possible answers.*

3. Explain the difference between intrinsic and extrinsic motivation and give three examples of leisure or recreation experiences you have had to illustrate: (1) an intrinsically motivated experience (2) an extrinsically motivated experience, and (3) an experience that had a mix of intrinsic and extrinsic motives.

*See the section on "Motivation for Recreation and Leisure Participation" for possible answers.*

- Review Table 1.1, “Selected Benefits that Have Been Attributed to Leisure by One or More Scientific Studies,” and identify at least 10 of the benefits listed that have been experienced by you or by someone you love.

*See the Table 1.1 in the section “Motivation for Recreation and Leisure Participation” for possible answers.*

- Discuss one purple recreation experience you have had and explain whether or not this type of experience is ever provided by a recreation, parks, sport management, hospitality, or tourism organization. Next, explain why or why not, and if it is offered, what conditions or parameters are likely to exist.

*See the section on “The Darker Side of Motivation” for possible answers.*

### **Recommended Online Video Clips**

“Leisure Versus Lazy” 2:45 The International Leisure Club’s Tim Franzen discusses the differences between being lazy, and being leisurely (don’t let his casual experience fool you—this is a great clip! <http://www.youtube.com/watch?v=GMx1Mg4xAdw&feature=related>)

“The 8 Pillars of Leisure” 3:31 The International Leisure Club’s Tim Franzen educates others about eight types of “engaged” leisure <http://www.youtube.com/watch?v=Hu4855EZ4o4&NR=1>

“Careers in Hospitality: Service and Adventure” 3:18 From the Learning ZoneXpress, this short video explains helps you get the inside scoop about jobs in hotel and restaurant management. Discover the rewarding career opportunities of the hospitality industry! <http://www.youtube.com/watch?v=E6ud7E-ErRs>

“Parks Make Life Better” 15:02 This is a video of a public address given by Idris Al-Oboudi, a nationally recognized recreation and parks professional and public speaker who explains in a captivating way why parks make people’s lives better. His theme is “what is the label of parks and recreation and how they contribute to quality of life” <http://www.youtube.com/watch?v=9yRH4R37xzI>

“Dan Pink on the Surprising Science on Motivation” 18:40 Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don’t: Traditional rewards aren’t always as effective as we think. Listen for illuminating stories—and maybe, a way forward. [http://www.ted.com/talks/lang/eng/dan\\_pink\\_on\\_motivation.html](http://www.ted.com/talks/lang/eng/dan_pink_on_motivation.html)

“Stuart Brown Says Play is More than Fun” 26:37 A pioneer in research on play, Dr. Stuart Brown says humor, games, roughhousing, flirtation, and fantasy are more than just fun. Plenty of play in childhood makes for happy, smart adults—and keeping it up can make us smarter at any age. [http://www.ted.com/talks/lang/eng/stuart\\_brown\\_says\\_play\\_is\\_more\\_than\\_fun\\_it\\_s\\_vital.html](http://www.ted.com/talks/lang/eng/stuart_brown_says_play_is_more_than_fun_it_s_vital.html)

### **Additional Resources in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.

# 2

## Understanding Careers in Recreation, Parks, Sport Management, Hospitality, and Tourism

**Cheryl L. Stevens**  
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### Chapter Overview

This chapter covers two important topics: (1) the evolving structure of the leisure service delivery system, and (2) how individuals can make personal connections to the vast array of options available in recreation, parks, sport management, hospitality, and tourism. Before the individual can understand the wide variety of careers and experiences available, it's important to learn about the traditional, emerging, and future leisure service delivery system. All three components of this model remain relevant in today's global economy. While organizational leadership roles are shifting, many organizations still operate with a mix of traditional, emerging, and future characteristics. Once this groundwork is laid, the author presents a continuum approach to understanding recreation-related careers and exercises to help individuals connect to all the possibilities that may be right for them.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. explain the three phases of today's leisure service delivery system: traditional, emerging, and future;
2. define the four components of the traditional leisure service delivery system, including public, government-sponsored programs; nonprofit, community-based programs; specialized programs; and commercial, for-profit businesses;
3. recall key events and people identified with each of the four components of the traditional leisure service delivery system;
4. identify four forces that are affecting the evolving leisure service delivery system structure;
5. refine terms related to the evolving leisure service delivery system such as public good, social services, needs-driven, private enterprise, emerging, permeable boundaries, globalization, vir-

- tual leisure, fourth sector, and hybrid organizational models;
6. explain how professional leadership roles have, and are, evolving in recreation, parks, sport management, hospitality, and tourism;
  7. identify characteristics of individuals who would likely enjoy a career in recreation, parks, sport management, hospitality, or tourism;
  8. explain what a generalist is and how preferences and passions can assist a generalist in understanding the wide variety of settings where he or she may be interested in working;
  9. explain the continuum approach to understanding careers in recreation, parks, sport management, hospitality, and tourism;
  10. define the four Ps: passions, pay and perks, preparation, and possibilities; and
  11. explain the purpose of, and guidelines for conducting informational interviews.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Introduction
- IV. Leisure Service Delivery System: Tradition Matters and It's a Changing World
  - a. Traditional Leisure Service Delivery System
    - i. Public, government-sponsored
    - ii. Nonprofit, community-based
    - iii. Specialized recreation and leisure services
    - iv. Commercial, for profit
  - b. Emerging Leisure Service Delivery System
    - i. Evolving Leadership Roles
  - c. Future Leisure Service Delivery System
- V. Making the Connection to the Recreation-Related Career That's Right for You
- VI. How to Use This Book
  - a. The Continuum Approach to Understanding Recreation-Related Careers
  - b. The Four Ps: Passions, Pay and Perks, Preparation, and Possibilities
- VII. Conclusion
- VIII. For Further Investigation
  - a. For More Research
  - b. Active Investigation (includes the "How to Conduct and Informational Interview exercise)

## Assessment

### Objective Questions

1. \_\_\_\_\_ are agencies primarily owned by federal, state, or local government for the good of all citizens.
  - a. Nonprofit, community based
  - b. Public, government-sponsored
  - c. Specialized recreation and leisure services
  - d. Commercial, for-profit
 Answer:     b
2. \_\_\_\_\_ refers to recreation service providers that meet clients' specific needs such as therapy and campus recreation.

- a. Nonprofit, community based
  - b. Public, government-sponsoreded
  - c. Specialized recreation and leisure services
  - d. Commercial, for-profit
- Answer: c
3. \_\_\_\_\_ refers to private enterprises owned by individuals or shareholders who make a profit providing recreation and leisure experiences.
- a. Nonprofit, community based
  - b. Public, government-sponsoreded
  - c. Specialized recreation and leisure services
  - d. Commercial, for-profit
- Answer: d
4. \_\_\_\_\_ refers to organizations that provide recreation services, mainly for children and youth.
- a. Nonprofit, community based
  - b. Public, government-sponsoreded
  - c. Specialized recreation and leisure services
  - d. Commercial, for-profit
- Answer: a
5. The leisure service delivery system includes which of the following?
- a. nonprofit
  - b. for-profit
  - c. specialized organizations
  - d. all of the above
- Answer: d
6. Characteristics of permeable boundaries in the evolving structure of the Leisure Service Delivery System include all of the following except which one?
- a. increasingly bureaucratic organizational structures
  - b. outreach programs for hard to reach populations
  - c. new partnership models
  - d. need for financial and environmental sustainability
- Answer: a
7. An example of a future leadership role for the Leisure Service Delivery System is/are
- a. change agent/advocate
  - b. servant leader
  - c. direct service provider
  - d. a and b only
- Answer: d
8. Which of the following forces is/are shaping organizations delivering recreation, parks, tourism, and leisure services?
- a. globalization
  - b. fourth sector
  - c. virtual leisure
  - d. all of the above
- Answer: d
9. The term \_\_\_\_\_ describes experiences such as gaming, music, video, interactive fitness, Internet sports, interactive sires, social networking, etc.

- a. fourth sector
- b. virtual leisure
- c. public good
- d. outreach service

Answer: b

10. \_\_\_\_\_ refers to organizations that consciously blend attributes and strategies.

- a. For-profit model
- b. Hybrid organization model
- c. Nonprofit model
- d. Specialized organization model

Answer: b

11. \_\_\_\_\_ refers to an organization that is charged with designing and delivering recreation and leisure services based on clients' needs.

- a. Needs-driven
- b. Private enterprise
- c. Public good
- d. None of the above

Answer: a

12. Leadership roles for recreation, parks, sport management, hospitality, and tourism professionals under the emerging structure include all of the following except for

- a. program facilitator
- b. outreach specialist
- c. servant leader
- d. developmental leader

Answer: c

13. Lines that once existed between traditional recreation and leisure service providers have become \_\_\_\_\_

- a. permeable
- b. emerging
- c. clear
- d. inflexible

Answer: a

14. Identify the best set of characteristics that a recreation, parks, sport management, hospitality, and tourism professional must have.

- a. people oriented, value meaning in their work, flexibility, and being hands on
- b. people oriented, expecting high paying jobs, personal growth
- c. value meaning in their work, task oriented, lack of organization skills
- d. people oriented, being hands on, only being able to perform one task at a time

Answer: a

15. \_\_\_\_\_ are things people feel intense emotions about.

- a. Preferences
- b. Generalist
- c. Passions
- d. All of the above

Answer: c

16. True or False: Before World War II, people did not receive recreation that was therapeutic, or pay for any recreational experiences.

Answer: False

17. True or False: Boundaries between public, private, and nonprofit sectors have been blurring and a fourth sector is emerging.

Answer: True

18. True or False: The worst way for a generalist to approach a career choice is to learn more about his or her preferences.

Answer: False

19. True or False: Private enterprise refers to privately owned business operated for a profit in a competitive system.

Answer: True

20. True or False: Understanding recreation-related careers is best accomplished by using a continuum approach.

Answer: True

### Short Answer/Discussion Questions

1. Examine the recreation, parks, sport management, hospitality, and tourism services provided in the community where your school or college is located. Describe at least five aspects of the “Leisure services delivery system: Evolving Structure” that you can see in these services.

*See the section on the “Leisure Service Delivery System” and especially Figure 2.1 for possible answers.*

2. Explain three ways that professional leadership roles have, and are, evolving in recreation, parks, sport management, hospitality, and tourism.

*See the section on “Evolving Leadership Roles” and Figure 2.1 for possible answers.*

3. Describe the term “virtual leisure” and give two examples: (1) a virtual leisure experience you enjoy, and (2) a virtual leisure experience enjoyed by someone you love. Discuss the benefits and/or negative outcomes that arise from these experiences for you and your loved one.

*See the section on “Future Leisure Service Delivery System” for possible answers.*

4. Explain how well the generalist concept fits you, and identify your top three preferences and top three passions. Using the continuum approach, identify which areas might contain career possibilities for you.

*See the section on “Making the Connection to the Recreation-Related Career That’s Right for You” for possible answers.*

5. Explain what the concept “fourth sector” means and give an example of an organization you do business with that fits this model. Explain how and why it fits.

*See the section “Future Leisure Service Delivery System” on for possible answers.*

### Recommended Online Video Clips

“Healthy Parks Healthy People” 2:36 Filmed in the lead up to the International Healthy Parks Healthy People Congress in April 2010 in Melbourne, Australia, this piece introduces the Healthy Parks Healthy People philosophy, explaining why the most vital “medicine” to come from nature, is nature itself. <http://video.google.com/videoplay?docid=-727256474888746288#docid=616956477735130486> (this video can also be viewed on [greentv.com](http://greentv.com))

“What Thomas Friedman Means When He Says “The World is Flat”” 1:57 Thomas Friedman describes the global platform he believes has “flattened” the world. Friedman’s remarks come at a United Way of Greater New Haven conference including Friedman’s book *The World is Flat*. This short video clip can facilitate discussion about what this concept means to recreation, parks, sport management, hospitality, and tourism organizations “emerging” and “future” leisure service delivery system (refer to Figure 2.1). <http://www.youtube.com/watch?v=oM2BguxRSyY>

“Adaptive Sports” 4:39 This short video will get students excited about the challenges that are provided for athletes with disabilities who participate in adaptive sports. The video is all images and music—no talking. <http://www.youtube.com/watch?v=6D4ZaICepeM>

“Informational Interview” 1:48 Susan Ireland explains what an informational interview is and what the benefits are for those who are trying to figure out what career is best for them. <http://www.youtube.com/watch?v=oWyQIPLTksc>

## **Additional Resources in the Book Chapter**

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- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.



# 3

## Community Recreation and Leisure Services

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### Chapter Overview

“Community Recreation and Leisure Services” outlines the scope of community recreation services and details career options available to students who strive to give back to their own communities and match residents with recreation opportunities. Like many recreation careers, community recreation and leisure services is a vast category, with the opportunity to tackle broad tasks (such as “facility manager” or “general recreation programmer”) as well as work with targeted segments of residents such as seniors, youth, and people with disabilities. This chapter will briefly describe the path that led to the modern community recreation agency. Students will understand that the provision of physical, mental, and social benefits for recreationists is the job of community leisure service providers. These benefits are realized by providing recreation to all residents by targeting user groups and providing site-based programming. Students will then learn about specific careers options. For example, students can consider if they would make a good youth leader—helping youth identify their abilities and assets through recreation. Lastly, the required passions and resulting pay and perks associated with community recreation and leisure services is outlined. New professionals can expect community recreation and leisure service careers to remain stable. Areas of growing opportunity are positions with the increasingly large senior population, physically active recreation, and professionals with diverse skills that can collaborate with schools, public health departments, county providers, and city planners. Establishing a career in community recreation and leisure services can be rewarding since you will have the chance to serve your neighbors. However, this career path requires creativity, flexibility, strong communication skills, and patience. After reading this chapter, you can consider if a career in community recreation and leisure services is right for you.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall insights from professionals working in community recreation leisure services;

2. remember key terms, events, and people that shaped the development of today's community recreation and leisure services;
3. recognize and explain the different service sectors in community recreation and leisure services;
4. recognize and explain key themes related to the provision of community recreation and leisure services;
5. recall facts about the passions, pay and perks, possibilities, and preparation related to community recreation and leisure services both in general and the specific career areas of
  - general recreation programming,
  - youth sports/athletics,
  - after-school and teen centers,
  - facility manager,
  - seniors, and
  - inclusive recreation;
6. summarize future opportunities and challenges facing community recreation and leisure service;
7. evaluate how his or her preferences and passions connect with career possibilities in community recreation and leisure services and if this is determined to be a primary career interest area; and
8. generate and execute a plan for further investigation of community recreation and leisure services which includes professional preparation, networking, and career opportunities.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. Community Recreation and Leisure Services
  - a. History of Community Recreation and Leisure Services
  - b. Community Recreation—Discover the Benefits
  - c. Healthy Livable Communities
  - d. Seniors
  - e. Inclusive Recreation
  - f. Community Youth Services and Positive Youth Development
  - g. Site-Based Programming
    - i. Roving Leaders
    - ii. The 21st Century Community Learning Centers Initiative
- VI. Careers in Outdoor Recreation
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. General Recreation Programming
    - ii. Youth Sports/Athletics
    - iii. After-school and Teen Centers
    - iv. Facility Manager
    - v. Seniors
    - vi. Inclusive Recreation

## VII. Future Opportunities, Issues, and Challenges

## VIII. Resources and Getting Involved

- a. Professional Organizations
- b. Certifications and Licenses
- c. Where to Get Experience

## IX. Conclusion

## X. For Further Investigation

- a. For More Research
- b. Active Investigation
- c. Recommended Reading

## Assessment

### Objective Questions

1. The origins of United States' community parks and recreation can be traced to
  - a. Native Americans
  - b. Industrial Revolution
  - c. World War II
  - d. The Great DepressionAnswer: b
2. What does a "sand garden" refer to?
  - a. a park on that is located on a coastal beach
  - b. inadequate community gardens
  - c. recreational sports facilities
  - d. playground designed for childrenAnswer: d
3. The "Senior Games" is
  - a. a national sports competition with over 2,500 competitors
  - b. the largest bridge tournament in the United States
  - c. has been held every year for the last 100 years
  - d. none of the aboveAnswer: a
4. To make a community a healthy, livable community, recreation providers should
  - a. provide spaces in parks that encourage physical play
  - b. offer fitness programs
  - c. partner with local public health officials
  - d. all of the aboveAnswer: d
5. What was the purpose of early parks and playgrounds?
  - a. to give children a safe place to play
  - b. to provide workers with the opportunity to refresh themselves for work
  - c. to teach adults useful skills
  - d. all of the above
  - e. none of the aboveAnswer: a

- 6. Approximately how many community recreation agencies operate nationwide?
  - a. 600
  - b. 1,200
  - c. 6,000
  - d. 12,000

Answer: c

- 7. Benefits of community recreation that are frequently described include
  - a. improving the environment
  - b. providing opportunities for social engagement
  - c. reducing the risk of various diseases
  - d. all of the above

Answer: d

- 8. What does the acronym CPRP stand for?
  - a. Certified Professional Recreation Person
  - b. Certified Park and Recreation Person
  - c. Certified Professional and Recreation Park
  - d. Certified Park and Recreation Professional

Answer: d

- 9. During what hours are youth most likely to engage in risk behaviors?
  - a. at lunchtime
  - b. after school
  - c. late evening
  - d. around midnight

Answer: b

- 10. Which of the following is an example of resilience?
  - a. seeking out positive opportunities despite difficult circumstances
  - b. stopping playing the piano when you are teased
  - c. competing in weight training and aerobic exercises
  - d. waking up early after a long day

Answer: a

- 11. An example of site-based programming is
  - a. offering aquatic programs in the recreation center pool
  - b. meeting with campers at community park
  - c. sending roving leaders into community neighborhoods
  - d. providing more services to neighborhoods that pay more taxes

Answer: c

- 12. Where does programming typically occur in the 21st Century Learning Centers Initiative?
  - a. a library
  - b. a school
  - c. a park
  - d. a recreation center

Answer: b

- 13. An estimated \_\_\_\_\_ employees work full time for a local municipal recreation and park community agency?
  - a. 100,000
  - b. 140,000
  - c. 180,000
  - d. 250,000

Answer: b

14. Course work in which of the following degree areas is recommended to supplement a bachelor's degree in recreation if you want to work in community recreation and leisure services?
  - a. business
  - b. youth and family studies
  - c. public administration
  - d. all of the aboveAnswer: d
15. True or False: When a sport is modified so that people with disabilities can participate, this is called adapted sport.  
Answer: True
16. True or False: Youth recreation programs frequently occur at school sites.  
Answer: True
17. True or False: Roving leaders are camp counselors that move from city to city putting on day camps.  
Answer: False
18. True or False: Financial management tasks such as fundraising for programs and finding sponsors is not responsibility of community recreation professionals.  
Answer: False
19. True or False: Opportunities to work with seniors is expected to increase as Baby Boomers retire.  
Answer: True
20. True or False: Seasonal work is often important for gaining future employment in community recreation and leisure service agencies  
Answer: True

### Short Answer/Discussion Questions

1. Think about the career advice shared by our two professionals, Megan and Sheila. What commonalities can you identify in their advice? Do they offer any contradictions?

