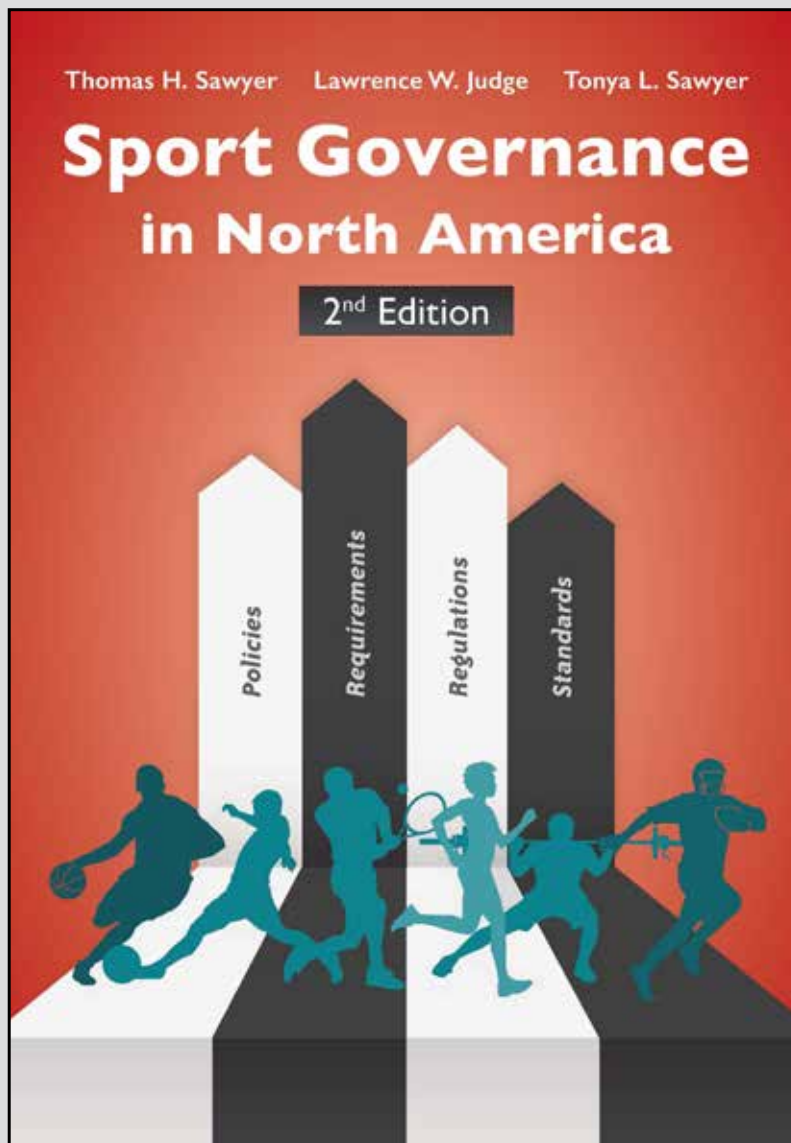


INSTRUCTOR'S GUIDE



SAGAMORE  VENTURE

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1

Introduction to Sport Organizations and Governance

INTRODUCTION

Sport is growing rapidly globally and becoming a diverse industry. This increasing growth pattern has been fueled by increased discretionary income, heightened awareness of the relationship between an active lifestyle and good health, and greater numbers of opportunities for all to participate in sport. In the United States alone, it has been predicted by the U.S. Department of Commerce that the gross national sport product would be \$85 billion in 1995, growing to \$121 billion by the year 2000, \$157 billion by 2005, and \$196 billion by 2010. It is difficult to exactly measure the size of the sport industry globally.

A large number of different types of organizations make up the sport industry, including amateur sports, professional sports, sporting goods manufacturers, sport goods retailers, public assembly facilities (e.g., arenas and stadiums), sport management consultants, sport agencies, and so on. This chapter will provide an overview of what organizations are and how they function. It will discuss how organizations are governed. Finally, it will outline the wide array of organizations under the sport industry umbrella.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Describe what an industry is,
- Outline what a sport industry is,
- Discuss why management is needed in an organization,
- Describe the differences between leaders and managers,
- Discuss the various types of leaders,
- Outline the various types of leadership theories,
- Describe what an organization is,
- Discuss the differences between organization behavior and theory,
- Outline what organization culture is and why it is important to understand its role in organizations, and
- Discuss what is meant by governance.

SHORT ANSWER/ESSAY QUESTIONS

1. Define and describe organizational theory as it relates to structure and design of organizations.
2. Describe the sport industry.
3. What is an organization?
4. Identify and discuss the essential elements of a governing body.
5. What is the function of an organizational chart?
6. What is the relationship between organizational behavior and organization culture?
7. Identify and discuss the structural elements of organizational design.
8. List and explain the following structural elements of organizational design including complexity, formalization, centralization, specialization, standardization, and size.
9. Identify and discuss the elements used to coordinate departments.
10. What is standardization?
11. Discuss each of the following terms: mission, core values, vision, goal, objective, and action strategy.
12. Explain the relationship between mission, strategy, and structure.
13. Discuss how governing bodies acquire legal authority and jurisdiction.
14. Define governance and explain the component parts of governance.
15. Define management and discuss the characteristics of a manager.

