

KEY CONCEPTS

PROGRAMMING FOR PARKS, RECREATION, AND LEISURE SERVICES

A Servant Leadership Approach

4th Edition



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1

Basic Concepts

LEARNING OBJECTIVES

After reading Chapter 1 and participating in class presentations and discussions, each student shall have the opportunity to:

- understand the importance of programming to parks, recreation, and tourism organizations
- identify the factors that relate to satisfying recreation experiences
- understand the historical development of recreation programming
- explore the factors that have shaped all forms of successful recreation experiences
- identify the benefits of recreation experience programs
- gain an awareness and appreciation of the characteristics of professional recreation programmers
- define servant leadership and discuss the relationship between servant leadership and recreation experience programming

KEY CONCEPTS AND TERMS

Addams, Jane	Human relation skills	Recreation programs
Benefits	Intrinsic motivation	Recreation programmers
Benefits-based management	Locus of control	Servant leadership
Benefits of recreation experiences	Perceived competence	Service ethic
Boston Sand Gardens	Positive affect	Social capital
Conceptual skills	Programming as an art	Technical skills
Entrepreneur	Programming as a science	Time famine
Entrepreneurial spirit	Public, nonprofit, and for-profit recreation organizations	
Freedom	Recreation	
History of recreation programming		

QUESTIONS FOR REFLECTION AND STUDY

1. Discuss the idea that programming is both a science and an art. Which do you favor, and why?
2. What are the five factors that contribute to a satisfying recreation experience? For you, which of these factors is most important? Explain why that is so.
3. Present a brief history of recreation programming from its beginnings to today. How has it changed over the years? What impact does this have on skill sets that programmers need to learn?
4. Cite an example that demonstrates that there is a blurring of the traditional lines between public, nonprofit, and for-profit recreation programs. What are the three factors that have shaped all forms of successful parks, recreation, and tourism organizations in the last 100 years?
5. What is BBM? How does it relate to recreation programming?
6. Define and explain the idea of social capital. How can recreation experience programs have a positive impact on building social capital? What are the various continua associated with social capital? Create an example for each one.

7. What is meant by servant leadership? Name someone who follows this model and describe their leadership style. Based on this information, describe how that person might engage in the programming process.
8. What characteristics do you feel are important for recreation professionals? How do these characteristics compare to the general characteristics of servant leadership?
9. Is the concept of servant leadership a relevant one for parks, recreation, and tourism programmers? Brainstorm the characteristics you associate with the concept of servant leadership. How would these traits apply to parks, recreation, and tourism programmers?
10. Examine the 10 general characteristics of servant leaders presented in the textbook. How do these 10 characteristics relate to parks, recreation, and tourism programmers?

2

Service and Quality in Programming

LEARNING OBJECTIVES

After reading Chapter 2 and participating in class presentations and discussions, each student shall have the opportunity to:

- identify the factors that differentiate services from products
- explore the importance of providing quality services within parks, recreation, and tourism programs and identify the keys to quality programming
- discuss the need to balance the desire to provide quality programs to individuals as well as strive to meet the collective needs of people (social responsibility)
- understand the strategic planning process for parks, recreation, and tourism programs
- explore various strategies for delivering recreation experience programs
- articulate a desired strategy for delivering recreation experience programs

KEY CONCEPTS AND TERMS

Characteristics of a service
Citizen participation
Common good
Community development/
empowerment
Goods
Grassroots empowerment
Heterogeneity
Inseparability of production
and consumption

Intangibility
Keys to quality
Living democracy model
Marketing
Moments that matter
Peak moments
Perishability
Philosophy of program planning
Planning
Quality

Services
Social advocacy
Social capital
Social marketing
Social planning
Social responsibility
Social service ethic
Strategic planning
William Deming

QUESTIONS FOR REFLECTION AND STUDY

1. What is a service? How does it differ from a product? Identify recreation experience programs you know that would fit these definitions.
2. Draw the continua of service characteristics and label the four traits. Illustrate the four characteristics in such a way as to show their relationships to one another. Identify a recreation-related example of each.
3. What have social scientists been learning about creating “moments that matter”? What implications might these findings have for programming recreation experiences?
4. What is the customer value paradigm? How does it relate to recreation programming? Do you agree or disagree with the statement “the customer is always right”? Discuss the implications of this statement for providing recreation experiences to individuals and groups.
5. Do you think that parks, recreation, and tourism programmers have any social responsibilities in programming recreation experiences? Why or why not? What are some of the potential responsibilities programmers might have to society?