*For discussion related to this question see the "Focus Questions" and "Profiles"*

2. a) What do you think it means when we say that "problem free is not fully prepared"? b) What role can community recreation and leisure services play in making youth "fully prepared"?

*For discussion related to this question see the section on "Community Recreation – Discover the Benefits."*

3. Community residents are encouraged to "Discover the Benefits" of local parks and recreation. Brainstorm with a partner and list five unique benefits that can be achieved through recreation participation. Then, pick your favorite benefit and describe a program or service that would help residents capture this benefit.

*For discussion related to this question see the "Profiles." It may also be helpful to review the benefits figure in Chapter 1.*

4. Community recreation and leisure services encompasses a wide variety of career options. Compare and contrast the job of a general recreation programmer and a facility manager.

*For discussion related to this question see the section on “Careers in Community Recreation and Leisure Services.”*

5. The chapter indicated that interdisciplinary collaboration will be important to streamline service and limit duplication of community services. Identify three community partners for community recreation and leisure services and then describe a possible joint venture with each identified partner.

*For discussion related to this question see the sections “Community Recreation and Leisure Services” and “Careers in Community Recreation and Leisure Services.”*

## **Recommended Online Video Clips**

NBC's comedy sitcom *Parks and Recreation* tells the story of municipal recreation and park employees in the town of Pawnee, Indiana. This show pokes fun at the process of city government in general and offers a lighthearted, entertaining glimpse into some of the issues and challenges community recreation providers confront. <http://www.nbc.com/parks-and-recreation/>

The American Association of Adapted Sports offers links to videos that discuss the importance of adapted sports. Wheelchair sports such as basketball, handball, and football are also featured. Each video is less than three minutes in length. [http://www.adaptedsports.org/adaptedsports/gallery/video\\_gallery.html/](http://www.adaptedsports.org/adaptedsports/gallery/video_gallery.html/)

A short video describing a flagship youth program in Colorado Springs, Colorado. This program, Leon's Kids, provides sports and outdoor recreation opportunities for low income children living in high risk neighborhoods. <http://vimeo.com/5746720>

An introduction to youth programming using developmental assets. Describes the asset building framework and how to use intentional recreation programming to help youth develop their strengths. [http://www.youtube.com/watch?v=a9PSf\\_y7GYQ](http://www.youtube.com/watch?v=a9PSf_y7GYQ)

## **Additional Resources Located in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.

# 4

## Recreation in Nonprofit Organizations

**Jo An Zimmermann**  
*Texas State University-San Marcos*

### Chapter Overview

“Recreation in Nonprofit Organizations” is designed to help the student interested in working in the nonprofit sector understand both the depth and breadth of the choices available to them. Students will learn what makes working in a nonprofit organization different than working in either public or for-profit agencies. The chapter begins with a brief history and then delves into information about populations served by nonprofit agencies and where they are located. Students will become familiar with the wide variety of programs as well as how nonprofit agencies fulfill various roles within their community. They will then learn more about how their particular talents and interests could be suited to one of the three major areas for career possibilities in nonprofit recreation: youth-serving nonprofit agencies, faith-based agencies, and outdoor and camping organizations. In the future, jobs in the nonprofit sector will continue to be competitive but available to those who obtain the education and experience necessary for these sought after positions. The future holds many challenges for nonprofit organizations including obtaining and maintaining funding, managing efficient operations and locating, training and retaining quality volunteers and staff. Establishing a career in the nonprofit sector can be a challenge, but it’s a perfect fit for the right person.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in nonprofit recreation organizations;
2. remember key terms, events, and organizations that relate to the past and present in nonprofit recreation professions;
3. recognize and explain concepts that differentiate careers in nonprofit agencies from the public and for-profit sectors;
4. recall facts about the passions, pay and perks, possibilities, and preparation related to nonprofit recreation careers in general and the specific career areas of
  - youth-serving nonprofit agencies,
  - faith-based agencies, and
  - outdoors and camping organizations;

5. summarize future opportunities and challenges facing nonprofit recreation professionals;
6. evaluate how his or her preferences and passions connect with career possibilities in nonprofit recreation in a variety of settings; and
7. generate and execute a plan for further investigation of nonprofit recreation professional preparation, networking, and career opportunities.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. Nonprofit Recreation and Leisure Services: You Can Make a Difference
  - a. History of Nonprofit Recreation and Leisure Services in North America
  - b. What You Should Know About Nonprofit Agencies
    - i. Other Characteristics of Nonprofit Agencies
    - ii. Who Nonprofit Agencies Serve
    - iii. Where Nonprofits are Located
    - iv. Nonprofits Fill Varied Roles within their Communities
    - v. Variety of Programs
- VI. Careers in Nonprofit Recreation and Leisure Services
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Youth-Serving Nonprofit Agencies
    - ii. Faith-based Agencies
    - iii. Outdoors and Camping Organizations
    - iv. Other Career/Leisure Service Areas
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
- IX. Conclusion
- X. For Further Investigation
  - a. For More Research
  - b. Active Investigation
- XI. Recommended Reading

## **Assessment**

### **Objective Questions**

1. The first youth-serving nonprofit formed in the United States was
  - a. Hull House
  - b. Boys & Girls Clubs
  - c. YMCA
  - d. YWCA

Answer:     b



2. Which of the following is NOT a basic responsibility of the board of directors?
- ensure adequate resources
  - organize the office
  - recruit new board members
  - ensure organizational planning
- Answer: b
3. Nonprofit agencies do which of the following?
- educate their members
  - set professional standards
  - inform the public
  - all of the above
- Answer: d
4. A person walking on a trail in a park is participating in what?
- recreational sports
  - structured recreation
  - instructional sports
  - unstructured recreation
- Answer: d
5. What is a vision statement?
- It describes what the agency wants to be in the future.
  - It describes what the agency is about.
  - It describes what the agency is trying to accomplish.
  - none of the above
- Answer: a
6. A nonprofit has been set up to champion for the needs of people with disabilities. What role is it fulfilling in the community?
- service provider
  - programmer
  - advocate
  - facilitator
- Answer: c
7. Which of the following are perks that may come with a job in a nonprofit recreation agency?
- housing and/or food
  - free registration for professional development workshops
  - bring the dog to work
  - all of the above
- Answer: d
8. Which of the following is NOT a challenge faced by nonprofit recreation agencies?
- finding qualified staff
  - having too much money
  - training volunteers
  - the lack of business skills
- Answer: b
9. Which of the following are considered core values found in nonprofit agencies?
- respect for a diversity of people
  - building community
  - making money
  - a and b only
- Answer: d

10. A nonprofit has been set up to develop and deliver programs directly to a constituent group. What role is it fulfilling in the community?
- service provider
  - programmer
  - advocate
  - facilitator
- Answer: a
11. A nonprofit has been set up assist people in accessing recreation programs. What role is it fulfilling in the community?
- service provider
  - programmer
  - advocate
  - facilitator
- Answer: d
12. Which of the following is NOT a source of funding for nonprofit recreation agencies?
- membership fees
  - taxes
  - donations
  - earned income
- Answer: b
13. Which organization was the first non-sectarian program for girls in the United States?
- Camp Fire
  - Girl Scouts
  - YWCA
  - 4-H Clubs
- Answer: a
14. The chapter lists four characteristics that successful leaders of nonprofit possess. Which of these is not one of the four?
- honesty
  - forward looking
  - dependable
  - inspiring
- Answer: c
15. True or False: Nonprofit agencies may be more mission-focused than public recreation agencies
- Answer: True
16. True or False: A child is considered part of a vulnerable population.
- Answer: True
17. True or False: All religious-affiliated agencies are run by churches.
- Answer: False
18. True or False: The nonprofit sector has traditionally taken the lead in drama, theatre, and the arts.
- Answer: True
19. True or False: Professional organizations are of no benefit to students.
- Answer: False

## Short Answer/Discussion Questions

1. Explain the four primary characteristics that distinguish a nonprofit agency from a public or commercial agency.

Example answer:

First, most nonprofits use very altruistic language when discussing why they exist and what they are trying to achieve. Some of the core values found in nonprofit agencies include respect for a diversity of people, fairness, stewardship, volunteerism, building community, and service to others. Second, they have a public service mission. They are seeking to improve the lives of the population they have chosen to serve. Third, nonprofit organizations have tax-exempt status, and therefore do not have to pay taxes. Finally, the governance of nonprofit agencies is set up to eliminate self-interest and private financial gain.

*For discussion related to this question see the section on “Nonprofit Recreation and Leisure Services: You Can Make a Difference.”*

2. Why are nonprofit agencies still necessary for providing recreation and leisure services even though there are tax-funded public agencies established to serve the same purpose?

Example Answer:

Nonprofit organizations were initially developed in order to provide services that communities saw as being important but were not included by the guidelines for those agencies that received tax payer support. Generally speaking, the same is still true today. There are nonprofit organizations set up to assist people who need recreation programs and services but who may not be able to afford them. Nonprofits are driven by the desire to facilitate social justice, which is striving to distribute the benefits and hardships in society so disadvantaged groups can receive the same benefits as other groups have in a community

*For discussion related to this question see the section on “Nonprofit Recreation and Leisure Services: You Can Make a Difference”*

3. Discuss how nonprofit agencies can vary in terms of size, service area, and focus. Provide specific examples.

Example Answer:

- Agencies range in size from having only one person working part-time to multimillion-dollar operations
- Agencies may serve a local community, or they may have a state, regional, national, or even international focus
- Agencies may be direct program or service providers, serve an advocacy role for others, facilitate the participation of people in certain programs, or simply be a facility provider.

*For discussion related to this question see the section “Nonprofit Recreation and Leisure Services: You Can Make a Difference”*

4. Nonprofits offer many possibilities for employment. Explain three types of positions and give examples of titles that employees may hold.

Example Answer:

One can work in part-time, seasonal, or full-time positions. Part-time positions are generally paid on an hourly basis. Seasonal positions may require full-time hours but only for a designated number of weeks or months. Full-time positions generally require someone to work a minimum of 40 hours per week. Examples of jobs with nonprofits within recreation, leisure and sport include: counselors, teachers, program officers, development directors, public relations managers, administrative staff, and many others.

*For discussion related to this question see the section on “Careers in Nonprofit Recreation and Leisure.”*

5. Name and discuss three youth-serving nonprofit agencies.

Example Answer:

Big Brothers Big Sisters—The mission of Big Brothers Big Sisters is “to help children reach their potential through professionally supported, one-to-one relationships with mentors that have a measurable impact on youth.” The main focus of the organization is the one to one matching between children and youth aged 6–18 and adult volunteers in a professionally supported mentoring program.

4-H Clubs—The National 4-H Council Mission is “to advance the 4-H youth development movement to build a world in which youth and adults learn, grow, and work together as catalysts for positive change.”

Girls Incorporated— This organization is dedicated to inspiring all girls to be strong, smart, and bold. Since 1864, “Girls Inc. has provided vital educational programs to millions of American girls, particularly those in high-risk, underserved areas.”

*For discussion related to this question see the section on “Youth-Serving Nonprofit Agencies.”*

## **Recommended Online Video Clips**

“Jane Addams and the Hull House” 2:23 A quick snapshot of the issues and conditions that sparked the development of Hull House and a look at the programs provided. <http://www.youtube.com/watch?v=AfqbPW3MDVk>

“American Humanics: Turning Passion into Results” 3:04 Talks about the passion needed to work in nonprofit organizations. It discusses the training provided by American Humanics but also talks about how working in nonprofits changes lives. <http://www.youtube.com/watch?v=E2p9XpK81eI>

“YMCA Youth Basketball” 1:10 Shows children of various ages playing in basketball games and shooting baskets. Set to Music. <http://vimeo.com/4658949>

“Because of Camp” :49 Has clips of famous and not-so-famous people telling who they became because of going to camp. <http://www.youtube.com/watch?v=9AzqybYCVKQ>

“100 Years of Camp” 7:49 This clip is celebrating the American Camp Association but is so much more than that. Narrated by camping professionals who look back at the power of the camping experience, you really feel their passion. <http://www.youtube.com/watch#!v=LDu9i2RZ4fM&feature=channel>

## **Additional Resources Located in the Book Chapter**

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# 5

## Armed Forces Recreation

**Token D. Barnthouse**

*U.S. Navy Morale, Welfare and Recreation, NAS Fallon, Nevada*

### Chapter Overview

Armed Forces Recreation as a career option is steeped in tradition and immediate, positive impact in the lives of those men and women who defend the very freedoms that we enjoy as Americans on a daily basis around the world in as diverse a set of climates and locations as one can imagine. Morale, Welfare and Recreation (MWR) departments are the military installation level service providers of these services and programs.

MWR departments provide invaluable services and programs to military personnel, their families, civilian personnel, and military retirees worldwide. This chapter will introduce students to the structure and career possibilities within the U.S. Army, U.S. Marine Corps, U.S. Navy, U.S. Air Force and U.S. Coast Guard. Students will discover that MWR offers comprehensive recreation and leisure service areas ranging from sports and fitness to travel and tourism, to single service member special events, and much more. Across the world, thousands of MWR employees are committed to delivering the best quality services, facilities, and programs at all military installations. A career with MWR allows the recreation professional to contribute to the strength and readiness of soldiers by offering services that reduce stress and build skills and self-confidence. There are numerous positions for students who are interested in earning a degree in recreation and leisure, or a related discipline, with Morale, Welfare and Recreation throughout the Continental United States and overseas.

To fully comprehend the vast structure of MWR, its hiring structure, job opportunities, and employee benefits, students are encouraged to think critically about what branch of the armed forces they are interested in and do their homework by asking specific career planning questions. MWR operations and services are equivalent to similar facilities and services found at state and local level civilian agencies. If the recreation student has a passion for adventure, for helping others and working to uphold the ultimate mission of keeping service members combat ready and their family members well taken care of, then a career with MWR should be a strong consideration for the future.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals currently working in the Armed Forces Recreation (MWR) profession;
2. remember key terms and past and present structure of MWR;
3. recognize and explain concepts related to professional practice in MWR;
4. recall facts about the passions pay and perks, possibilities, and preparation related to MWR;

5. recall and recognize available resources for future career planning opportunities throughout MWR;
6. evaluate how his or her preferences and passions connect with career possibilities in MWR; and
7. generate and execute a plan for further investigation of MWR professional opportunities.