16. Define leadership and discuss the characteristics of a leader.
17. Compare and contrast a manager and a leader.
18. Describe the key leadership abilities.
19. Identify the characteristics for coping with change and creating learning organizations.
20. Discuss the six common leadership theories.
21. Discuss why management is needed in an organization.

INTERNET EXERCISES/LOOK FURTHER

1. In the chapter, the term sport industry has been used often. The author has provided a concise definition of the sport industry. Have the student go online to gather additional information about what the sport industry is today in America and worldwide.
2. What is an effective sport organization? Have the students go online to determine what an effective sport organization is at each level of sport in America.
3. Another online project would be to have the students research what is meant by "sport governance" in America at each level of sport.
4. The author begins the discussion of what is the difference between governance and management. Have the students research what is the difference online and provide a report of their findings.
5. Have the students research online "what is the difference between management and leadership."
6. The author talks about the main leadership styles and theories have the students search online other styles and theories and report to class what was found.

2

Management and Managers: The Building Blocks of Organizational Governance

INTRODUCTION

Sport, in its broadest sense, refers to all recreational and competitive sports, physical activity, fitness, and dance. Sport has become a dominant influence in many societies. No single aspect of any culture receives more media attention than sport. Sport is big business and continues to grow at a phenomenal rate globally. It provides the visibility for its star participants to enter the political arena or become broadcasters or movie stars or entrepreneurs.

Further, recreational participation in sport continues to grow in popularity each year driven by increased time for leisure activities and discretionary income to spend on exercise and fitness pursuits. This increase in growth has required development of new undergraduate programs to prepare a new type of sport and fitness managers. This new sport/fitness manager needs to understand the management process in order for the demands of the fitness and sport businesses to be successful.

Finally, management is critical in keeping any organization operating smoothly and efficiently. An organization that is well managed is one of the best public and consumer relations tools in an organization's arsenal. An organization's facility manager must become involved in many tasks, including, but not limited to, leadership, facility and event management, crowd control, security, emergency operations, facility maintenance, operational policies and procedures, and human resources to name a few.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Define management,
- Outline the management process in an organization,
- Describe the management functions in an organization,
- Discuss the major differences between management and leadership,
- Outline the key management skills a manager should possess, and
- Describe what is the most appropriate leadership theory for recreation/sport managers to concentrate on.

SHORT ANSWER/ESSAY QUESTIONS

1. What is management?
2. List and describe the various branches of business management.
3. Why is management needed by an organization?
4. Describe the management process.
5. What are the common functions of management and explain each listed.
6. What are the major differences between management and leadership?
7. List and describe the common types of management skills.
8. Describe Path-Goal Theory (PGT) of Leadership and why it is the most appropriate leadership theory for recreation/sport managers.
9. How does PGT affect employees?
10. What are the common task and environmental characteristics in PGT?

INTERNET EXERCISES/LOOK FURTHER

1. Using the Internet, have your students look further into the Path-Goal Leadership Theory.
2. The roles of managers are very critical to an organization success, the author of this chapter has outlined a few, have your student search on the Internet for other examples of roles managers should take on in a successful organization.
3. The author has outlined a number of key skills managers should have to be successful. See if your students can find additional skills needed by managers by doing an Internet search.
4. Are there other key functions of management besides the five outlined in the chapter? Have your students search the Internet for other possible functions and report to the class for a class discussion.
5. The author has suggested that management is needed by an organization to be successful. Have your students prepare an essay answering this question – “Why is management needed by an organization?”

3

Strategic Policy Development and Decision-Making in Governance

INTRODUCTION

Smith (2012) suggests a policy is system of principles to guide decisions and achieve rational outcomes for organizations. It is a statement of intent, and implemented as a procedure or protocol. Policies are generally adopted by the Board of Directors or senior governance body within an organization. Procedures or protocols are developed and adopted by senior executive officers. According to Smith (2012), policies should be designed to assist in both subjective and objective decision-making. Policies to assist in subjective decision-making usually assist senior management with decisions that must consider the relative merits of a number of factors before making decisions and cannot be objectively tested. In contrast, policies to assist in objective decision-making are usually operational in nature and can be objectively tested.

Bodey (2008) suggests sport is a large undertaking in the global arena. There is a likelihood that recreation/sport has local, national, and international governing bodies responsible for creating and implementing policy. Policies are living, breathing statements that should not be thought of as merely outputs from a governing body. Policies shape and are shaped by the cultural, political, and social conditions internally and externally influencing the organization.