6. Re-read the short article about beauty in Chapter 2. Do you agree or disagree with the approach noted in the article? Explain your answer.
7. Why is planning such an important concept in recreation experience programming? Name a recreation experience program that heavily involves participants in the planning process (this might require some Internet research). What are the strengths and limitations of including participants in planning?
8. Describe the five general categories of program strategies. Provide an example of a specific strategy within each. Which do you prefer as a strategy for programming? Why do you have that preference? Are there different situations when another approach might be appropriate?
9. Which program strategy seems to best fit with servant leadership? Why do you believe this?
10. Why is it important to build a philosophy of recreation experience program planning? How might your philosophy impact the way you program?

3

Programming Theories

LEARNING OBJECTIVES

After reading Chapter 3 and participating in class presentations and discussions, each student shall have the opportunity to:

- explore a variety of programming theories and models
- determine which of the programming theories and models best suits her or him
- understand how identifying a programming theory will impact the development of parks, recreation, and tourism programs
- identify examples of existing programs that reflect the various theories and models of programming
- identify the different elements of the program cycle
- describe how servant leadership supports or is supported by the theories of programming

KEY CONCEPTS AND TERMS

Autonomy

Benefits-driven model

Competence

Culturally relevant programming

Cyclical programming process

Gantt chart

Goals

Immediate feedback

Input — Process — Output

Logic model meaning

Objectives

Outcomes

PERT chart

Planning process

Philosophy

Principles

Traditions

Values

QUESTIONS FOR REFLECTION AND STUDY

1. How are principles, traditions, and values interrelated?
2. How do principles, traditions, and values influence the programs an agency/organization offers? Can you easily identify the values of the major you are studying?
3. What is the difference between a vision statement and a mission statement? What is the purpose of each?
4. What is “strategic planning”?
5. Draw and explain the Logic Model and how it might be used in programming.
6. Describe how PERT and Gantt charts are used in special events programming.
7. Identify and explain the seven steps of the Programming Cycle.
8. Which elements of servant leadership are most closely related to program planning?
9. What are some ways in which you can “find the right fit” between yourself and an organization during the interview process?
10. How do you view the world? What is your personal philosophy of life? What do you believe should be the basic philosophical tenets and values for the parks, recreation, and tourism services profession? How do your life values relate to these basic philosophical tenets?

4

Asset Mapping and Needs Assessments

LEARNING OBJECTIVES

After reading Chapter 4 and participating in class presentations and discussions, each student shall have the opportunity to:

- understand a variety of terms related to needs assessment, asset mapping, and their relationship to one another
- justify the importance of undertaking a needs assessment and asset mapping
- relate needs assessments and asset maps to servant leadership
- explain who is asked what as part of a needs assessment
- identify several different sources of data collection
- explore the many reasons and methods of conducting needs assessments and asset mapping
- understand the role of needs assessments and asset mapping in parks, recreation, and tourism programming

KEY CONCEPTS AND TERMS

Accountability
Activity analysis
Appropriate resource allocation
Asset
Asset mapping
Assessment
Comparative inventory
Comparative need
Constituent input
Created need
Deficit approach
Demographic data

Exceeding expectations
Expressed need
External inventory
Felt need
Focus group
Inclusion
Internal inventory
Key informant
Need
Needs assessment
Normative need
Participant empowerment

Partnerships
People as resources
Potential constituents
Program management
Records as resources
Resource allocation
Service orientation/participant empowerment
Social indicators
Town hall meeting
Want/desire

QUESTIONS FOR REFLECTION AND STUDY

1. What are needs assessments and asset maps and why are they necessary? Which do you think is the most important reason and why? What are assets and how are they related to needs assessments?
2. What is the difference between a need, want, interest, and intention? Why is it important to understand these distinctions?
3. When designing a needs assessment when should a program planner assess the different types of needs, wants/desires, interests, and intentions? Why?
4. When gathering data, we can conduct different types of inventories—explain what they are and how they are used. What kind of information would you gather and how would that information help you to program more successfully?
5. How are needs assessments used to empower constituents (both users and non-users) in the programming process? How is empowerment related to a servant leadership approach to programming?
6. Discuss how needs assessments and asset maps contribute to the desire for quality.