## **MWR Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. Did You Know?
  - a. Do You Know How MWR Got Its Start?
  - b. What is MWR like Today?
- VI. Careers in Morale, Welfare, and Recreation
  - a. Passions
  - b. Preparation
  - c. Advancing Your Career with MWR
  - d. Pay and Perks
  - e. Possibilities
    - i. Army MWR- Armed Forces Resort Center (AFRC)
    - ii. Marine Corps Community Service-Single Marine Program (SMP)
    - iii. Navy MWR- Fleet Recreation
    - iv. Air Force Combat Support and Community Service- Outdoor Recreation
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to get Experience
- IX. Conclusion
- X. Active Investigation
- XI. For Further Investigation
  - a. Recommended Reading

## **Assessment**

### **Objective Questions**

1. Which of the following is not considered a term for Morale, Welfare and Recreation?:
  - a. MWR
  - b. Armed Forces Recreation
  - c. Military Recreation
  - d. Military Warfare ReadinessAnswer: d
2. The mission of recreation in the Armed Forces is to
  - a. support combat readiness of military personnel, families, and retirees
  - b. offer career planning for military personnel
  - c. organize volunteers among family members on military installations
  - d. assist base commanders with exercise drills for military personnelAnswer: a



3. Legend has it that MWR was born during which time in history:
  - a. American Revolutionary War
  - b. World War I
  - c. World War II
  - d. Korean WarAnswer: a
4. To be competitive for career opportunities within MWR, which of the following programs should be considered?
  - a. U.S. Army's Nonappropriated fund management training program
  - b. Joint services recreation career planning program
  - c. MWR appropriated fund leadership program
  - d. Armed Forces recreation management and leadership programAnswer: a
5. When planning a career with Morale, Welfare and Recreation, students should do their homework by comparing programs and services to
  - a. business or corporation human resource departments
  - b. office of military career planning and services
  - c. civilian recreation and leisure agencies
  - d. career resource planning guidesAnswer: c
6. This is/these are highly energetic program(s) designed to identify and address issues affecting the living environment of the service members.
  - a. Single Marine Program or SMP
  - b. Better Opportunities for Single Soldiers (BOSS)
  - c. Liberty Programs for Single Sailors
  - d. a, b, and cAnswer: d
7. Fleet recreation is made available to military personnel with which branch of the armed forces?
  - a. U.S. Army
  - b. U.S. Navy
  - c. U.S. Marine Corps
  - d. U.S. Air ForceAnswer: b
8. Outdoor recreation specialists with the U.S. Air Force are charged to assist base commanders with
  - a. producing military advocates for supporting environmental change
  - b. planning outdoor challenged drills for newly hired military personnel
  - c. providing marketing materials on greening concerns affecting the military
  - d. maintaining combat readiness by providing varied outdoor adventure training opportunitiesAnswer: d
9. Which professional national organization is committed to innovative training and professional development opportunities for MWR employees?
  - a. National Recreation and Parks Association
  - b. Military Installations American Society
  - c. Military Recreation National Association
  - d. Armed Forces National AssociationAnswer: a

10. Recreation professionals working for Armed Forces Resort Centers can find career opportunities at which resort destination?
- Florida
  - Hawaii
  - Germany
  - all of the above
  - none of the above
- Answer: d

### True and False

- MWR stands for Morale, Warfare and Recreation.  
Answer: False, Morale, Welfare and Recreation is correct
- The mission of Armed Forces Recreation is to support combat readiness of military personnel.  
Answer: True
- The National Security Personnel System (NSPS) is a hiring and promotion process created in the 21st century to replace the Grade Scale (GS) structure within the Armed Forces.  
Answer: True
- The NRPA's Armed Forces Recreation Network was created to certify and license recreation professionals to work exclusively for the Armed Forces.  
Answer: False, It is a networking and advocacy mechanism that unites armed forces recreation professionals.
- To be competitive for a career in military recreation the person must demonstrate a greater customer service concern and willingness to go the extra mile.  
Answer: True

### Short Answer/Discussion Questions

- Explain how MWR got started and its transition in the 21st century. In your discussion, report at least three changes affecting the MWR structure or employees.

Example answer:

The U.S. Navy/U.S. Marine Corps MWR tradition is said to have started in pre-Revolutionary War America as sailors and maritime soldiers organized light-hearted harbor games for ship bragging rights in their down time. These games in actuality served as core skill development for crews to test their preparedness for real-time action when underway. Morale-boosting activities bolstered esprit de corps while serving as valuable practice for wartime skill needs. Shipboard life centered around food service, preparedness and the provision of basic life support requirements.

The US Army MWR tradition was born on a rainy World War I day in France, when a Salvation Army soldier cooked up the first batch of doughnuts to go with a homesick Arkansas soldier's hot coffee. It wasn't until July 1940 that the U.S. Army's Morale Division was established within the Adjutant General's Office.

Between 1946 and 1955, the core recreation programs were established and staffed by a combination of active duty military and civilians across all branches of the Armed Forces. Today's MWR continues to thrive in its mission to support the combat readiness of military personnel through myriad programs and services designed to meet specific needs of service members, family members and civilian employees around the world. In the 21st cen-

tury, Armed Forces recreation professionals are operating everything from small community centers to multimillion-dollar state-of-the art fitness facilities and exotic resorts worldwide.

*For discussion related to this question, see the section “Morale, Welfare and Recreation.”*

2. As a recreation student interested in securing a career with Armed Forces recreation, what would be your strategy, and how might you plan to advance your future within this system? Provide relevant examples where appropriate.

Example Answer:

First, I would secure a degree in recreation and leisure with an emphasis in either sport management, fitness and wellness, commercial, outdoor, tourism, nonprofit, or even therapeutic recreation to make me complete. Further, I would take necessary classes with related skill/job competencies, and I would lock in an internship that will expose me to the following skills as described in Chapter 5:

- Program planning and creativity
- Budgeting and financial management
- Team building and partnerships
- Leading activities and people
- Risk management planning
- Conducting inventories
- Exhibiting sound customer service

For career advancement, I would consider the U.S. Army MWR's Nonappropriated Fund (NAF) Management Training Program. To be competitive for the MWR training program, I would ensure the following qualifications are met:

- College graduate with a degree in a recreation or related field
- Have grade point average (GPA) of 2.9 or Major GPA 3.5
- Open to relocate to a regional training site and successfully complete the 18 months of OJT
- Upon successful completion of training, I would be willing to relocate to a permanent placement location nationwide.

*For discussion related to this question see the section “Morale, Welfare and Recreation.”*

3. Compare or contrast the recreation program service areas found at any two of the four branches of service. In your discussion provide at least four examples of programs that you would find interested as a potential career option, and why.

Example Answer:

While the individual armed forces MWR programs appear to have similar program service areas that I would be interested in as a career option, for this essay I would like to compare the U.S. Marine Corps and U.S. Navy MWR structures. Each of these structured have many service areas found in civilian recreation agencies. For instance, the following program and service areas can be found on U.S. Marine Corps and U.S. Navy bases:

- Information, tours, and travel
- Sports and intramural clubs
- Special events and entertainment
- Golf course management
- Single soldier recreation

- Resorts and hospitality

I have selected the above program and service areas because I have a special interest in working in the area of special events planning for single people. Therefore, the Single Marine Program (SMP) or Better Opportunities for Single Soldiers (BOSS) is quite interesting to me as a career option with the military. These programs can be found at all four of the branches of service, but I have a personal interest in working for the U.S. Marine Corps because of their mission and for the U.S. Navy because I am interested in living in a coastal community. The idea of special events planning is interesting because single soldiers, I believe, will be interested in many different forms of recreation such as golfing tours, or staying at a luxury resort. I would like to be the person who is trained and qualified to provide these programs, but I would also like to hear what they have to say about their own recreational interests and community needs.

*For discussion related to this question see the section "Morale, Welfare and Recreation."*

## **MWR Recommended Online Video Clips**

"U.S. Army MWR 2006-Golf Classic Fundraiser" 1:58 US Army MWR Golf Classic at Walter Reed Army Base. This clip features disabled veterans participating in the Honor of our Troops Golf Classic, a recreational fundraising special event for the purposes of raising funds to support severely wounded veterans and to help grow MWR programs at Walter Reed Army base. <http://www.youtube.com/watch?v=nEcznMutYiE&feature=related>

"FMWR opens new youth complex" 1:35 This clip shares the excitement of a new recreation complex designed to accommodate youth and other military family members. It describes how the vision for a community park was generated from listening to recreational and leisure needs of various military community members. <http://www.youtube.com/watch?v=iFzt0FQK-ZQ&feature=related>

"BOSS program" 2:01 This clip shares information on why Better Opportunities for Single Soldiers (BOSS) is known for its help in providing single and unaccompanied service members an outlet from their busy schedules. Detail is provided on how BOSS comes up with their programs and service ideas to meet the needs of single soldiers. <http://www.youtube.com/watch?v=ve-NrlYpeY>

Series Customer Service Training:

This series provides detailed information on training strategies for understanding employee service excellence. This is a good series on customer service principles expected of MWR employees.

"COO Directors MWR" 2:48 This clip features the chief operating officer and family command opening remarks about customer service. <http://www.youtube.com/watch?v=a10jPRD-SX0&feature=related>

"Module 1 Intro MWR" 1:58 Video features understanding the customer service experience. <http://www.youtube.com/watch?v=UGuT7Z3jwaw>

"Module 2 WWYD MWR Largest" 3:17 This clip features the eight steps of customer service or service excellence. [http://www.youtube.com/watch?v=bx\\_MakuMdYE](http://www.youtube.com/watch?v=bx_MakuMdYE)

"Module 3 Intro MWR Largest" 4:09 This clip features the use of positive communication. <http://www.youtube.com/watch?v=QJXq0LoKqn8&feature=related>

“Module 4 Intro MWR Largest” 1:16 This clip features telephone etiquette and is a good supplement for Module 3.<http://www.youtube.com/watch?v=f-WlctJSAu8&feature=related>

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# 6

## Outdoor Recreation in Federal, State, and Local Parks

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*East Carolina University*

### **Chapter Overview**

“Outdoor Recreation in Federal, State, and Local Parks” is designed to help students interested in working in the out-of-doors navigate the myriad outdoor recreation career possibilities open to those who are passionate about spending time close to nature. Like most recreation career areas, outdoor recreation has many possibilities beyond what a student might traditionally consider (such as park ranger). This chapter will guide students through the complex yet fascinating and rich history of how America developed its “best idea”: parks and other natural resources systems on the local, state, and federal levels that have served as a model for the rest of the world! They will then learn more about how their particular talents and interests could be suited to one of the three major areas for outdoor recreation career possibilities: government land management agencies, outdoor-oriented nongovernment organizations (NGOs), or for-profit concessions and related outdoor commercial recreation businesses that partner with outdoor recreation agencies. Even if students decide an outdoor recreation career is not for them, this information will help them make good use of outdoor recreation resources. In the future, outdoor recreation jobs will continue to be competitive but available to those who obtain the education and experience necessary for these sought after positions. The future holds many challenges as public funds continue to become scarcer, the population continues to grow and demographics shift, and pressures on the natural environment result in increasing restrictions. Establishing a career in outdoor recreation can be a challenge, but it’s an incredible career choice and lifestyle for the right person. This chapter, written by a retired park ranger, will guide you to just what you need in order to be successful.

## Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in outdoor recreation professions;
2. remember key terms, events, and people that relate to the past and present in outdoor recreation professions;
3. recognize and explain concepts and models related to professional practice in outdoor recreation professions;
4. recall facts about the passions, pay and perks, possibilities, and preparation related to outdoor recreation careers in general and the specific career areas of
  - government land management agencies,
  - nonprofit outdoor recreation agencies, and
  - for-profit, commercial outdoor recreation businesses;
5. summarize future opportunities and challenges facing outdoor recreation professionals;
6. evaluate how personal preferences and passions connect with career possibilities in outdoor recreation in federal, state, and local parks, and if this is determined to be a primary career interest area, then ...
7. generate and execute a plan for further investigation of outdoor recreation professional preparation, networking and career opportunities.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. The Wide Wild World of Outdoor Recreation and Parks
  - a. A Brief History of Open-Space and Recreation in North America
    - i. Open Space for Recreation in Urban Areas
    - ii. National Parks and National Forests
    - iii. Outdoor Recreation and Nonprofit Organizations
    - iv. Outdoor Recreation and For-Profit Concessions
  - b. Outdoor Recreation Today
    - i. Managing Outdoor Resources
    - ii. Working with Park Visitors
    - iii. Planning, Financial Sustainability, and Partnerships
- VI. Careers in Outdoor Recreation
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Government Land Management Agencies
    - ii. Nonprofit Outdoor Recreation Agencies
    - iii. For-Profit, Commercial Outdoor Recreation Businesses
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
  - d. Additional Online Resources



- IX. Conclusion
- X. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading
  - d. Recommended Viewing

## **Assessment**

### **Objective Questions**

1. The earliest space set aside for the public to use as a park in the U.S. was/were called
  - a. Central Park
  - b. village greens
  - c. national parks
  - d. sand gardensAnswer: b
2. \_\_\_\_\_ was the co-designer of Central Park, he and is also considered to be the founder of landscape architecture.
  - a. Fredrick Olmsted
  - b. John Muir
  - c. Gifford Pinchot
  - d. Stephen MatherAnswer: a
3. What five renewable resources did the Multiple Use-Sustained Yield Act (MUSY) of 1960, develop and administer land for?
  - a. outdoor recreation, watershed, preservation, energy, timber
  - b. energy, range, watershed, timber, wildlife and fish values
  - c. outdoor recreation, watershed, timber, range, wildlife and fish values
  - d. outdoor recreation, timber, watershed, preservation, energyAnswer: c
4. \_\_\_\_\_ was the first park professional to create the policies that allowed establishment of park concessionaires that provided basic visitor comforts
  - a. Fredrick Olmsted
  - b. John Muir
  - c. Gifford Pinchot
  - d. Stephen MatherAnswer: d
5. Which key factor(s) is (are) part of a park employee's job, which includes providing protection and safety to park visitors?
  - a. Protecting people from the resource
  - b. Protecting the resource from the people
  - c. Protecting people from people
  - d. All of the aboveAnswer: d

6. Covering six million acres, what is the largest publicly protected area in the contiguous United States?
- Adirondacks State Park, New York
  - Sunset Bay Park, Oregon
  - Big Basin Redwood State Park, California
  - Wasatch Mountain State Park, Utah

Answer: a

7. \_\_\_\_\_ is considered America's most famous naturalist and conservationist; he has been called the "father of our National Parks."
- Fredrick Olmsted
  - John Muir
  - Gifford Pinchot
  - Stephen Mather

Answer: b

8. The National Park Foundation, Trust for Public Lands, and Nature Conservancy are all examples of
- for-profit, outdoor recreation businesses
  - government land management agencies
  - nonprofit outdoor recreation agencies
  - all of the above

Answer: c

9. The United States Forest Service operates under which U.S. government department?
- Department Health and Human Services
  - Department of Agriculture
  - Department of the Interior
  - Department of Commerce

Answer: b

10. Which of the following are considered form of interpretation, in the environmental education context?
- providing basic information at an entrance station
  - preparing effective interpretive signing and other media
  - feeding and managing the parks wildlife
  - a and b only

Answer: d

11. Which of the following agencies could one seek out for a job or career with an NGO?
- The National Park Foundation
  - Delaware North Companies
  - The National Park Service
  - all of the above

Answer: a

12. When preparing for a career in an NGO agency, what education/experience is most valuable?
- personable skills
  - organizational skills
  - business management and fundraising skills
  - marketing skills

Answer: c

13. Most conservation scientists and foresters are employed by
- the federal government
  - the state government
  - the local government
  - private industries
- Answer: a
14. The “power of capitalism” is a passion for which type of outdoor recreation career agencies?
- nonprofit outdoor recreation agencies
  - government land management agencies
  - for-profit, outdoor commercial recreation businesses
  - all of the above
- Answer: c
15. Which key factors will always determine job opportunities in outdoor recreation?
- funding
  - population
  - environmental factors
  - all of the above
- Answer: d
16. True or False: An example of an NGO (nongovernment organization) that partners with federal and state land management agencies is the Student Conservation Association (SCA)
- Answer: True
17. True or False: Deforestation, crowding, and overhunting were all problems in early America that led to the establishment of village greens and laws related to forest and game?
- Answer: True
18. True or False: The Department of Agriculture established Yellowstone National Park in 1872.
- Answer: False
19. True or False: Gifford Pinchot was known for his strong philosophy of preserving natural resources in their unspoiled state.
- Answer: False
20. True or False: Much of the funding for public land recreation programs comes from taxes, user fees, and private donations.
- Answer: True

### Short Answer/Discussion Questions

1. Explain how and why the U.S. Government established two different agencies for National Parks and National Forests. In your answer, include at least six facts about the agencies and identify and explain at least one difference and one similarity between the two agencies.

Example answer:

The National Park Service was established before the U.S. Forest Service in 1872 when Yellowstone was made the first national park. At the time it was established, little was known about how such a park should be managed. Early in the history of the National Parks many people wanted to use the parks for timber, hunting, grazing, commercial businesses and so on, but that often conflicted with the intention to maintain the park in its original, unimpaired state. The Forest Reserve Act of 1891 recognized that there were more needs for federally managed lands than just preservation. The U.S. Forest Service was formally established in 1905 to set aside land for multiple uses. One difference is that the National Park Service is

under the Department of the Interior and the U.S. Forest Service is under the Department of Agriculture. One similarity is that many Americans enjoy outdoor recreation activities in both parks and national forests.

*See the section on “A Brief History of Open Space and Recreation in North America” for possible answers.*

2. Name and explain three reasons why outdoor recreation is important to Americans today and in the future.

*See sections on “Outdoor Recreation Today” and “Future Opportunities, Issues, and Challenges” for possible answers.*

3. There are three areas outdoor recreation professionals need to know about to manage outdoor resources:
  - a. Managing outdoor resources
  - b. Working with visitors, and
  - c. Planning, financial sustainability, and partnerships
 Choose one of these areas and describe at least three things the outdoor recreation professional needs to know about the topic.

*See the three sections under “Outdoor Recreation Today” for discussion of each of these topics.*

4. Write a short paragraph explaining whether or not your own preferences and passions match up with any of the career possibilities.

*See the section “Careers in Outdoor Recreation.”*

5. Explain where funding for public parks and recreation came from in the past and where it comes from today. In your answer, identify two ideas for how government land management agency employees can address funding challenges in the future.

*See the sections on “A Brief History,” “Planning, Financial Sustainability and Partnerships,” and “Future Opportunities Issues and Challenges” (including break-out box).*

## **Recommended Online Video Clips**

“Untold Stories: Kids in National Parks” 13:37 Tells the story of the National Parks Service efforts to bring inner-city kids into parks, often for the first time. The story is told through the lens of two programs—Biscayne National Park and Death Valley National Park <http://video.pbs.org/video/1183903862/#>

“The National Parks: America’s Best Idea” by Ken Burns. This PBS site provides a selection of short video clips taken from the series, deleted scenes and untold stories (six each), ranging in length from :48 to 44:12 <http://www.pbs.org/nationalparks/watch-video/#642>

“Majora Carter’s Tale of Urban Renewal” 18:33 portrays and emotionally charged talk by MacArthur-winning activist Majora Carter gives the details of her fight for environmental justices in the South Bronx. She illustrates how minority neighborhoods suffer most from flawed urban policy and how communities can come together to address these problems. [http://www.ted.com/talks/lang/eng/majora\\_carter\\_s\\_tale\\_of\\_urban\\_renewal.html](http://www.ted.com/talks/lang/eng/majora_carter_s_tale_of_urban_renewal.html)

“Where the Other You Lives” is a 30-second short designed to help reconnect kids with nature as part of a U.S. Forest Service ad campaign. This website with the video clip also directs “parents and children to visit a new website, [www.DiscoverTheForest.org](http://www.DiscoverTheForest.org), where they can find ideas for outdoor activities, as well as educational and conservation information” <http://multivu.prnewswire.com/mnr/adCouncil/38724/>

“Boston National Park Rangers” 14:31 is a clip showing a park ranger giving a tour of Boston’s urban historical parks. It provides a nice illustration of the interpretive/docent role played by many park rangers. <http://www.youtube.com/watch?v=jdY8XGzbXIk>

“Udall: Public Lands are Critical Drivers in Rural, U.S. Economies” 18:17 This is a clip on the importance of public lands to jobs and the economy. [http://www.youtube.com/watch?feature=player\\_embedded&v=VuJf0JxXkYg](http://www.youtube.com/watch?feature=player_embedded&v=VuJf0JxXkYg)

“Natural Leaders Network Legacy Camp” 2:42 This is about a 2012 legacy camp to train young adults about how to get their communities outdoors. <http://childrenandnature.ning.com/video/natural-leaders-network-legacy-camp-2>

“One Day in Yosemite” 41:52 This clip highlights a day in the lives of park employees and visitors at Yosemite National Park on June 26, 2012. <http://www.nps.gov/yose/photosmultimedia/ynn.htm>

“Let’s Take it Outside” 1:55 This is about advocacy and the impact of the outdoor commercial recreation industry. <http://www.outdoorindustry.org/advocacy/recreation/resources.php>

“What is the Forest Service?” 22:37 Discusses careers in the U.S. Forest Service produced by Wayne Hubbard of Urban American Outdoors TV. <http://www.youtube.com/watch?v=WvJgLyUjbgc&feature=youtu.be>

## **Additional Resources in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications, and licenses, where to get experience, and additional online resources.
- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.



# 7

## Recreational Therapy and Therapeutic Recreation

**Richard Williams**

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**Thomas K. Skalko**

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### Chapter Overview

Recreational therapy is “a treatment service designed to restore, remediate, and rehabilitate a person’s level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition (ATRA, 2009). Most people understand that recreation has a positive influence on people. For instance, recreation can have (a) physical benefits such as improved cardiovascular fitness, weight control, improved balance, and increased muscle tone; (b) psychological benefits such as reduced anxiety, improved mood, and positive identity formation; and (c) social benefits such as improved social support. Recreational therapists are trained and credentialed professionals who use recreation as intervention.

Most commonly, recreational therapists work in acute care and rehabilitation hospitals, long-term care facilities, psychiatric facilities, and in the community (e.g., public parks and recreation departments). While diverse, examples of different types of people commonly treated by recreational therapists include people with (a) physical impairments such as spinal cord injuries, (b) neurological impairments such as stroke, (c) psychiatric impairments such as depression and anxiety, and (d) cognitive impairments. If you value recreation and are a person who enjoys working with people with illnesses and disabilities, then recreational therapy may be a good career choice for you. This chapter will provide information to help you begin to understand the recreational therapy profession.

### Learning Outcomes

By the end of this chapter, students will be able to

1. recall advice for professionals working in the recreational therapy profession;
2. define recreational therapy and remember key terms, events, and people who have and are influencing the recreational therapy profession;

3. recognize and explain models of practice that have been used by therapists to organize their services;
4. explain the primary philosophical debate among recreational therapists;
5. identify the types of disabilities and illnesses treated by recreational therapists, and recall the facts related to the passions, pay and perks, preparation, and possibilities for three specific career settings:
  - recreational therapy in hospital settings,
  - recreational therapy in skilled nursing facilities, and
  - recreation therapy in community settings;
6. summarize future opportunities and challenges facing recreational therapy professionals; and
7. evaluate how his or her preferences connect with career possibilities in recreational therapy, and if this is determined to be a primary career interest area.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. What is Recreational Therapy?
- VI. A Brief History of Recreational Therapy as a Profession
- VII. Four Models of Practice
  - a. Leisure Ability Model
  - b. Health Protection/Health Promotion Model
  - c. Recreation Service Model
  - d. International Classification of Functioning, Disability, and Health
- VIII. Careers in Therapeutic Recreation and Recreational Therapy
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Recreational Therapy in Hospital Settings
    - ii. Recreational Therapy in Skilled Nursing Facilities
    - iii. Recreational Therapy in Community Settings
- IX. Future Opportunities, Issues, and Challenges
- X. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
  - d. Additional Online Resources
- XI. Conclusion
- XII. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading



## Assessment

### Objective Questions

1. Which of the following has been the primary philosophical debate in the history of recreational therapy?
  - a. ability vs. disability
  - b. nature vs. nurture
  - c. professionalism vs. volunteerism
  - d. leisure-focused vs. functional outcomes

Answer: d

2. Which of the following organizations is responsible for professional credentialing in the discipline?
  - a. American Therapeutic Recreation Association
  - b. National Association of Recreational Therapists
  - c. National Council for Therapeutic Recreation Certification
  - d. National Therapeutic Recreation Society

Answer: c

3. Which of the following is a common professional vocabulary and theoretical stance for health care and human service professions?
  - a. Health Protection/Health Promotion Model
  - b. ICF Model
  - c. Leisure Ability Model
  - d. Recreation Service Model

Answer: b

4. According to the NCTRC, which of the following is considered one of the two most common settings for recreational therapy employment?
  - a. hospital
  - b. prison
  - c. public parks and recreation department
  - d. school

Answer: a

5. Which of the following organizations is the professional membership organization for recreational therapists?
  - a. ATRA
  - b. NART
  - c. NCTRC
  - d. NTRS

Answer: a

6. How often must recreational therapists become recertified?
  - a. every year
  - b. every two years
  - c. every three years
  - d. every five years

Answer: d

7. Professional organizations in recreation therapy date back to:
  - a. 1910
  - b. 1949
  - c. 1984
  - d. 1990

Answer: b

8. Which piece of legislation mentioned in your chapter is a comprehensive civil rights law that protects the rights of people with disabilities?
- Americans with Disabilities Act
  - Inclusion Act
  - Individuals with Disabilities Education Act (IDEA)
  - Rehabilitation Act

Answer: a

9. Which model of recreational therapy proposed that the outcomes of recreational therapy should be self-actualization and health?
- Health Protection/Health Promotion Model
  - ICF Model
  - Leisure Ability Model
  - Recreation Service Model

Answer: a

10. ATRA was founded in
- 1969
  - 1975
  - 1984
  - 1990

Answer: c

11. One of the best ways for students to meet other professionals and students is
- class
  - practicum
  - internship
  - conferences

Answer: d

12. The \_\_\_\_\_ is widely recognized as a universal model for health care.
- Health Protection/Health Promotion Model
  - ICF Model
  - Leisure Ability Model
  - Recreation Service Model

Answer: b

13. Which of the following is a gatekeeper for the profession by administering a certification exam?
- ATRA
  - NART
  - NCTRC
  - NRPA

14. \_\_\_\_\_ refers to one of the most important priorities for RT practitioners to provide.
- Evidence-based practice
  - Defining recreational therapy
  - Leisure
  - Recreation service models

Answer: a

15. True or False: Most recreational therapists are front-line clinicians.

Answer: True

16. True or False: Length of stay in acute care hospitals has declined in recent decades.

Answer: True

17. True or False: All U.S. States require licenses to practice recreational therapy.  
Answer: False
18. True or False: Recreational therapists working in skilled nursing facilities focus on active treatment.  
Answer: True
19. True or False: A common employment setting for recreational therapists is public schools.  
Answer: False
20. True or False: Peterson and Gunn were the original authors of the Leisure Ability Model.  
Answer: True

### Short Answer

1. Describe the basic philosophical debate among recreational therapists.

*See the break-out box, “An Ongoing Discussion: Two Philosophical Views” for possible answers.*

2. What are the benefits of working as a recreational therapist for a public parks and recreation department?

*See the section “Careers in Therapeutic Recreation and Recreational Therapy” for possible answers.*

3. What is the value of the ICF model to the practice of recreational therapy?

*See the section “Four Models of Practice,” specifically, the fourth model “International Classification of Functioning, Disability and Health,” for possible answers.*

4. Briefly describe the differences in the way recreational therapy is practiced in a hospital and in a public park and recreation department.

*See section “Careers in Therapeutic Recreation and Recreational Therapy,” specifically “RT in Hospital Settings” and “RT in Community Settings,” for possible answers.*

5. In 50 words or fewer, define recreational therapy.

*See the section “What is Recreational Therapy” for possible answers.*

### Recommended Online Video Clips

“Emory Rehabilitation: Recreational Therapy” 5:39 A recreational therapist named Devon Harvey explains recreational therapy <https://www.youtube.com/watch?v=h1fUC62xrYU>

“Alive Inside” “Recreational Therapy” 6:30 An inspiring video featuring Yvonne Russell and a participant named Henry. <http://www.youtube.com/watch?v=NKDXuCE7LeQ>

“Life Works: Recreational Therapist” 2:07 Mary Carson discusses the importance of recreational therapy and her typical day. <http://www.youtube.com/watch?v=5cOptyeZwfl>

## **Additional Resources in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.

# 8

## Campus Recreation, Leisure, and Intramurals

**Doug Kennedy**  
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### Chapter Overview

This chapter, “Campus Recreation, Leisure, and Intramurals” helps students better understand the profession, providing beneficial leisure time opportunities for a college or university’s students and employees. Beyond the type and benefits of programs provided, discussion centers on the diversity of specific career opportunities. A foundation-level understanding is offered through coverage of the history of campus recreation, current examples, and interviews with both experienced and new professionals working in the field. In discussing benefits of campus recreation, a focus is placed on the continuum of benefits including those associated with increasing school attractiveness to prospective students, enhancing retention, and attracting alumni. This chapter assists students in learning more about specific careers in campus recreation. These include intramural and recreational sports, student activities, fitness and wellness, aquatics, outdoor recreation, and facility management. For each career area, students will learn whether they share a passion for the area and the preparation necessary.

The future of campus recreation is a bright one but challenges will always be present. This chapter concludes with a discussion of the opportunities, issues, and challenges facing campus recreation. The opportunities abound for students to gain experience in campus recreation while they are in school. What better way to see if this field is a great fit? The author, responsible for overseeing a school’s programs in aquatics, fitness, recreational sports and outdoor activities, uses examples and resources to guide the reader through this exciting career field.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in the campus recreation professions;
2. remember key terms and events that relate to the past and present in campus recreation professions;
3. recognize and explain a model for career progression;
4. Recall facts about the passions, pay and perks, possibilities, and preparation related to campus recreation careers in general and the specific career areas of

- intramural and recreational sports,
  - student activities,
  - fitness and wellness,
  - aquatics,
  - outdoor recreation, and
  - facility management;
5. summarize future opportunities, issues, and challenges facing campus recreation professionals;
  6. evaluate how his or her preferences and passions connect with career possibilities in campus recreation, and if this is determined to be a primary career interest area, then ...
  7. generate and execute a plan for further investigation of campus recreation professional preparation, networking and career opportunities.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. What is Campus Recreation?
  - a. Overview
  - b. A Brief History of Campus Recreation
    - i. Earliest starts: 19th century
    - ii. Growth at the start of the 20th century
    - iii. Post-war growth: late 20th century
  - c. Campus Recreation Today
    - i. Goals
    - ii. Increase in facilities
- VI. Careers in Campus Recreation
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Student Activities
    - ii. Fitness and Wellness
    - iii. Aquatics
    - iv. Outdoor Recreation
    - v. Facility Management
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
  - d. Additional Online Resources
- IX. Conclusion
- X. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## Assessment

### Objective Questions

1. Which of the following is an example of a campus recreation program?
  - a. fitness program
  - b. SCUBA trip
  - c. concert
  - d. all of the aboveAnswer: d
2. Which time period saw the first extramural and intramural events take place?
  - a. 1770-1790
  - b. 1850-1870
  - c. 1910-1930
  - d. 1950-1970Answer: b
3. Which of the following is an example of a cocurricular program?
  - a. a musician who speaks to a class prior to a performance
  - b. a competition against another school
  - c. a competition between two fraternities
  - d. a hike in the mountainsAnswer: a
4. Campus recreation also enhances alumni outreach via
  - a. allowing alumni to use campus recreational facilities
  - b. providing opportunities to return as a coach for varsity athletics
  - c. campus recreation does not enhance alumni outreach
  - d. all of the aboveAnswer: a
5. Which of the following is critical for all campus recreation professionals to be successful?
  - a. excellent math skills
  - b. understanding of pool chemistry
  - c. the ability to develop partnerships across campus
  - d. possessing artistic skillsAnswer: c
6. Which of the following is not an example of a passion demonstrated by an intramural/recreational sport professional?
  - a. organization
  - b. predictability
  - c. creativity
  - d. teamworkAnswer: b
7. Which are examples of certifications that might be held by a campus recreation professional working in aquatics?
  - a. aquatics facility operator and certified pool operator
  - b. pool and spa operator and diving instructor
  - c. pool director certificate and national aquatics license
  - d. licensed hot tub director and state pool coordinatorAnswer: a

8. Which of the following is not an aspect of outdoor recreation in a campus environment?
- mountain biking programs may be offered
  - programs cannot be offered unless in-house campus recreation staff has technical expertise
  - staff should have training in first aid
  - risk management should relate to the chosen outdoor recreation activity

Answer: b

9. Which of the following describes the current state of campus recreation facility construction?
- it is decreasing
  - it has remained steady
  - it is growing
  - rate of growth is unknown

Answer: c

10. Which of the following is not a challenge that campus recreation will face in the future?
- providing a budget to keep up with technological advancements
  - addressing the needs of nontraditional students
  - increasing programs during the 9-to-5 time period
  - demonstrating the benefits of programs

Answer: c

11. Campus recreation programs may include which of the following?
- learn to swim, swimming for fitness
  - intramural and extramural sports
  - camping, rock climbing, snowboarding
  - all of the above

Answer: d

12. Campus recreation helps a school by addressing the needs of which groups?
- prospective students
  - new students
  - alumni
  - all of the above

Answer: d

13. Which of the following is not an issue to be faced by campus recreation now and in the near future?
- development of technology as it relates to campus recreation
  - decreasing student interest in campus recreation
  - the need to design programs serving nontraditional students
  - assessment of the impact of campus recreation programs

Answer: b

14. Which of the following statements is true?
- the rate of building campus recreation facilities has decreased over the past 20 years
  - campus recreation is not co-curricular
  - first-year orientation programs might include outdoor recreation opportunities
  - getting work experience in campus recreation is difficult

Answer: c



15. In 1852, what was the first extramural event occurred between Harvard and Yale that still goes on today?
  - a. basketball
  - b. rowing
  - c. football
  - d. chessAnswer: b
16. True or False: Campus recreation benefits a school by enhancing the recruitment of students.  
Answer: True
17. True or False: There is little flexibility in career progression within campus recreation.  
Answer: False
18. True or False: More students participate in intramural sports than intercollegiate sports.  
Answer: True
19. True or False: Certification in fitness isn't necessary for a fitness and wellness professional.  
Answer: False
20. True or False: Campus recreation programs are primarily about sport.  
Answer: False

### Short Answer/Discussion Questions

1. Explain how campus recreation benefits a student before, during, and after enrollment.

Example answer:

Campus recreation benefits a student while the search for a school is underway. Excellent campus recreation opportunities may make the decision to attend a school easier. Because campus recreation strives for inclusion, it may also decrease nervousness about making new friends. This extends to after a student has enrolled. Programs such as clubs and intramural sports provide opportunities for students to join with other students, an important factor in retention especially during a student's first semester. Student wellness is also enhanced via opportunities for stress management, fitness and nutrition, and exploration of new activities. After graduation campus recreation might provide to alumni access to its facilities and programs, all excellent ways to stay connected to the school.

*For discussion related to this question see section "What is Campus Recreation?"*

2. Is this a good time to be a campus recreation professional? Why or why not?

Example Answer:

Yes. Schools have dramatically increased the number of facilities for campus recreation and are also increasing the number of programs offered. The main reasons all have to do with recruitment and retention. Campus recreation increases a school's attractiveness for the prospective student, and keeps current students satisfied with their way of life. Because of these reasons schools have increased their campus recreation staffs and budgets. As well, career opportunities can include positions in both programming and facility management.

*For discussion related to this question see section "Careers in Campus Recreation."*

3. Campus recreation can trace its start back to the late 19th century. What relevant events took place during that time period?

Example Answer:

Several events took place that moved colleges from places where classroom-only activities were the norm. These included the first Greek-letter social organizations, creation of extra-mural and intramural events, and the start of intercollegiate sports.