7. What type of information would you be able to gather from the various types of resources? Which type of information would be most beneficial in program planning? Why do you believe this?
8. What sort of information needs to be solicited from constituents? How would you differentiate an asset review from a needs assessment during this process?
9. Describe the strengths and weaknesses of using the environment, people, and records as resources for needs assessments.
10. How would you go about involving constituents in the data-gathering process?

5

The People We Serve

LEARNING OBJECTIVES

After reading Chapter 5 and participating in class presentations and discussions, each student shall have the opportunity to:

- understand the concept of diversity
- describe the characteristics of nationalities as presented by Hofstede
- explain the differences between primary and secondary dimensions of diversity
- discuss the impact of diversity on programming and program planning
- explain the relationship of the ADA to parks, recreation, and tourism services programming
- articulate an understanding of developmental assets and how they are used in program planning
- modify program plans for constituents based on age, as well as other elements of diversity

KEY CONCEPTS AND TERMS

Americans with Disabilities Act	Empowerment	Physical/cognitive abilities and qualities
Cognitive development	Ethnicity/race	Prejudice
Collectivism	Inclusion	Primary dimensions of diversity
Cultural adaptability	Individualism	Secondary dimensions of diversity
Cultural values	Indulgence/restraint	Segregated programming
Dimensions of diversity	Life stages	Sex/gender
Discrimination	Long-term, short-term view of time	Sexual orientation
Diversity	Physical development	

QUESTIONS FOR REFLECTION AND STUDY

1. What is diversity? How do prejudice, discrimination, and stereotypes fit into issues of diversity? Explain the differences between primary and secondary dimensions of diversity. Give examples of each.
2. How are program planning and programming affected by the various dimensions of diversity?
3. How would understanding the spirit of the ADA and wanting to fulfill its mandate impact program planning? Give some specific examples.
4. What are the cultural values provided by Hofstede? Which ends of the continua do you tend to fall on? Where do you think those views came from? Are you comfortable with your cultural values? How do they affect your recreation experience choices?
5. Explain what is meant by physical development, cognitive development, and socioemotional development. How does knowing this information help in programming?
6. Brainstorm several activities appropriate for people in different age groups and explain why those activities are appropriate for them.
7. Explain why it is appropriate or inappropriate to engage in the following activities with children aged five to seven: soccer, scrabble, karate, aerobics, and ceramics.
8. In what ways do adolescents differ from children? How would this knowledge impact or alter your programming plans for these two age groups?

9. Identify five principles of how programming differs between children and adults.
10. Do you agree that there are developmental differences among various age groups of adults? Why or why not? In what ways do older adults differ from younger adults? How would this impact your programming?

6

Program Design

LEARNING OBJECTIVES

After reading Chapter 6 and participating in class presentations and discussions, each student shall have the opportunity to:

- explore the factors to consider in program design
- develop a matrix of program formats and areas to aid in planning
- define, discuss, and evaluate potential program areas in parks, recreation, and tourism
- be able to write goals and objectives that are appropriate to parks, recreation, and tourism programs
- gain an understanding of the program life cycle in parks, recreation, and tourism programs
- understand the complexities of scheduling, risk management, and negligence in relation to programming

KEY CONCEPTS AND TERMS

Accessibility
Act/Standard of care
Brainstorming/brainwriting
Creativity
Cycle of service
Forced analogy
Goals and objectives
Injury/damage

Legal duty
Malfeasance
Mental imagery/visualization
Mind mapping
Misfeasance
Negligence
Nonfeasance
Program areas