*For discussion related to this question see section "What is Campus Recreation?," specifically "How Did Campus Recreation Get Its Start?"*

#### 4. What is cocurricular programming in campus recreation?

Example Answer:

Cocurricular programs are those that complement the learning that takes place within the classroom. These programs may be the result of a partnership with a specific academic discipline such as sponsoring a concert with a musician speaking to a class beforehand or centered on a broader theme such as scheduling a political science movie series to coincide with an election. The goal is to demonstrate how learning within the classroom is seen and applied in everyday life.

*For discussion related to this question see section "What is Campus Recreation?," specifically, "Campus Recreation Today."*

## Recommended Online Video Clips

The following are examples of campus recreation programs:

"What's Up with Campus Recreation" 8:29 UC Davis Campus Recreation creates a video to introduce its programs and facilities, ranging from Intramural Sports and the Fitness and Wellness programs to the Equestrian Center. <http://www.youtube.com/watch?v=xkTu4rseGa4>

"Campus Recreation at Gardner-Webb" 3:05 An overview of the recreational activities provided to enrich the quality of physical, mental, spiritual, and social life of the members of the campus community. <http://www.youtube.com/watch?v=M2copJ1Nue4>

"Campus Recreation Video" 4:48 Northern Arizona University's description of the broad variety of programs offered <http://www.youtube.com/watch?v=cphUcSfQz7Q>

"Zumba at the college of Charleston" 1:46 One of the most popular campus recreation classes at the College of Charleston is Zumba. See what it is all about! <http://www.youtube.com/watch?v=-eWeHnTg5-o>

"New UMass Recreation Center Earns Rave Reviews" 3:09 Introduction to the University of Massachusetts – Amherst's new state-of-the-art recreation center: [http://www.youtube.com/watch?v=YYazV-z\\_Y0I&feature=related](http://www.youtube.com/watch?v=YYazV-z_Y0I&feature=related)

"NIRSA: Past, Present, and Future" 10:45 The history and role of the National Intramural Recreational Sports Association (NIRSA): <http://www.youtube.com/watch?v=gBMDm3ZZcfg>

"UF Men's Flag Football Championship Highlights as shown on WUFT (2008)" 1:51 University of Florida Intramural flag football championship: [http://www.youtube.com/watch?v=TfAfx37\\_-TY](http://www.youtube.com/watch?v=TfAfx37_-TY)

"BYU Intramural Inner Tube Waterpolo" 3:11 Inner tube water polo at Brigham Young University: <http://www.youtube.com/watch?v=2VYZeOa6804>

“Campus Recreation Values” 2:02 The values of campus recreation at Portland State University:  
<http://www.youtube.com/watch?v=LMaiPrG113E>

## **Additional Resources in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) The section “Resources and Getting Involved” provides a list of professional organizations and certifications of interest to the prospective campus recreation professional. Online information is also included. The opportunity to gain experience now while enrolled as a college student is also discussed.
- (2) Activities within the “For Further Investigation” section allow students to gain a deeper knowledge of campus recreation. The activities may be completed online, by interviewing others, and through volunteering within campus recreation.



# 9

# Sport Management and Sport Teams

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## Chapter Overview

Sport management is an exciting area of study and one that continues to grow in popularity among students. Getting a good job in the sport industry is the ultimate goal of sport management students. However, entering the sport management profession can be challenging given the breadth and scope of the industry and the realities of the job market. This chapter is designed to help introduce students to the field of sport management and to some of the career possibilities that exist in the field. Often when students think of sport management, they think of jobs in professional sports or big-time college athletics. While those jobs do exist, the field of sport management is much more diverse. While many students are interested in jobs in performance-based sport, others find that they have an interest in participation-focused settings, such as youth sports, intramural sports, State Games, or high school athletics. Students may find themselves working in commercial, not-for-profit, or public/government agencies, doing jobs that focus on sport business, programming, venue or facility management, or athlete development. Popular career settings in sport management include professional sport organizations, intercollegiate and interscholastic athletics, youth sports, national governing bodies, sport management and marketing firms, multisport organizations, sport clubs, facilities and venues, and a host of others. The breadth and scope of the field is one of its advantages, as it provides a diverse range of employment opportunities for students to take advantage of. One of the challenges for the field is to present an integrated view of sport management in light of the growing specialization that is occurring within the field. While sport management needs to have a strong business and management foundation, it nevertheless remains an interdisciplinary profession. Finding a career in sport management takes more than just loving sports. Successful sport management students must be willing to work extremely hard to develop strong management competencies such as business procedures, marketing, technology, facilities management, governance and policy, risk management, sport law, and event management. In addition to strong academic coursework, successful students should obtain meaningful internship and work experiences, and gain a network of contacts that can help the career search. Entering the field of sport management, like most professions, can be a challenge. The upside is that for students who love sports, love management, and are willing to work hard to understand and embrace the broad scope of the industry, it can be a very rewarding career.

## Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from respected sport management professionals;
2. remember facts related to the development, breath, and scope of the sport industry;
3. describe sport settings that encompass both participation- and performance-focused sport
4. provide examples of sport settings that exist within the commercial, not-for-profit, and public sectors;
5. recall the four major job emphases in sport management;
6. recognize the major sport management competencies;
7. recall facts about the passions, pay and perks, possibilities, and preparation related to sport management careers in general and the specific career areas of
  - intercollegiate and interscholastic athletics,
  - professional sports,
  - sporting organizations, and
  - sport management and marketing firms;
8. summarize future opportunities and challenges facing the field of sport management to determine if this is a primary interest areas, then ...
9. develop a plan for future investigation of career opportunities and professional preparation in sport management,

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Profile I: Could This Be You? (Kevin Cummings, Massachusetts Amateur Sports Foundation)
- IV. Profile II: Could This Be You? (Amber Radzevich, University of New Hampshire Athletics Department)
- V. The Wide World of Sport Management
  - a. A Brief History of Sport Management
  - b. Sport Management Today
    - i. Sport Management Philosophies
    - ii. Participation-Performance Continuum
    - iii. Sport Management Sectors
    - iv. Sport Management Job Emphases
- VI. Careers in Sport Management
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Intercollegiate and Interscholastic Athletics
    - ii. Sporting Organizations
    - iii. Professional Sport
    - iv. Sport Marketing and Management Firms/Sport Agencies
    - v. Additional Sport Management Career Possibilities
      1. Youth and Amateur Sport
      2. Intramural Sport
      3. Venue Management

- VII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
- VIII. Conclusion
- IX. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## **Assessment**

### **Objective Questions**

1. The professional career of planning, organizing, leading, and controlling sport events, programs, personnel, and facilities refers to
  - a. recreation programming
  - b. youth sports
  - c. intercollegiate athletics
  - d. sport managementAnswer: d
2. The roots of sport management historically can be traced back to
  - a. Ohio University's first academic program in sport management in 1964
  - b. the modern Olympic Games
  - c. Roman sports in the ancient world
  - d. growth of professional sport leagues and tournamentsAnswer: c
3. Sport management draws on a variety of academic disciplines to frame its body of knowledge. This makes sport management
  - a. an interdisciplinary profession
  - b. mainly a business-oriented major
  - c. primarily a graduate degree program
  - d. none of the aboveAnswer: a
4. Designing and managing sport programs for the primary purpose of encouraging active participation in sport refers to which point on the participation-performance continuum?
  - a. performance
  - b. participation
  - c. between performance-participation
  - d. elite sport developmentAnswer: b
5. If you are interested in managing and marketing sport opportunities focused on elite athletes or staging sport events to entertain spectators, you are primarily interested in
  - a. performance-focused sport
  - b. participation-focused sport
  - c. neither a nor b
  - d. both a and bAnswer: a

6. While sport serves as the backdrop of the sport industry, which discipline is associated with most of the day-to-day responsibilities of sport managers?
- history
  - sociology
  - exercise science and fitness
  - business/management

Answer: d

7. Sport and recreation organizations that generally operate in the public's interest, but to do so operate outside the direct control of government are generally referred to as
- public sector organizations
  - commercial sector organizations
  - not-for-profit sector organizations
  - professional sports

Answer: c

8. Sport management and marketing firms are mostly found in which management sector?
- public sector
  - commercial sector
  - not-for-profit sector
  - none of the above

Answer: b

9. The four main job emphases in sport management are
- recreational sport, finance, social welfare, and fitness
  - intercollegiate athletics, sporting organizations, professional sports, sport management, and marketing firms
  - public sector, not-for-profit sector, commercial sector, professional sector
  - sport business, sport programming, resources/venues, athlete/player development

Answer: d

10. Jobs in recreational sports, youth sports, or sport event management tend to fall primarily into which of the four main career areas?
- sport business
  - sport programming
  - resources/venues
  - athlete/player development

Answer: b

11. The two major job tracks in sport management and marketing firms are
- athlete representation and accountant
  - lawyer and athlete representation
  - athlete representation and event management
  - event management and accountant

Answer: c

12. The following are all core competencies of sport managers EXCEPT
- athletic skills
  - marketing, promotions, communications
  - management techniques
  - programming and event management
  - legality and risk management

Answer: a



13. Jobs in intercollegiate and interscholastic athletics may be found in which of the following settings?
- individual schools and colleges
  - leagues or conferences
  - state and national trade/professional organizations
  - all of the above

Answer: d

14. An example of a multisport organization that provides opportunities for sport participation and employment opportunities is
- Skate Canada
  - National Alliance for Youth Sports
  - Bay State (Massachusetts) Games
  - Pop Warner Football
  - athlete/player development

Answer: c

15. The “Winter Meetings” is a must-attend event for job seekers in which sport management career setting?
- youth sports
  - professional baseball
  - minor league hockey
  - intercollegiate athletics

Answer: b

16. True or False: Sport management jobs tend to have responsibilities that cut across multiple job emphases.

Answer: True

17. True or False: Salaries in entry-level sport management jobs are typically higher than other entry-level positions in education, general sales, marketing, or the social sciences.

Answer: False

18. True or False: Because sport management is such a diverse profession, there is no set of general core competencies for the field.

Answer: False

19. True or False: Sports management professionals advise that if you get into this career, you should expect to do a lot of varied tasks on the job.

Answer: True

20. True or False: Developing professional contacts in sport management through volunteer work, part-time jobs, service learning, and internships is as important in finding a job in the sport industry as getting good grades in your academic classes.

Answer: True

### Short Answer/Discussion

- Read through the two profiles of professionals in the sport management industry (Kevin Cummings and Amber Radzevich). You may consider the perspectives of Mike Gamache in your answer as well. In your own words, provide a brief summary of their main pieces of advice that they give about career development in sport management. Are there any areas where all three agree?

*For discussion related to this answer see section on “Careers in Campus Recreation.”*

- Name at least five major historical developments that helped to contribute to the growth and popularity of sport management as a profession.

*For discussion related to this answer, see section on "Careers in Campus Recreation."*

- In addition to the historical facts noted above, provide at least five additional pieces of evidence to support the growth of sport management in popularity and scope.

*For discussion related to this answer see section on "Careers in Campus Recreation."*

- Define and differentiate the following: public sector, not-for-profit sector, commercial sector. Provide at least three examples of sport management opportunities in each of the three sectors.

*For discussion related to this answer see section on "Future Opportunities, Issues, and Challenges."*

- Sport management has a general set of core competencies that are important for all students to possess. For this question, please do the following: 1) Name the 10 core competency areas; 2) Based on your area of interest in the field, which of the 10 would most likely be important to highlight on a job application?; and 3) Name at least two practical ways that you could demonstrate your competence in each of the competencies that you named.

*For discussion related to this answer see "Future Opportunities, Issues, and Challenges."*

## **Recommended Online Video Clips**

There is a wealth of information on sport management career preparation in online video form through YouTube. Most of the clips related to sport management are focused on academic programs and offerings in sport management at a range of colleges and universities. These could be very beneficial for students to watch who are considering majoring in sport management. Searching for "sport management" within the YouTube search engine provides a number of interesting and potentially worthwhile video clips.<http://www.youtube.com>

ESPN's *Outside the Lines* provides some very good stories that provide a good jumping off point for discussion on issues related to governance and policy in sport management. Videos are embedded within their website. Some examples include:

"Florida State Academic Scandal" 15:04 This video clip helps to provide a platform for discussion on intercollegiate athletics and academics, and provides a good illustration of the area of compliance in intercollegiate athletics. <http://espn.go.com/video/clip?id=4738805&categoryid=2564308>

"Television's Impact on College Sports" 4:23 This video clip discusses the impact of television and sports media on intercollegiate athletics. This helps students to see the convergence of entertainment and sport management, and the fiscal potential that this that this creates. <http://espn.go.com/video/clip?id=4757335&categoryid=3286128>

## **Additional Resources in the Book Chapter**

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.



# 10

## Event Management

**Emilyn Sheffield**

**Polly Crabtree**

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### Chapter Overview

The chapter is designed to help any reader understand the importance of event management, including meeting planning, conference/exposition services, and entertainment events in contemporary society. Some students will be interested from a career perspective. Other students will learn how event professionals can help them achieve results regardless of the career choice they pursue.

Special events run the gamut from small, intimate affairs to full-blown extravaganzas for thousands of spectators. This chapter guides readers through a sampling of the types of special events offered in the areas of meeting planning, conference and exposition services, and entertainment events. Readers will learn more about the interpersonal and professional skill sets necessary to become an effective event planner and will see the importance of current events, trends, and the economy on this environment-sensitive industry. Education and experience play key roles in the creation of successful event planners, but not everyone is suited to this field.

These authors have three goals. The first goal is to help preservice professionals to assess the “fit” between their interests, aptitudes, and career expectations and the requirements of the event/meeting planning industry. The second goal is to help readers understand that a skilled meeting/event planner can find good career opportunities and job satisfaction in any sector of society. Meeting/event planners have functional skills that transfer between sectors rather than sector specific skills that limit mobility. The third goal grows from the first two. By describing a wide range of career settings readers can refine their professional preparation to maximize the potential for a successful and rewarding career.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in special event management;
2. recall skills necessary for a successful event planner;
3. summarize the history and growth of special events as a profession;
4. recognize and explain trends that are shaping special event management;
5. identify the benefits of the event management industry;

6. describe how event management can advance social and environmental justice;
7. recall facts about the passions, pay and perks, possibilities, and preparation related to event management careers in general and the specific settings of
  - special event and meeting planning firms,
  - event planning in corporate or organizational settings, and
  - event planning in hospitality and venue settings;
8. summarize future opportunities and changes facing event management;
9. evaluate how his or her preferences and skills connect with career possibilities in various special event management industry sectors, and if this is determined to be a primary career interest area, then...
10. generate and execute a plan for further investigation of professional preparation, networking and career opportunities in special event management.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. Pursue Your Passion for Events—And Get Paid!
  - a. History and Growth of Professional Event Management
  - b. Event Management Today
  - c. Trends in Event Management
    - i. Creativity
    - ii. Accountability
    - iii. Sustainability
    - iv. Inclusion
    - v. Safety and Security
    - vi. Technology
- VI. Careers in Event Management
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Special Event and Meeting Planning Firms
    - ii. Event Planning in Corporate or Organizational Settings
    - iii. Event Planning in Hospitality and Venue Settings
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
- IX. Conclusion
- X. For Further Investigation
  - a. For Everyone
  - b. For More Research
  - c. For Career Possibilities
  - d. Recommended Reading

## Assessment

### Objective Questions

1. Dan Vicini's company, Dakota Events, was started as a \_\_\_\_\_ because it gave him flexibility, tax benefits, and a legal format required by the state of Nevada.
  - a. S-Corp
  - b. LLP (limited liability partnership)
  - c. LLC (limited liability corporation)
  - d. corporationAnswer: c
2. Why are special events "special"?
  - a. the non-routine nature of the event
  - b. the event is the only one of its kind
  - c. the event only happens once a year
  - d. the quality of the event is more high endAnswer: a
3. Intimate knowledge of demographic and lifestyle trends are important to the event and meeting planner because
  - a. event planners need to know who their clients are
  - b. you will be prepared to seek opportunities in periods of change
  - c. they impact attendance at networking events
  - d. the APEX requires event and meeting planners to comply with trends in the industryAnswer: b
4. The six things that are changing the shape of the event and meeting industry are
  - a. creativity, accountability, sustainability, inclusion, safety and security, and technology
  - b. creativity, accountability, sustainability, technology, safety and security, and ROI
  - c. creativity, networking, sustainability, inclusion, emergency training, and technology
  - d. creativity, networking, communication, inclusion, emergency training, and technologyAnswer: a
5. The event industry term DMC refers to
  - a. Dallas Metro Challenge, a world-famous urban triathlon
  - b. Domestic Meeting Conference, an industry trade show
  - c. Destination Management Company a type of event/planning firm
  - d. Destination Meeting Collaborative, a group of meeting plannersAnswer: c
6. Incentive travel firms typically design and implement travel events to hallmark sporting events or popular destination areas to recognize employee performance in \_\_\_\_\_
  - a. education
  - b. entertainment
  - c. government
  - d. salesAnswer: d
7. Where are you most likely to find the best opportunities for entertainment in hospitality and venue settings?
  - a. large cities and destination areas
  - b. medium cities and remote areas

- c. small cities and remote areas
- d. rural areas and destination areas

Answer: a

8. The statement “federation of leading national and international organizations involved in meetings, conventions, and exhibitions” could be used to describe which professional organization?
- a. American Society of Association Executives (ASAE)
  - b. Convention Industry Council (CIC)
  - c. Connected International Meeting Professionals Association (CIMPA)
  - d. Professional Convention Management Association (PCMA)

Answer: b

9. APEX, a collection of industry practices stands for
- a. accredited Processes Exchange
  - b. accepted Processes Exchange
  - c. applied Practices Exceptions
  - d. accepted Practices Exchange

Answer: d

10. The primary purpose(s) of special event professional organizations are
- a. legislative lobbying for the industry
  - b. support for charitable causes
  - c. education and networking
  - d. all of the above

Answer: c

11. How do people in the special events industry typically advance?
- a. movement from one organization to another
  - b. start their own company
  - c. movement to a corporate environment
  - d. get a college degree

Answer: a

12. What is the best way to determine whether or not you would make a good event planner?
- a. job shadow an event planner
  - b. host a small event
  - c. take an event planning class
  - d. complete your undergraduate work in the event planning field

Answer: b

13. Which element is considered to be the single most important determinant of success in the event planning field?
- a. a certificate
  - b. education
  - c. experience
  - d. membership in a professional association

Answer: c

14. What are the key resources in the event planning industry?
- a. experience
  - b. Internet
  - c. personal relations
  - d. all of the above

Answer: d



15. CMP, an industry term, is an abbreviation for
  - a. Certified Membership Planner
  - b. Complete Meeting Protocol
  - c. Certified Meeting Professional
  - d. Corporate Member Performance
 Answer: c
16. True or False: Vaguely defined and measured objectives and outcomes are becoming more prevalent throughout all industry sectors.
 Answer: False
17. True or False: Many nonprofit organizations hold special events to increase visibility and raise funds.
 Answer: True
18. True or False: Event planners in the corporate sector often report the highest levels of job satisfaction.
 Answer: False
19. True or False: The ability to calculate simple mathematical formulas is important to the event planner.
 Answer: True
20. True or False: Seemingly unrelated scandals and events have the potential for long-lasting negative effects on the events industry.
 Answer: True

### Short Answer/Discussion Questions

1. Explain why the most successful event planners are those who feel a real passion for the field.

*See the sections "Focus Questions" and "Careers in Event Management" for possible answers.*

2. What are the five trends changing the face of the event and meeting industry today, and why are they likely to continue shaping the industry for some time?