Program audit
Program formats
Program life cycle
Proximate cause
Risk management
Volunteerism
Writing objectives—the process

QUESTIONS FOR REFLECTION AND STUDY

1. How helpful do you find it to examine programs from a “program area” or “program format” perspective? Explain your reasoning.
2. How can parks, recreation, and tourism programmers work to empower participants through their programs? Can you think of any situations in which participants simply do not want to be empowered through the recreation experience programs in which they participate?
3. Identify the advantages and disadvantages of using three of the many different program formats discussed in this chapter.
4. Should parks, recreation, and tourism organizations promote competitive formats in their programs? Are competitive formats appropriate for youngsters? Why or why not? Is there an overemphasis on winning in our society today? Explain.
5. Do you think that outreach programs will increase or decrease in the next decade? Why do you believe this?
6. What are the differences between policies, procedures, and rules? Can you identify any universal policies, procedures, and rules that would apply to all parks, recreation, and tourism programs?
7. Describe two major issues related to the scheduling of parks, recreation, and tourism programs. Will it become more difficult or easier for programmers to schedule programs in the future? Why?
8. What is risk management and why is it so important to parks, recreation, and tourism programming?

9. Practice writing goals and objectives until you feel comfortable and are consistently able to write them well.
10. What is a program audit? Have you heard of an agency/organization conducting a program audit? What are the benefits of conducting a program audit? Are there any disadvantages? Explain.

7

Program Promotion

LEARNING OBJECTIVES

After reading Chapter 7 and participating in class presentations and discussions, each student shall have the opportunity to:

- define and differentiate between the following terms: marketing, public relations, and promotion
- articulate the basis for effective communication with constituents
- explain the various types of promotion including advertising, publicity, personal selling, and sales promotion
- identify the wide variety of tools and techniques available to programmers within the following types of media: print, broadcast, digital, and display
- describe the strengths and weaknesses of using various tools and techniques within each type of media
- evaluate the various factors a recreation experience programmer needs to consider when promoting parks, recreation and tourism programs
- apply the concepts of servant leadership to promoting programs and services

KEY CONCEPTS AND TERMS

Advertising
Annual reports
Billboards
Broadcast media
Brochures
Bulletin boards
Celebrity spokesperson
Coupons
Direct mail

Digital media
Display media
Editorials
Emerging technology
Factors to consider in
promotion efforts
Informing
Persuading
Marketing

Presentations
Print media
Promotion and promotion mix
Promotion objectives
Promotional tools and techniques
Public relations
Servant leadership approach
to promotion

QUESTIONS FOR REFLECTION AND STUDY

1. How is marketing different from public relations and promotion? Why is this important to know?
2. What are the four basic types of promotion? What are the advantages and disadvantages of using each type of promotion?
3. Identify the strengths and weaknesses of each of the following types of promotional tools: broadcast media, emerging technology, display media, and printed media.
4. Why is word-of-mouth one of the best forms of promotion? How can organizations encourage positive word-of-mouth promotion? What happens when word-of-mouth promotion is negative? How can negative promotion be addressed?
5. What are the factors recreation experience programmers need to consider when deciding which promotional tool or technique is best for promoting a specific program? Which of these factors do you feel is most important? Why?

6. Why is it important for an organization to use more than one promotional technique to promote a specific program or event? Considering what you know about people (Chapter 5), which promotional techniques would likely be best for which demographic? Why do you believe that?
7. How are the different aspects of promoting a program—informing, educating, persuading and reminding—different? How do they complement each other?
8. Identify two ethical issues related to promotion that affect recreation experience programmers. Describe guidelines for addressing these ethical issues. How will you avoid “ethical traps” that might arise when you are creating a promotional mix?
9. Describe the factors to consider when promoting programs. Apply these factors to an existing program in your community—how do they match up? What could be done differently to enhance their effectiveness?
10. How does servant leadership influence the promotion of programs? What principles would you suggest to guide you in developing promotional strategies for recreation experiences from a servant leadership perspective?

8

Pricing Program Services

LEARNING OBJECTIVES

After reading Chapter 8 and participating in class presentations and discussions, each student shall have the opportunity to:

- explain the process of setting a price for recreation experience programs and services
- identify the factors that impact financing and pricing of programs and services
- understand when and how to apply differentiated pricing to programs and services
- identify alternative approaches to funding recreation experience programs and services
- articulate the psychological dimensions of pricing programs and services
- describe the factors in making price revision decisions for recreation experiences programs and services
- formulate a philosophy of pricing recreation experience programs and services based on servant leadership

KEY CONCEPTS AND TERMS

Alternative funding
Anchor pricing
Break-even analysis
Budget
Changing fixed costs
Competition-based pricing
Contracting services
Cost (expanded definition)
Cost-based pricing
Demand-based pricing
Differential pricing
Direct costs

Economic impact
Fixed costs
Grant writing
Indirect costs
In-kind contributions
Merit service
Partnerships
Price potential
Price-quality relationship
Price revision decisions
Pricing objectives
Private service

Proportion of cost
Psychological dimensions of price
Public service
Reference point for price
Scrounging
Servant leadership approach
to pricing
Sponsorship
Tolerance zone
Types of budgets
Variable costs

QUESTIONS FOR REFLECTION AND STUDY

1. Research the trends related to financing and pricing recreation programs and services. How do you think these trends will impact the pricing of recreation experience programs in the next five years?
2. Identify a specific recreation program or service and identify the hidden costs that may be associated with that program or service. What are your thoughts about making hidden costs more transparent and why do you think that way?
3. What role do budgets play in developing, implementing, and evaluating parks, recreation, or tourism programs?
4. Give several examples of indirect costs within a recreation experience organization. What is the best method of assigning the indirect costs to specific programs? Why do you believe this? How does your choice of "best" reflect your philosophy of pricing?
5. Identify a specific recreation experience program and identify specific examples for each of the following direct costs: variable costs, fixed costs, and changing fixed costs associated with that program.

6. Identify two (2) reasons why discounts should be given and two reasons why discounts should not be given to seniors to facilitate their participation in recreation services programs. Do you think that programmers should offer discounts to senior citizens? What about other identifiable demographic groups? Explain your answer.
7. Describe several alternative funding options for recreation programs. Do those methods apply equally to nonprofit, public, and for-profit recreation agencies and organizations? Which funding options do you think you would be most successful with and why? How would you envision using funding you raised through alternative methods?
8. How can price impact a customer's perception of the quality of a specific program or service? What implications does this have for recreation experience programmers?
9. In your opinion, what are the three most important factors in setting an initial price for a program or service? Explain your answer.
10. Describe the advantages and disadvantages of using each of the following approaches to establishing a price: cost-based pricing, demand-based pricing, and competition-based pricing.

9

Facilitating the Program Experience

LEARNING OBJECTIVES

After reading Chapter 9 and participating in class presentations and discussions, each student shall have the opportunity to:

- recognize and describe the phases of a recreation experience
- apply the use of metaphors and other techniques to frame a recreation experience
- describe the strengths and weaknesses of the various types of registration systems
- articulate the importance of managing customer expectations prior to the actual parks, recreation, or tourism experience
- articulate the need for various types of forms and paperwork needed from participants prior to delivering a recreation program or service
- explain the importance of providing quality programs and services
- evaluate the methods of conducting an activity analysis in light of programmatic needs
- discuss the relationship of servant leadership and constituent satisfaction with the recreation experience

KEY CONCEPTS AND TERMS

Accessibility of registration process
Activity analysis
Agreement to participate form
Anticipation stage
BLAST
Complaint behavior
Customer-friendly systems
Forms collected at registration
Four stages of an experience
Informed consent forms

Issues related to the registration process
Media release form
Medical history forms
Modifications of program based on activity analysis
Participation in the program experience
Payment methods
Pre-experience stage
Reflection stage

Registration methods
Risk management
Sequencing and pacing
Servant leadership and working with participants
SPACE
Staff preparation
Travel home stage
Travel to stage
Using metaphors
Waivers

QUESTIONS FOR REFLECTION AND STUDY

1. Describe each stage of a recreation experience. What stage do you believe is the most important in providing a quality experience to customers? Explain your answer.
2. What role do promotional materials play in managing constituents' expectations? How can programmers use promotion to create open and honest exchange of information for constituents?
3. What are the advantages and disadvantages of each of the various registration methods discussed in this chapter? Give an example of when you would use each of the registration methods as your primary registration method.
4. When is it important for customers to complete an informed consent form? How should such forms be used with minors in parks, recreation, or tourism programs? How do informed consent forms compare to parental permission slips?