*See section on "Pursue Your Passion for Events and Get Paid!" for possible answers.*

3. There are three areas identified as possibilities for careers in event management:
  - a. Special event and meeting planning firms
  - b. Events in corporate or organizational settings
  - c. Entertainment in hospitality and venue settings

What are the differences between the different career areas, and where are they similar?

*See the section under "Careers in Event Management" for discussion of each of these opportunities*

4. Identify the challenges facing the event planning industry. Discuss how the economy factors so significantly in the success, or failure, of special events.

*See the section "Future Opportunities, Issues, and Challenges"*

5. Explain the contributions of professional organizations to the event management industry? What role could membership in a professional organization play in the career of an event planning professional?

*See the section on “Resources and Getting Involved”*

## **Recommended Online Video Clips**

There are hundreds of videos and podcasts online and very rich content on association and industry supplier websites. Rather than try to keep up with all of the information yourself, we recommend that you let course participants locate, evaluate, and share resources with each other. You might create teams to see who can locate the best resource material.

To help you get started, here are a few of our favorites.

1. You can provide a high-energy introduction to the “business end” of special event management by sharing videos and digital slideshows prepared by destination areas, hotels, and resorts. These short marketing pieces are designed to showcase the destination or property but they also showcase some creative ideas and highlight the glamour of the industry. URL: <http://www.meetings-conventions.com/media.aspx> and look for the “Media Library” tab.
2. Association sponsored webinars focus on timely industry topics. Most are less than 30 minutes in duration and feature industry professionals sharing their expertise. The Professional Convention Management Association provides 30-minute webinars followed by 15 minutes of Q&A. You can find current topics at <http://www.pcma.org> (find the “Education” tab and look for “On-line Learning”) or search the website for webinars.
3. Backgrounders for Timely Topics. The special event and meeting/conference business can be seriously impacted by events outside its immediate control. Meetings Mean Results is a campaign that emerged as the financial industry crisis spread to negatively impact the meetings industry. The TARP legislation included stringent restrictions on professional travel that quickly moved beyond the financial sector as hundreds of businesses cancelled or curtailed their travel. URL: <http://www.meetingsmeanresults.com/>
4. A quick Internet search of one of the burgeoning video websites (e.g., YouTube, Google Video) or other websites with strong digital video content will yield far too many resources. Some are funny, some are great, and some are pretty awful. Check out these and other short videos and make up your own mind....or give your students some guidelines about suitable content and host a contest for the best, worst, most informative, most persuasive short video.
  - a. Education-Portal.com—Event Planning Professions overview

Learn about the background, aptitudes, and skills required by event planners as well as industry certifications and tips for gaining experience. Additional information on the website. Features a Euro-American female, seated at a desk, reading from a prompter.

URL: [http://education-portal.com/videos/Event\\_Planning\\_Professions\\_Video\\_How\\_to\\_Become\\_an\\_Event\\_Planner.html](http://education-portal.com/videos/Event_Planning_Professions_Video_How_to_Become_an_Event_Planner.html)

URL: [http://education-portal.com/videos/Event\\_Planning\\_Professions\\_Video\\_How\\_to\\_Become\\_an\\_Event\\_Planner.html](http://education-portal.com/videos/Event_Planning_Professions_Video_How_to_Become_an_Event_Planner.html)

- b. A Day in the Life – Event Planner

Ninety-second video that describes all the various ways to get into the meeting planning business. Features a mature, female Euro-American corporate meeting planner. URL: URL:

<http://www.youtube.com/watch?v=GTvFrsX3RMY&NR=1>

## c. Untitled.

Two-minute video promoting a consultant's meeting planning boot camp. Highlights the importance of contracts and budgets. Features a mature, female African American meeting planner from the insurance industry. URL: <http://www.youtube.com/watch?v=I8Qo3-Z3i-9w&NR=1>

## d. Untitled.

A long (26-minute) interview of an entertainer turned event planner who developed her business by creating events for Black History Month. This entrepreneur offers solid advice and strategies on how to “grow” an event planning business and highlights the importance of corporate identity/branding (e.g., logo and color palette). Features African American female entertainer turned event planner URL: <http://www.youtube.com/watch?v=u34ODXNvT-s>

## e. Untitled.

One-minute overview of the special event management industry by a campus career counselor. Features a Euro-American female career counselor reading from a script with captions. URL: <http://video.google.com/videoplay?docid=-329137707012805945#>

## f. About.com - Career Profile: Event Planner

This three-minute video captures the life of a DJ turned meeting planner. Watch his firm “turn” a room between back-to-back weddings while he describes essential attributes for success. Features a male DJ turned meeting planner. URL: <http://video.about.com/career-planning/Career-Profile--Event-Planner.htm>

## g. Ear on Careers – Mary Dann-McNamee, Wedding Planner

In the latest “Ear on Careers” podcast, wedding planner Mary Dann-McNamee, offers insights into this exciting field. 38:07 (time) podcast URL: [www.bit.ly/9U8XYI](http://www.bit.ly/9U8XYI)

## **Additional Resources Located in the Book Chapter**

There are two sections at the end of the chapter that contain more resources for students and instructors:

- (1) The section entitled “Resources and Getting Involved” includes additional information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) The section entitled “For Further Investigation” contains student assignments and activities to learn more, do more, and read more about special event management and the event/meeting industry.



# 11

## The Hospitality Industry

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### Chapter Overview

“The Hospitality Industry” is designed to help the student interested in working in one of the many jobs in the hospitality industry. There are tremendous possibilities for career choices that fall under the umbrella of “hospitality.” This chapter only explores a few of the many hospitality career opportunities, including the history of the hospitality industry and where it is heading in the future. Readers will learn more about how their particular talents and interests could be suited to one of the three major areas for hospitality career possibilities: lodging industry, restaurant industry, casino gaming industry, or cruise industry. Even if a student is not interested in a career in the hospitality industry, he/she will have a better understanding of the industry and how it is part of recreation. The hospitality industry will continue to grow as more and more families people have discretionary income, more desire for travel, and less time or desire to prepare meals.

The future of the hospitality industry is not without challenges but will evolve to meet the needs of more demanding consumers. Careers in hospitality are plentiful but finding the right job can be more challenging. Students should be encouraged to pursue jobs or internships in the hospitality industry, as recruiters like to see experience when hiring. This will also give students an opportunity to see if they are cut out for a career in this exciting and demanding industry. This chapter, written by three hospitality professors with years of experience in the industry, will guide you to what you need to be successful.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in the hospitality industry;
2. remember key terms, events and people that relate to the past and present in the hospitality industry professions;

3. recognize and explain concepts and models related to professional practice in the hospitality industry professions;
4. recall facts about the passions, pay and perks, possibilities, and preparation related to hospitality industry careers in general and the specific career areas of
  - lodging industry,
  - restaurant industry,
  - cruise industry, and
  - casino/gaming industry;
5. summarize future opportunities and challenges facing hospitality professionals;
6. evaluate how his or her preferences and passions connect with career possibilities in the hospitality industry; and
7. generate and execute a plan for further investigation of hospitality industry professional preparation, networking and career opportunities

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. The Big World of Hospitality
  - a. Origins of the Hospitality Industry
  - b. The Hospitality Industry Today
- VI. Careers in Hospitality Industry
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Lodging Industry
    - ii. Restaurant Industry
    - iii. Cruise Industry
    - iv. Casino/Gaming Industry
    - v. Additional Career Possibilities
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
- IX. Conclusion
- X. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## Assessment

### Objective Questions

1. Which position on a cruise ship is similar to a front desk agent in a hotel?
  - a. steward
  - b. purser
  - c. cruise director
  - d. shore excursion agentAnswer: b
2. The hospitality industry includes all of the following except
  - a. resorts
  - b. cruise ships
  - c. car dealerships
  - d. country clubsAnswer: c
3. Nearly \_\_\_\_ of all meals consumed by Americans are eaten away from home.
  - a. 1/4
  - b. 1/3
  - c. 1/2
  - d. 2/3Answer: b
4. Another name for “interval ownership” is
  - a. timeshare
  - b. extended stay
  - c. vacation getaway
  - d. limited serviceAnswer: a
5. Around \_\_\_\_ of Americans have cruised.
  - a. 25%
  - b. 20%
  - c. 15%
  - d. 5%Answer: d
6. Today’s consumer
  - a. eats out on a regular basis
  - b. is well traveled
  - c. has high expectation of hospitality experiences
  - d. All of the aboveAnswer: d
7. The type of lodging facility most likely to offer planned recreational activities is
  - a. a bed and breakfast
  - b. a resort
  - c. a motor inn
  - d. none of the aboveAnswer: b

8. The \_\_\_\_\_ is responsible for forecasting future demands, and setting pricing strategies for a hotel.
- controller or accounting manager
  - front office manager
  - revenue manager
  - sales manager
- Answer: c
9. The main job of this restaurant employee is to assist the wait staff.
- dining room attendant
  - chef
  - host or hostess
  - housekeeper
- Answer: a
10. It is not uncommon for cruise ship employees to work
- five days a week with weekends off
  - seven days one week and only two days the next
  - seven days a week for a month and then a week off
  - seven days a week for three months and then a month off
- Answer: d
11. Employee quarters on a cruise ship include all of the following except
- an employee swimming pool
  - an employee gym
  - a employee bar
  - all of the above are commonly found in the employee quarters of a cruise ship
- Answer: d
12. A heavily government-controlled hospitality industry with great potential for growth is
- the lodging industry
  - the cruise industry
  - the gaming industry
  - the restaurant industry
- Answer: c
13. What airline pioneered space tourism?
- United Airlines
  - Southwest Airlines
  - Virgin Airlines
  - Air France
- Answer: c
14. A “third place” could be:
- a McDonald's
  - a small trendy cafe
  - a high-end theme restaurant
  - all of the above are examples of “third places”
- Answer: b
15. This is the best way to gain industry networking opportunities.
- join professional organizations
  - become an officer in an organization at your college or university
  - get a summer job/internship in the industry
  - graduate with a high GPA
- Answer: a



16. \_\_\_\_\_ is a combined racetrack with slot operations and table games, such as blackjack, poker, and roulette.
- Commercial casino
  - Commercial racetrack
  - Racino
  - Track casino
- Answer: c
17. \_\_\_\_\_ offers games that players can gamble against each other, not against casino, with the casino providing or dealing the games.
- Table games
  - Card games
  - Video games
  - Lotteries
- Answer: b
18. True or False: Lodging companies commonly give their employees free or reduced rates on hotel rooms when they travel.
- Answer: True
19. True or False: Most cruise ships are registered in the United States and must follow U.S. labor laws.
- Answer: False
20. True or False: The hospitality industry grew rapidly in the United States during the 19th century.
- Answer: False
21. True or False: Many hospitality companies are concentrating their expansion efforts in foreign markets.
- Answer: True
22. True or False: The hospitality industry runs twenty-four hours a day, seven days a week, and does not stop for holidays.
- Answer: True
23. True or False: Card games involve any type of gaming where wagers are placed on a table, wagering between the casino and customers.
- Answer: False
24. True or False: A casino manager generally reports to a pit boss.
- Answer: False

### Short Answer/Discussion Questions

1. Explain how advances in transportation helped the growth of the hospitality industry and give three examples.

*See the section on "Origins of the Hospitality Industry" for possible answers.*

2. Write a paragraph explaining the positives and negatives of working with guests in the hospitality industry.

*See sections on "Careers in the Hospitality Industry" for possible answers.*

3. Compare and contrast jobs in the lodging industry with jobs in the cruise industry.

*See the sections under "Lodging Industry" and "Cruise Industry" for possible answers.*

4. Write a short paragraph explaining whether or not your own preferences and passions match up with any of the career possibilities in the hospitality industry.

*See the section on “passions” in “Careers in the Hospitality Industry” as well as in “Lodging Industry,” “Restaurant Industry,” and “Cruise Industry.”*

5. Explain how you can best prepare yourself for a career in the hospitality industry.

*See the sections on “Preparation” in “Careers in the Hospitality Industry” as well as in “Lodging Industry,” “Restaurant Industry,” and “Cruise Industry.”*

6. List types of gaming typically offered by a full commercial casino.

*See the section under “Casino/Gaming Industry” for possible answers.*

7. Other than casinos, what other segments are included in the gaming industry?

*See the section under “Casino/Gaming Industry” for possible answers.*

### **Recommended Online Video Clips**

There are many online video clips available but they keep changing as new products are introduced. Explore some of the websites offered by this industry. I would recommend the website for Atlantis Resort and Casino at [www.atlantis.com](http://www.atlantis.com) and be sure to check out the resort map and photos and videos. Jumeirah Hotel and Resorts at [www.jumeirah.com](http://www.jumeirah.com) had some amazing properties including the Burj Al Arab in Dubai. Auberge Resorts at [www.aubegereresorts.com](http://www.aubegereresorts.com) offer some impressive examples of ultra-luxury boutique hotels. My favorite is Calistoga Ranch. It is like a summer camp for the wealthy.

Check out the websites of some of your favorite restaurants and those that might be of interest to your students. Here are a few suggestions: [www.rainforstcafe.com](http://www.rainforstcafe.com), [www.hardrock.com](http://www.hardrock.com), [www.planethollywood.com](http://www.planethollywood.com)

Some of the best video clips for cruise ships can be found at [www.royalcaribbean.com](http://www.royalcaribbean.com). They have the largest ships in the industry and they will blow your students away.

Virgin Galactic always has a new video clip as they introduce the world to the concept of space tourism. Go to [www.virgingalactic.com](http://www.virgingalactic.com).

### **Additional Resources in the Book Chapter**

There are two sections towards the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) Refer to “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading/viewing.