5. What factors should be considered in establishing payment methods for a recreation experience program? How do these factors impact constituents?
6. What role does activity analysis play in recreation experience programming? What should a professional programmer do with the information learned from this type of analysis? How will it help to improve programs?
7. During the participation phase of a recreation experience, how can leaders continue to influence the programming experience?
8. In your opinion, what are the most important components of the physical environment that set the mood for recreation experiences? Explain your answer.
9. Identify behaviors in which programmers can engage that will exhibit a servant leadership framework during a recreation experience.
10. What additional techniques (beyond those presented in the table in your text) can programmers use to enhance the reflection aspect of a customer's experience?

10

The Essence of Program Evaluation

LEARNING OBJECTIVES

After reading Chapter 10 and participating in class presentations and discussions, each student shall have the opportunity to:

- understand the critical nature of evaluation in the programming cycle
- explain terms and the process related to evaluation
- describe the many reasons for conducting evaluations as part of programming
- discuss potential outside influences on evaluation
- explore both quantitative and qualitative approaches to evaluation
- investigate a variety of evaluation models
- apply guiding questions to the framework of program evaluation

KEY CONCEPTS AND TERMS

Accountability

Assessment

Benefits of evaluation

Cost-benefit analysis

Evaluation

Evaluation by goals and objectives

Evaluation by standards

Formative evaluation

Gantt chart

Guiding questions

Importance-performance model

Influences on the evaluation process

Intuitive model

Logic model

Measurement

Outcomes-based evaluation

Process evaluation

Product evaluation

Qualitative paradigm

Quantitative paradigm

Role of servant leadership in evaluation

Summative evaluation

Utilization-focused evaluation

Worldviews

QUESTIONS FOR REFLECTION AND STUDY

1. Draw a diagram of the evaluation process and label it. Explain what is meant by “evaluation is integral to the program planning process.”
2. Define and give an example of the following terms: evaluation, formative evaluation, summative evaluation, process evaluation, product evaluation, assessment, and measurement.
3. What do you think is the most important reason for conducting evaluations as a part of programming? Justify your response. What other reasons are vitally important?
4. Why do so many practitioners avoid conducting evaluations? How can you (as a future practitioner) overcome these barriers?
5. When conducting program evaluations, what can you do to ensure the highest level of ethical behavior from your evaluation team as well as participants?
6. Compare and contrast the quantitative and qualitative paradigms as they relate to program evaluation.
7. How is evaluation embedded in servant leadership?
8. Under what circumstances would it be appropriate to use head-counting as an evaluation tool? Explain your response.

9. Which model of evaluation might you suggest for a for-profit parks, recreation, or tourism organization? for a public organization? a nonprofit organization? Why have you suggested these models?
10. Which of the six guiding questions to help develop an evaluation plan do you believe is the MOST critical? Why?

11

Evaluation Tools, Techniques, & Data Analysis

LEARNING OBJECTIVES

After reading Chapter 11 and participating in class presentations and discussions, each student shall have the opportunity to:

- learn about several sampling techniques/procedures
- describe how reliability, validity, and usability relate to evaluation
- explore a variety of quantitative and qualitative data collection methods
- discuss design, layout, and wording issues for written evaluation forms/questionnaires
- explain the importance-performance evaluation process
- demonstrate the use of a variety of quantitative and qualitative data analysis techniques
- discuss the various elements that constitute a written evaluation report