# 12

## Travel and Tourism

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**Greg Shaw**

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### Chapter Overview

“Travel and Tourism” is designed to help the student interested in providing services and diverse experiences to visitors explore the diverse career options and opportunities available to young professionals who have an urge to see the world and work in many different places. The field of travel and tourism has rapidly grown and evolved over the years, and this trendy global industry continues to open up new and exciting job possibilities for people from all sorts of academic disciplines and backgrounds. This chapter will guide students through the vibrant and emerging sectors of travel and tourism, while exposing them to the complexities involved in planning and creating satisfactory travel experiences for tourists. They will learn more about how their particular talents and interests could be suited to one of the three major sectors that provide job opportunities within the travel and tourism industry: destination management organizations, theme and amusement parks and local attractions, and ecotourism and cultural tourism industries. Even if students decide a travel and tourism career is not for them, this information will help them understand the interrelationships between tourism, community development, conservation, and economic growth. The significant contribution of travel and tourism to economic development combined with the central focus on tourist satisfaction has made it its own specialized professional area and study discipline. As a result of travel opportunities combined with financial rewards offered by careers in tourism, professionals in the travel and tourism industry find their jobs to be exciting and fulfilling. Today, travel and tourism consists of the provision of experiences which are customized based on the specific interests of tourists. This chapter, written by a professor of sustainable tourism management, will help you determine if travel and tourism may be your career choice, and if so, what options would be meaningful for you.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in travel and tourism professions;

2. remember key terms, sectors, and specializations applicable to the travel and tourism industry;
3. recognize and explain concepts and models related to professional practice in travel and tourism professions;
4. recall facts about the passions, pay and perks, possibilities, and preparation related to travel and tourism careers in general and the specific career areas of
  - destination management organizations,
  - theme and amusement parks and local attractions,
  - ecotourism and cultural tourism industries,
  - wine tourism (a subset of agritourism), and
  - heritage tourism;
5. summarize future opportunities and challenges facing travel and tourism professionals;
6. evaluate how his or her preferences and passions connect with career possibilities in travel and tourism, and if this is determined to be a primary career interest area, then...
7. generate and execute a plan for further investigation of travel and tourism professional preparation, networking and career opportunities.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. Profile 3: Could This Be You?
- VI. Wish You Were Here: Going Places in Travel and Tourism
  - a. How Did Tourism Come to Be a Profession
    - i. Increasing Propensity to Travel
    - ii. Specialized Products and Services
    - iii. Tourism and Nonprofit Organizations
    - iv. Tourism and For-Profit Enterprises
  - b. Travel and Tourism Today
    - i. Specialized Discipline and Professional Area
    - ii. Creating Innovative Travel Experiences and Opportunities
    - iii. Economic, Community, and Environmental Benefits
- VII. Trendy Yet Meaningful: What are the Careers in Travel and Tourism?
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Destination Management Organizations
    - ii. Theme and Amusement Parks and Local Attractions
    - iii. Ecotourism and Cultural Tourism Industries
    - iv. Wine Tourism
    - v. Heritage Tourism
- VIII. Future Opportunities, Issues, and Challenges
- IX. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
  - d. Getting Involved (Volunteer and Paid Work Experience and Internships)

- X. Conclusion
- XI. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## **Assessment**

### **Objective Questions**

1. Travel and tourism contributes significantly to
  - a. economic growth
  - b. community development
  - c. environmental conservation
  - d. all of the aboveAnswer: d
2. \_\_\_\_\_ refers to tourism opportunities that provide experiences to travelers who are motivated to travel for environmental education purposes.
  - a. Cultural tourism
  - b. Ecotourism
  - c. Business tourism
  - d. Shopping tourismAnswer: b
3. The travel and tourism industry offers professional opportunities for individuals from
  - a. all disciplines and backgrounds
  - b. hospitality backgrounds
  - c. environmental backgrounds
  - d. business backgroundsAnswer: a
4. Tourism employers are increasingly seeking and hiring individuals with formal education and training in the
  - a. business discipline
  - b. public administration discipline
  - c. tourism discipline
  - d. computer science disciplineAnswer: c
5. In order to acquire an entry-level, full-time job with any reputable tourism organization, it is essential to have
  - a. four-year college degree in tourism or hospitality management
  - b. 250- to 500-hour internship/work experience
  - c. professional certification
  - d. all of the aboveAnswer: d
6. Which of the following statements is correct?
  - a. Tourism is the world's largest industry.
  - b. Tourism is the world's second largest industry.
  - c. Tourism is the world's third largest industry.
  - d. Tourism is the world's fourth largest industry.Answer: a

7. In the United States, tourism is among the top \_\_\_\_\_ industries in almost every state.
- ten
  - five
  - three
  - two
- Answer: c
8. Organizations involved in tourism include those within the
- private sector
  - public sector
  - nongovernmental sector
  - all of the above
- Answer: d
9. In travel and tourism terminology, DMOs stand for?
- Department of Meeting Organizations
  - Destination Management Organizations
  - Department of Meeting Operations
  - Destination and Meeting Officers
- Answer: b
10. Which of the following are considered to be a DMO in the tourism context?
- international hotel chains
  - national tourism offices
  - port authorities
  - b and c only
- Answer: d
11. The function and mission of DMOs will vary depending on
- economic significance of tourism to the area
  - local population count of the area
  - availability of accommodation facilities in the area
  - weather conditions in the area
- Answer: a
12. Full-time jobs in theme parks, attractions, and events require a
- high school diploma
  - four-year college degree
  - driver's license
  - certificate of local residence
- Answer: b
13. The principle of sustainable tourism is applicable to
- adventure travel
  - resorts and hotels
  - cultural industries
  - all of the above
- Answer: d
14. Social concern for responsible tourism practices has resulted in the emergence of
- business tourism
  - sports tourism
  - green tourism
  - all of the above
- Answer: c

15. Tourism businesses face the growing challenge of balancing
- profitability and numbers of tourists
  - population growth and public safety
  - profitability and quality of life of host communities
  - profitability and tourist education
- Answer: c
16. Sustainable tourism management endorses what type of approach to interdependence?
- single-bottom line
  - double-bottom line
  - triple-bottom line
  - none of the above
- Answer: c
17. Which of the following is the specialized tourism agency of the United Nations?
- UNWTO
  - UNDP
  - UNICEF
  - UNCTAD
- Answer: a
18. Members of the World Travel and Tourism Council consist of
- chief executives of the world's leading tourism companies
  - nongovernmental organizations (NGOs)
  - national parks
  - countries
- Answer: a
19. Which of the following is the world's largest and most reliable source for official Destination Management Organizations?
- UNWTO
  - DMAI
  - WTTC
  - none of the above
- Answer: b
20. IAAPA is a nonprofit association that works behind the scenes to help \_\_\_\_\_ owners run their business smoothly and profitably
- hotel
  - attraction
  - resort
  - airline
- Answer: b
21. As a "country," California ranks as the world's \_\_\_\_\_ largest producer of wine
- second
  - third
  - fourth
  - tenth
- Answer: c

22. Which statement is not true about the wine tourism industry?
- Wine tourists spend less money on hotels, restaurants, and shopping.
  - Wine tourists spend more money on hotels, restaurants, and shopping.
  - Wine tourists can be found in many countries around the world.
  - Millennials have already become important participants in the wine tourism industry.

Answer: a

23. Heritage tourism organizations can be funded
- as part of a government agency
  - as a nonprofit agency
  - as a for-profit agency
  - all of the above

Answer: d

### Short Answer/Discussion Questions

1. Explain how tourism came to be a profession. In your answer describe the evolution of the tourism industry from the past to its present status.

*See the section on "Wish You Were Here: Going Places in Travel and Tourism" for possible answers.*

2. Describe the current status of travel and tourism. In your answer, identify three reasons for the multidisciplinary nature of the travel and tourism industry.

*See the section on "Wish You Were Here: Going Places in Travel and Tourism" for possible answers.*

3. There are three sectors within the travel and tourism industry that provide professional opportunities for individuals:
- Destination management organizations
  - Theme and amusement parks and local attractions, and
  - Ecotourism and cultural tourism industries (including wine tourism and heritage tourism)

Choose one of these sectors and describe at least three things the tourism professional needs to know about the sector.

*See the section on "Trendy Yet Meaningful: What are the Careers in Travel and Tourism?" for possible answers.*

4. Write a short paragraph explaining whether or not your own preferences and passions match up with any of the career possibilities.

*See the section on "Trendy Yet Meaningful: What are the Careers in Travel and Tourism?" for possible answers.*

5. Identify three ideas for how tourism professionals can address sustainability challenges in the future.

*See the section on "Future Opportunities, Issues, and Challenges" for possible answers.*



## Recommended Online Video Clips

PureNewZeland 9:40 This video describes the commitment that New Zealand made in 2007 to sustainable tourism. It explains how environmental protection is part of New Zealand's heritage through the principle of Kaitiakitanga, or guardianship, with one third of New Zealand's land protected for conservation. <http://www.youtube.com/watch?v=pVSaVwcTiec>

Adventure in Patagonia 4:59 This a short video of music and images that illustrate the thrills and possibilities of adventure tourism travel in remote Patagonia. The images are spectacular and focus on white water sports (note that the film is an ad for Expediciones Chile, Website [www.exchile.com](http://www.exchile.com)) [http://www.youtube.com/watch?v=hW\\_EZ-zBG70](http://www.youtube.com/watch?v=hW_EZ-zBG70)

UNWTO G20 Message :52 This short clip is a message from the UNWTO to encourage the G20 (Group of 20) countries to “think travel and tourism” in order to promote a global, green, economic framework. <http://www.youtube.com/watch?v=WaifRQkgNEI>

Cultural Heritage Tourism Online: 4:06 This short video reviews several of the important economic impacts of cultural heritage tourism, and the focuses on the tourism infrastructure of Baltimore and its heritage tourism resources. <http://www.youtube.com/watch?v=f4B13iaUUBI>

Wine of Lodi 2:39 This short video shows that wine tourism is not only about visiting wineries, but also about socializing, wine events and regional pride. <http://www.youtube.com/watch?v=W3TwDFKYkZ4>

Pairings with Andrea 6:26 This video features one of the first female Master Sommeliers, Andrea Immer Robinson. She discusses the joy of pairing wine with food with an emphasis on culinary and wine flavors. [http://www.youtube.com/watch?feature=player\\_embedded&v=up7Cl2OSv88](http://www.youtube.com/watch?feature=player_embedded&v=up7Cl2OSv88)

## Additional Resources in the Book Chapter

There are two sections towards the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
- (2) “For Further Investigation” contains assignments designed for students to conduct further research, active investigations, and do additional reading.



# 13

## Commercial Recreation and Leisure Businesses

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**Jim Greiner**

*Wildwater Ltd. Rafting and Starfish Exuma Adventures*

### Chapter Overview

“Commercial Recreation and Leisure Business” is designed to help the student interested in working in commercial recreation and leisure business. Success is sweet and satisfying, especially for those who choose carefully and enter the commercial recreation field with adequate preparation. Even with knowledge of the limitations and obstacles, this calling has many benefits including doing something you personally enjoy and sharing that experience with others is very gratifying. For many, having the off-season open so you can pursue personal goals or another job opportunity is a positive. A common application of this is beach lifeguards spending the winter on snow ski patrol or instructing skiing, or schoolteachers organizing hiking trips over the summer. America loves its leisure. Even in times of recession, folks are likely to give up almost everything but their vacations and their leisure activities. This sector is growing by leaps and bounds. What better place to be than in the center of the fray, helping people have fun, and enjoying what you do while helping others have fun!

The term “entrepreneur” has become more popular in recent years due to the rise of small businesses. Understanding what makes the entrepreneur successful, one may develop these skills. This chapter reviews certain traits and learned attributes of an entrepreneur.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. recall advice from professionals working in commercial recreation and leisure businesses;
2. remember key terms, events, and people that relate to the past and present in commercial recreation and leisure professions;
3. recognize and explain concepts and models related to professional practice in commercial recreation and leisure businesses;

4. Recall facts about the passions, pay and perks, possibilities, and preparation related to commercial recreation and leisure business careers in general and the specific career areas of
  - campgrounds and camps,
  - water-related businesses,
  - specialty recreation activities, and
  - retail and hobbies;
5. summarize future opportunities and challenges facing commercial recreation and leisure business professionals;
6. evaluate how his or her preferences and passions connect with career possibilities in commercial recreation and leisure businesses in campgrounds and camps, water-related businesses, specialty recreation activities, and retail and hobbies, and if this is determined that one of these four categories is a primary career interest area, then how best to prepare and be successful; and
7. generate and execute a plan for further investigation of commercial recreation and leisure business professional preparation, networking, and career opportunities.

## **Chapter Outline**

- I. Focus Questions
- II. Key Terms
- III. Profile 1: Could This Be You?
- IV. Profile 2: Could This Be You?
- V. What You Should Know About Commercial Recreation as a Profession
  - a. The Background of Leisure Entrepreneurship In America
  - b. The Ups and Downs of Commercial Recreation Businesses
- VI. Careers in Commercial Recreation and Leisure Businesses
  - a. Passions
  - b. Pay and Perks
  - c. Preparation
  - d. Possibilities
    - i. Campgrounds and camps
    - ii. Water-related businesses
    - iii. Specialty recreation activities
    - iv. Retail and hobbies
- VII. Future Opportunities, Issues, and Challenges
- VIII. Resources and Getting Involved
  - a. Professional Organizations
  - b. Certifications and Licenses
  - c. Where to Get Experience
  - d. Additional Online Resources
- IX. Conclusion
- X. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## Assessment

### Objective Questions

1. \_\_\_\_\_ opened the door to the general population by championing our national parks and monuments and encouraging the general population to visit them and participate in outdoor activities.
  - a. Outdoorsmen
  - b. Theodore Roosevelt
  - c. Middle class
  - d. Ultra wealthyAnswer: b
2. Business start-ups in the recreation and leisure area fail more than \_\_\_\_\_ of the time.
  - a. 80%
  - b. 50%
  - c. 10%
  - d. 60%Answer: d
3. A \_\_\_\_\_ is a person who is willing to take the chance that he or she can generate enough revenue from the leisure activity to sustain financial existence.
  - a. recreation specialist
  - b. leisure entrepreneur
  - c. youth development leader
  - d. none of the aboveAnswer: b
4. \_\_\_\_\_ can be described as businesses that generate income from their clients that is adequate to pay for all expenses, and still produce a profit.
  - a. Enterprises
  - b. Entrepreneurs
  - c. Franchises
  - d. OperationsAnswer: a
5. Which is not a reason new business starts in the recreation and leisure area fail?
  - a. lack of knowledge and requisite dedication, skills or experience
  - b. some leisure activities fall in the category of “fads” and fade quickly
  - c. specific activities can peak and slump rather quickly
  - d. outdoor recreation, watershed, timber, range, wildlife and fish valuesAnswer: d
6. \_\_\_\_\_ is the amount by which income generated exceeds all expenses of the business.
  - a. Enterprise
  - b. Turnover
  - c. Loss
  - d. ProfitAnswer: d

7. Which organization provides training in the commercial diving and snorkeling field?
- a. PADI
  - b. ACA
  - c. PIA
  - d. ACA

Answer: a

8. \_\_\_\_\_ is the total dollar amount that the business generates.
- a. Revenue
  - b. Income
  - c. Expenses
  - d. Profit

Answer: b

9. Extensive in-service training is required to instruct in which potentially dangerous field?
- a. diving and snorkeling
  - b. kayaking
  - c. canoeing
  - d. boating

Answer: a

10. \_\_\_\_\_ is the trade organization for the growing business of canoeing, kayaking, and human-powered watersports.
- a. Outdoor Industry Association (OIA)
  - b. Adventure Travel Trade Association (ATTA)
  - c. The Paddlesports Industry Association (PIA)
  - d. Professional Paddle Sports Association (PPSA)

Answer: c

11. Marinas, pleasure cruises, sailing schools, resort rentals, and charter boats are examples of the type of companies who need people to assist them in which industry?
- a. tourism
  - b. boating
  - c. cruise ships
  - d. ecotourism

Answer: b

12. While most camps operate in a limited 10- to 12-week period over the summer months, key staff and management have a full-time responsibility to
- a. recruit campers
  - b. maintain and improve facilities
  - c. recruit and train staff on a year-round basis
  - d. all of the above

Answer: d

13. Which of the following is NOT a benefit of starting your own commercial recreation business?
- a. start-up of an activity-based business requires minimum capital
  - b. seasonal nature allows flexibility
  - c. guaranteed success
  - d. living the lifestyle you enjoy

Answer: c

14. True or False: A large number of the country's more than 20,000 campgrounds are owned and operated by governmental agencies (national parks and forests, Bureau of Land Management, Corp of Engineers, state, county, and municipal government).  
Answer: True
15. The American Camping Association (ACA) accredits and evaluates resident camps.  
Answer: True
16. Most recreation and leisure jobs offering skills instruction, or having an element of adventure, require little or no training or certification.  
Answer: False
17. A leisure entrepreneur is a person who is cautious about taking chances.  
Answer: False

### Short Answer/Discussion Questions

1. Define entrepreneur and then list and discuss at least three traits of a typical entrepreneur.

*See the section "The Background of Leisure Entrepreneurship in America" for possible answers.*

2. Explain at least three challenges entrepreneurs face and indicate how each challenge can be overcome or addressed.

*See the section "The Ups and Downs of Commercial Recreation Businesses" for possible answers.*

3. Campgrounds and camps are two separate areas that have overlap and similarities. Describe the differences and similarities between the two.

*See the section "Campgrounds and Camps" for possible answers.*

4. Describe factors impacting the growing interest in water-related businesses, specifically kayaking.

*See the section "Water-Related Businesses" for possible answers.*

### Recommended Online Video Clips

"Richard Branson's Life at 30,000 Feet" 29:55 portrays entrepreneur Richard Branson's career ups and downs, from his multibillionaire success to his multiple near-death experiences—and reveals some of his (very surprising) motivations. He illustrates the traits and learned attributes of an entrepreneur. [http://www.ted.com/talks/richard\\_branson\\_s\\_life\\_at\\_30\\_000\\_feet.html](http://www.ted.com/talks/richard_branson_s_life_at_30_000_feet.html)

"Learning from the Pros: Maxine Clark, Build-A-Bear Workshop" 2:12 portrays Maxine Clark, an innovator in the leisure-related retail industry. When she followed her passion and started "Build-a-Bear Workshop" in 1997, she tapped directly into the desires of the American consumer. <http://www.nbcnews.com/video/your-business/30151627#30151627>

"O.A.R.S.—Adventure Travel Company." This website contains a number of videos, but in this interview, George Wendt, the founder of O.A.R.S. shares how the industry has evolved. O.A.R.S. is an example of a commercial recreation and leisure business operating trips on the Colorado River through the Grand Canyon. They are one of the largest and most diverse family of river-based adventure travel companies in North America, operating on over 1,230 miles of rivers in the continental U.S. <http://www.oars.com/videos/staff-interview-george-wendt>

“Northern Outdoors.” This website contains five videos (four on rafting trips and one on the resort). In 1976, Northern Outdoors pioneered whitewater rafting trips in Maine with the first descents of the Kennebec, Penobscot, and Dead Rivers. Over the years, experienced rafting staff has helped over 400,000 guests discover the true beauty and excitement of some of the wildest whitewater in the East. The core management team has an average of almost 20 years working with Northern Outdoors. <http://www.northernoutdoors.com/>

### **Additional Resources in the Book Chapter**

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# 14

## Preparing for a Career in Recreation

**Craig M. Ross**  
*Indiana University*

### Chapter Overview

Career planning is an individual journey of self-exploration in which the student takes responsibility and control for his/her future as a professional. Students should know that career planning is an ongoing life-long process that incorporates short-term and long-term career goals and objectives and a process that has many rewards and challenges. This chapter will guide students through the systematic career planning process which includes self-assessment, career exploration, informational interviews, networking, gaining hands-on experience, and then a brief discussion of the various job search strategies which includes portfolios, resumes, cover letters, and interviewing. The career planning process suggested in this chapter can be very exciting and interesting but does require a substantial amount of work and effort on the student's part in order to be successful.