KEY CONCEPTS AND TERMS

Accessibility	Non-representative	Reliability
Case study	Open coding	Sample
Constant comparison	Participant observer	Sampling techniques
Content analysis	Population	Standard deviation
Data analysis	Qualitative data collection techniques	Triangulation
Data reduction	Qualitative data analysis techniques	Types of questions
Descriptive statistics	Quantitative data collection techniques	Universal design
Focus groups	Question formats	Usability
Importance-performance analysis	Questionnaire development, issues, and concerns	Validity
Inferential statistics	Random sampling	Web-based data collection tools
Interview guide		
Measures of central tendency		
Measures of dispersion		

QUESTIONS FOR REFLECTION AND STUDY

1. Explain the following types of sampling procedures: random, systematic random, convenience, and purposive. When might it be best for each to be used in program evaluations? Give examples.
2. What are reliability, validity, and usability? What can be done to enhance these important elements of evaluation tools?
3. When and why would it be best to use head counting as a data collection technique? When should it be avoided? What are the strengths and weaknesses of this particular technique?
4. Compare the advantages and disadvantages of e-mailing versus hand distribution of an evaluation form to participants.
5. What is the difference between inferential and descriptive statistics? Which is used most often with program evaluation data, and why?
6. How does the Americans with Disabilities Act (ADA) relate to evaluation? What is universal design as it relates to program evaluation? How might you ensure that an evaluation form is accessible?
7. Describe the different qualitative data collection techniques. When would it be best to use each one? Why do you think this way?

8. What are measures of central tendency and how are they used? What is the purpose of data analysis? How is it helpful to the evaluation process?
9. Identify the various techniques for analyzing quantitative AND qualitative data. Make up examples and practice the various analysis techniques.
10. What are the different components that go into an evaluation report? How might you manifest a servant leader orientation in your report?

12

Challenges and Opportunities

LEARNING OBJECTIVES

After reading Chapter 12 and participating in class presentations and discussions, each student shall have the opportunity to:

- explain key concepts related to the programming process presented throughout the text
- describe the role of sustainability (related to people, places, and programs) as it relates to delivering recreation programs
- articulate the importance of responding to change in effective ways
- understand the difference between fads and trends and how to respond to both types of change
- discuss how programs can respond to large societal trends
- integrate new programs into the fabric of an agency/organization

KEY CONCEPTS AND TERMS

Climate change
Escalating pace at which we live our lives
Expanding use of technology
Exploding impact of tourism
Fads

Healthier lifestyles
Heritage tours
Megatrends
Microadventures
Nature deficit disorder
PARKing day

Place-based initiatives
Placemaking
Pop-up parks
Sustainability
Trends
VUCA

QUESTIONS FOR REFLECTION AND STUDY

1. If you had to summarize the textbook in 10 short statements, what would they be? How is servant leadership embedded within programming recreation experiences?
2. For you, what does it mean for recreation experience programs to be sustainable for people? For places? For organizations? Is this idea of sustainability the same for public, nonprofit, and for-profit agencies/organizations? Why or why not?
3. What does VUCA stand for? Provide some examples that demonstrate VUCA is a good way to describe the environment in which recreation experience leaders must work today.
4. Do you think customer loyalty is a thing of the past? Why or why not? What do you think matter mosts to customers today? How would you, as a professional programmer, respond to those aspects of programming?
5. What is the difference between a fad and a trend? List an example of a fad that has impacted recreation experience programming in the last few years—do so for each of the nonprofit, for-profit, and public sectors of the field.
6. What are two or three societal trends that you feel that recreation experience programmers should respond to in today's world? First, explain why you think what you've identified are trends, then present your rationale for why you believe programmers should be responsive to them.
7. Of the trends presented in Chapter 12 (in addition to others that may be apparent in the current period of time) which trend do you feel is most important and why? Identify a local recreation program that appears to be responsive to the trend and identify the factors that demonstrate that responsiveness.

8. How do you see climate change impacting parks, recreation, and tourism programs in your area? Talk about where you have seen any of the sustainable practices discussed in Table 12.6 in practice.
9. Summarize how programs can work to integrate (rather than just add on) new programs into the fabric of an agency/organization. Is the process going to be the same for each of the public, nonprofit, and for-profit sectors? Why or why not?
10. What are you passionate about in this world? Describe two or three recreation experience programs that would help you live out your passion.