### Learning Outcomes

By the end of this chapter, the student will be able to

1. remember key terms that relate to career preparation;
2. assess their values, interests, skills, personality, and lifestyle as they gather information about themselves in the career self-assessment process;
3. recall the systematic process of collecting and evaluating information gathered during the career exploration phase;
4. recognize and explain the value of formal education and getting involved with the various student and professional organizations in the field;
5. recall the importance of networking in the job search process;
6. summarize the various types of hands-on opportunities available to students while in college;
7. recognize the importance of selecting and acquiring an internship experience related to their career goals prior to graduation;
8. acquire any required professional certifications and/or licenses prior to the job search; and
9. generate and execute a job search plan that includes creating a portfolio, developing a resume, writing cover letters, and interviewing for selected jobs.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Testimonial Letter
- IV. Discover a Professional Career
- V. Assess Your Values, Interests, Skills, Personality, and Lifestyle
  - a. Values
  - b. Interests
  - c. Skills
  - d. Personality
  - e. Lifestyle
- VI. Career Exploration: Research and Explore the Various Occupations in Recreation
- VII. Informational Interview
- VIII. Make the Most of Your Formal Education
  - a. Selecting a College and Major
  - b. Utilize Campus Career Services
- IX. Technology and Career Preparation
- X. Getting Involved: Student and Professional Organizations
  - a. Marketplace Resources
  - b. Networking and Continuing Education
  - c. Updated Professional Information
- XI. Networking: Connecting With the Right People At the Right Time
- XII. Hands-On Experience
  - a. Job Shadowing
  - b. Part-Time Work
  - c. Summer Jobs
  - d. Volunteer Opportunities
- XIII. Internships
  - a. Selecting Your Internship
- XIV. Certifications and Licenses
- XV. Job Search Strategies
  - a. Portfolios/Electronic Portfolios
  - b. Resumes
  - c. Cover Letters
  - d. Interviewing
- XVI. Conclusion
- XVII. Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading
  - d. Recommended Career and Job Search Websites
- XVIII. References

## Assessment

### Objective Questions

1. \_\_\_\_\_ process is a combination of learning about yourself as well as discovering all of the potential work environments that might be of interest to you.
  - a. Self-assessment
  - b. Career exploration
  - c. The job search
  - d. An informational interviewAnswer: b
2. \_\_\_\_\_ describes an individual's pattern of behavior, thoughts, feelings, and motivation.
  - a. Values
  - b. Interests
  - c. Personality
  - d. LifestyleAnswer: c
3. \_\_\_\_\_ are principles and beliefs that one uses when making important life decisions.
  - a. Values
  - b. Interests
  - c. Personality
  - d. LifestyleAnswer: a
4. Which of the following allows a job search applicant to “get a foot in the door” to be considered for a job opportunity?
  - a. portfolio
  - b. e-mail
  - c. interview
  - d. resumeAnswer: d
5. Which of the following is another term for the electronic portfolio?
  - a. e-portfolio
  - b. digital portfolio
  - c. webfolio
  - d. all of the aboveAnswer: d
6. How many paragraphs (or parts) are usually included in applicant's cover letter?
  - a. 3
  - b. 4
  - c. 5
  - d. As many as it takes to tell the storyAnswer: b
7. Professional associations grant these credentials to individuals, which ensures that professionals are qualified and can meet high standards of performance.
  - a. national boards
  - b. degrees
  - c. certifications and licenses
  - d. certifying examsAnswer: c

8. Making contacts and establishing relationships with professionals in the field is known as
- joining a national association
  - networking
  - job shadowing
  - credentialing
- Answer: b
9. \_\_\_\_\_ involves spending a period of time with an expert in the field and observing firsthand what professionals actually do on a daily basis.
- Networking
  - Job shadowing
  - Internship
  - none of the above
- Answer: b
10. A(n) \_\_\_\_\_ is carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.
- internship
  - networking experience
  - academic class for credit
  - field experience
- Answer: a
11. True or False: An informational interview allows the job searcher to get an interview for a job.
- Answer: False
12. True or False: The self-assessment and career exploration processes are ongoing, lifelong processes that are never really complete.
- Answer: True
13. True or False: Technology is changing not only the way we work, but also the way we get jobs.
- Answer: True
14. True or False: In most cases, it is the applicant's resume that will secure the job.
- Answer: False
15. True or False: It is the job interview that will make or break your chance of being selected for a position.
- Answer: True

### Short Answer/Discussion Questions

1. Describe the various types of hands-on opportunities that exist for students outside of the formal classroom experience.

*For discussion related to this question see the section "Hands-On Experience."*

2. After collecting information on a possible internship agency and before applying for the internship, there are several questions that students should ask regarding the internship experience. What are some of these important questions?

*For discussion related to this question see the section "Certifications and Licenses."*

3. List five reasons that students should become a certified recreation professional.

*For discussion related to this question see pages 345–346.*

4. The job search is a culmination of integrating and applying all that you have learned during the career planning and exploration phases. List and describe what components are included in this systematic planning process.

*For discussion related to this question see the section on “Job Search Strategies.”*

5. Identify two professional associations and one student (on-campus) association related to your career interest. For each association, document the name of the association, address and contact information, the website address (if applicable), the purpose and goals of the association, membership costs for both a student membership as well as a professional membership, date and location of the next major association conference or meeting, and if the association has a career opportunities center.

*For discussion related to this question see the section “Getting Involved: Student and Professional Organizations” and a listing of sample associations/organizations illustrated in Figure 14.1.*

## Recommended Online Video Clips

“Choosing a Career” is a 6:40 video clip that describes different methods of deciding on a career and ways to research different career possibilities. The value of taking a “career assessment test” is also discussed. <http://videojug.com/interview//choosing-a-career>

“How to Develop Your Career” is a 2:55 clip that provides a discussion on how to concentrate and be focused on career preparation. <http://www.videojug.com/film/how-to-develop-your-career?sourcelink=verticalrecommendation>

“What is Networking?” is 1:30 short clip that explains that 80% of a career is relationship building and provides the basics of networking in the job search process and where and when to begin the process. <http://www.youtube.com/watch?v=cTU2FkVyoUw>

“How to Choose the Right Career” is a 3:08 short clip that provides advice on the various steps and factors to consider and decide when making a career choice. <http://www.videojug.com/film/how-to-choose-the-right-career?sourcelink=verticalrecommendation>

“Illinois Park & Recreation Association—Careers in Parks & Recreation” is a 3:50 clip providing an overview of the parks and recreation career. <http://www.youtube.com/watch?v=0prwZPmJWjE>

## Additional Resources Located in the Book Chapter

There are two sections toward the end of the chapter that contain a multitude of resources that will assist students and instructors:

- (1) Refer to “Resources and Getting Involved” for information on professional organizations, certifications and licenses, where to get experience, and additional online resources.
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# 15

## Forces Shaping the Future

**James Murphy**

*Professor Emeritus, San Francisco State University*

**Dan Dustin**

*University of Utah*

### Chapter Overview

The chapter identifies five macro themes that are likely to influence recreation, parks, sport management, hospitality, and tourism organizations. There is further discussion of the evolving leisure service delivery system with particular attention devoted to the “Fourth Sector.” Micro trends, which are small, intense themes, are discussed. Taken together, these themes and trends reflect the current human drive toward individuality. Given the multiplicity of small niche groups it would seem a collaborative, boundary-free leisure service delivery system approach that encourages front line professional staff to seek out the input of various interest groups to find ways to engage them (directly or remotely) will be a more relevant organizational model for the future. Servant leadership is presented as an important approach because it seeks to empower and help others. Servant leaders are necessary for any organization to be most responsive to the great diversity of interests, lifestyles, and sub cultural values that exist in most communities.

Professionals in the recreation-related fields will be leaders in the future to the degree they embrace environmental and social justice, ensuring that there will be a sustainable planet and all people, regardless of race, ethnicity, income, national origin, or educational level. They will be advocates and increasingly influential in order to better serve the needs of all constituents and for promoting sustainable living patterns in communities. Professionals are likely to be confronted with myriad challenges that will require them to balance the materialistic, tangible behaviors desires to help people achieve self-fulfillment with sustainable, minimal impact expressions that not only will benefit individuals but the broader society as well.

Employment outlook for recreation, parks, sports management, hospitality, and tourism workers appears positive with a projected steady rate of growth in the coming years. To the extent leisure service and hospitality organizations recognize the full array of ways in which people desire various forms of leisure expression, in both direct and remote contexts, they will have an important role to play in community life.

## Learning Outcomes

By the end of this chapter, the student will be able to

1. recall and explain five major macro themes influencing recreation, parks, sport management, hospitality and tourism professionals and organizations;
2. explain the concept of micro themes and how each theme is related to recreation, parks, sport management, hospitality and tourism;
3. evaluate the influence of macro and micro themes on the delivery on recreation, parks, sport management, hospitality and tourism services;
4. describe and explain how servant leadership and advocacy are important roles for recreation, parks, sport management, hospitality, and tourism professionals and organizations;
5. identify four guidelines for action for recreation, parks, sport management, hospitality, and tourism professionals in assuring individual freedom and responsible community leisure engagement; and
6. evaluate the importance on how recreation, parks, sport management, hospitality, and tourism professionals must be environmentally and socially conscious leaders in the future in order for them to be relevant in community life.

## Chapter Outline

- I. Focus Questions
- II. Key Terms
- III. Forces Shaping the Future
  - a. Macro Theme: Diversity
  - b. Macro Theme: Sustainability
  - c. Macro Theme: Health and Wellness
  - d. Macro Theme: Pace of Change and Technology
  - e. Macro Trend: The Fourth Sector
- IV. Microtrends
  - a. Microtrends and Leisure
- V. Melding of Macro and Micro Themes: Trends Emerging from a Synergy of Clashing Themes
  - a. Servant Leadership
  - b. Slowing Down in Order to Keep it Together
  - c. Environmental and Social Justice
  - d. The Need for Advocacy
- VI. Conclusion: What Does This Mean and What Should We Do About it?
- VII. For Further Investigation
  - a. For More Research
  - b. Active Investigation
  - c. Recommended Reading

## Assessment

### Objective Questions:

1. A green business is one that
  - a. utilizes a considerable amount of energy and water
  - b. has a minimal carbon footprint
  - c. has a large carbon footprint
  - d. is highly inefficient

Answer: b



2. Fourth Sector organizations emphasize
  - a. social networking
  - b. venture philanthropy
  - c. measureable impact
  - d. all of the aboveAnswer: d
3. The number of households in the U.S. where no one speaks English very well or at all
  - a. 5 million
  - b. 15 million
  - c. 25 million
  - d. None of the aboveAnswer: c
4. The macro theme that describes the challenge for recreation-related professions to adopt a pluralistic framework that recognizes differences, while embracing the needs and values of various groups is called
  - a. diversity
  - b. sustainability
  - c. health and wellness
  - d. change and technologyAnswer: a
5. The macro theme that promotes recreation, parks, sport management, hospitality, and tourism becoming a green profession is called
  - a. diversity
  - b. sustainability
  - c. health and wellness
  - d. change and technologyAnswer: b
6. Which of the following was not identified as a microtrend?
  - a. linguistically isolated households
  - b. slowing down
  - c. preservation of parks
  - d. homeschoolingAnswer: c
7. Microtrends are
  - a. decelerating the fragmentation of our lives
  - b. not affecting the fragmentation of our lives
  - c. accelerating the fragmentation of our lives
  - d. none of the aboveAnswer: c
8. The leadership emphasis of servant leaders is
  - a. working as a valet at a hotel
  - b. insisting that all persons follow the safety rules
  - c. providing instructions to others
  - d. empowering othersAnswer: d

9. In order for recreation, parks, and tourism professionals to create a habitable, quality of life, Dustin suggests professionals do all but one of the following
- disengage from our anthropocentric pedestals
  - cultivate a materialistic lifestyle
  - enhance the quality of our relationships
  - slow down

Answer: b

10. The prognosis for employment in the near future for recreation, parks, sport management, hospitality, and tourism workers is to
- increase 5-12%
  - increase 13-35 %
  - no change in demand from present
  - decrease 10-15%

Answer: b

11. According to Dustin, McAvoy, Schultz, Bricker, Rose, and Schwab recreation, parks, sport management, hospitality, and tourism professionals will be confronted with myriad challenges and will need to
- support individual over group preferences
  - restrict recreation opportunities
  - constrict individual freedom of expression to minimize potential competing interests
  - reconcile competing individual and societal interests

Answer: d

12. According to Microtrends perspective, it takes what percentage of people to create a movement that can change the direction of society?
- 1%
  - 5%
  - 10%
  - 30%

Answer: a

13. The "Flat World Paradigm" tells us that now
- people throughout the world have instantaneous access to the same tools and technology
  - change occurs in a linear fashion much like it always has
  - there is no longer an illusion that the world is flat; everyone knows better
  - people/organizations will likely be more successful if they work independently

Answer: a

14. The California Parks and Recreation Society has identified a number of important core competencies for recreation and park professional leaders to possess. They include all but which of the following?
- creator of experiences
  - mediator
  - focus on winning
  - multi-tasker

Answer: c

15. True or False: Becoming an advocate is one of the four recommendations for professionals in recreation-related fields.

Answer: True

16. True or False: Becoming more competitive is one of the four recommendations for professionals in recreation-related fields.  
Answer: False
17. True or False: Fourth Sector organizations are comprised of socially conscious entrepreneurs.  
Answer: True
18. True or False: Microtrends, representing small, intense subgroups, are having little effect on how organizations structure services.  
Answer: False
19. True/False: If professionals in the recreation-related professions provide good leadership they can facilitate more “deep recreation” experiences.  
Answer: True

### Short Answer/Discussion

1. Name and describe at least two of the following five micro trends (diversity, sustainability, health and wellness, pace of change and technology, and Fourth Sector). Then, discuss how each of the themes you described will impact professional roles and organizational structures of recreation, parks, sport management, hospitality and tourism in the future.

*For discussion related to this question see the sections on “Microtrends,” and “Microtrends and Leisure.”*

2. Explain what recreation, parks, sport management, hospitality, and tourism organizations can do to mitigate the negative effects of micro trends on community life. In your explanation, include at least three ideas for specific things professionals in these organizations can do to promote individual freedom of expression while fostering community cohesion.

*For discussion related to this question see the sections on “Microtrends” and “Microtrends and Leisure.”*

3. How does the increasingly multicultural makeup of America’s citizenry change the way leisure service professionals must approach their work?

*For discussion related to this question see the Marcotrend section on “Increasing Diversity.”*

4. Compare and contrast servant leadership with the more traditional direct service leadership role in recreation, parks, and tourism. Discuss how servant leaders are viewed as being essential for helping to foster community cohesion.

*For discussion related to this question see the section on “Servant Leadership.”*

5. Explain why advocacy is being viewed as an increasingly legitimate leadership role for recreation, parks, sport management, hospitality and tourism professionals. In your response identify three organizational missions and core competencies leaders will need to utilize to have the greatest strategic impact on community life.

*For discussion related to this question see the section “Melding of Macro and Micro Themes.”*

6. Summarize what Dustin, McAvoy, Schultz, Bricker, Rose, and Schwab, indicate to be important guidelines for action in the future that recreation, parks, sport management, hospitality, and tourism professionals need to employ when confronted with the myriad challenges they face on a day-to-day basis. Interpret why the authors think this profession is indispensable to the quality of life and being socially conscious is essential for community leaders.

*For discussion related to this question see the final section, "The Power of One."*

7. What opportunities do you see to make a positive difference in the world through a career in recreation, parks, sport management, hospitality and tourism?

*For discussion review the various profiles of professionals presented in the chapters of the book, the directions forecasted in each professional sector, and challenges being suggested in the final chapter. Then, determine how you seek to embark on your career.*

## **Recommended Video Clips**

The World is Flat. Thomas Friedman at MIT. 1 hour 15 min. Mr. Friedman discusses his book of the same name. He explains how the flattening of the world happened at the dawn of the twenty-first century. <http://mitworld.mit.edu/video/266/>

Future/Time, Work, and Leisure. (1976) 13:27 A fast-paced, humorous and thought-provoking film using animation by Australian newspaper cartoonist Bruce Petty, this program won the Oscar for Best Animated Short Film at 1976 Academy Awards. The film emphasis the use of leisure time as an important aspect of life in our society today. Planning for recreation and leisure time should be undertaken both on a personal and on a public level. Located on Google Videos. [http://video.google.com/videoplay?docid=-4900844592636891539&ei=II1LS7j1Ep\\_oqQKMD1Bg&q=leisure&hl=en#](http://video.google.com/videoplay?docid=-4900844592636891539&ei=II1LS7j1Ep_oqQKMD1Bg&q=leisure&hl=en#)

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