Bodey (2008) suggests the contemporary recreation/sport manager must have a sound understanding of the process of

- Creating policies,
- Implementing policies, and
- Evaluating policies.

The manager must appreciate for the scope, complexity, diversity, and vast number of policies created on an annual basis. Further, the manager needs to understand that policy-making decisions will influence the functioning of recreation/sport business on a large scale. Policies that are enacted will affect a sizeable number of people, with differing goals, spread across a large geographic area over a relatively long period. Understanding policy development will allow the sport manager to influence decisions in his or her favor.

LEARNING OBJECTIVES

After reading this chapter the student will be able to:

- Describe policy based management,
- Discuss the strategic role of policies and procedures,
- Outline the components of the policy domain,
- Define public policy,
- Describe policy statements and their purpose,
- Outline who the participants should be in the policy process,
- Discuss the elements of policy design,
- Delineate the steps in policy development and implementation,
- Describe the process used to evaluate policy, and
- Outline to components of a policies and procedures manual.

SHORT ANSWER AND ESSAY QUESTIONS

1. Define policy, procedure, policy based management, and public policy.
2. What is the strategic role of policies and procedures?
3. List and discuss the components of the policy domain.
4. Describe the process of policy analysis and development.

5. Discuss the value of public statements and how they should be utilized.
6. List and discuss the common types of policy.
7. Who should be involved in the policy process?
8. List and discuss the elements of policy design.
9. Describe the policy development process.
10. Describe the elements of policy design.
11. List and discuss the five stages of policy development.
12. How is a policy formed?
13. What are the steps for implementing a policy?
14. What is the process for policy evaluation?
15. List and discuss the common elements of a policies and procedures manual?
16. List and describe the common policy manuals used by an organization.

INTERNET EXERCISES/LOOK FURTHER

1. Divide your students in to groups of 4 or 5 and have them research on the Internet policy-based management and report back to the class their findings.
2. Again in groups have your student research the use of public policy by sport organizations and report back to the class.
3. You (the instructor) go to the Internet and find a policy from a sport organization (say on drugs, sexual harassment, or domestic violence) and give it to the students to analysis. Then spend a portion of a class on a discussion for the +s and -s of the policy.
4. Again divide the students into groups and have them search for policy manuals for sport organizations (at least five) and have them determine the common elements in a policy manual.
5. Have the students select a specific sport organization and search for the various types of policy manuals the organization uses and report back to the class.

4

Planning: The Foundation of Organizational Governance

INTRODUCTION

Planning is the process of determining the organization's goals and objectives and selecting a course of action to accomplish them within the environment and within and outside the organization. Its primary purpose is to offset future uncertainties by reducing the risk surrounding the organization's operations. It requires the organization to review its internal accomplishments (strengths), challenges (weaknesses), external opportunities, and threats.

Planning is concerned with the future impact of today's decisions. It is the fundamental function of management from which the other four stem. The need for planning is often apparent after the fact. However, planning is easy to postpone in the short-run. However, postponement of planning especially plagues labor oriented, hands on managers.

The organizing, staffing, leading, and controlling functions stem from the planning function. The manager is ready to organize and staff only after the goals, objectives, and action strategies is in place to complete the plan. Likewise, the leading function, influencing the behavior of people in the organization, depends on the goals to be achieved. Finally, in the controlling function, the determination of whether or not goals are being accomplished and standards met is based on the planning function. The planning function provides the goals and standards that drive the controlling function. Planning is important at all levels of management. However, its characteristics vary by level of management.

The key planning terms are vision, mission, goals, objectives, and action strategies. They are defined by Drucker (1993, 2006a, 2006b) as follows:

- Vision is a nonspecific directional and motivational guidance for the entire organization. Top managers normally provide a vision for the business. It is the most emotional of the four levels in the hierarchy of purposes.
- Mission is an organization's reason for being. It is concerned with scope of the business. It distinguishes this business from similar businesses. Mission reflects the culture and values of top management.
- Goals are specific statements of anticipated results that further define the organization's objectives. They are expected to be SMART: Specific, Measurable, Attainable, Rewarding, and Timed (<http://topachievement.com/smart.html>).
- Objectives refine the mission and address key issues within the organization such as market standing, innovation, productivity, physical and financial resources, profitability, and management and worker performance and efficiency. They are expected to be general, observable, challenging, and untimed.

INSTRUCTIONAL OBJECTIVES

After reading this chapter the student should be able to:

- Describe the planning process,
- Understand the importance of the planning process,
- Identify the different type of plans that might exist in a typical enterprise,
- Recount the importance of strategic planning,
- Assess an enterprise's strengths and weaknesses,
- Recognize the ten biggest pitfalls to successful planning,
- Recount the characteristics of a goal and objective, and
- List some benefits of objectives.

SHORT ANSWER AND ESSAY QUESTIONS

1. Describe the planning process.
2. What is the importance of the planning process?
3. Identify the ten biggest pitfalls to successful planning.
4. What are the characteristics of a goal? of an objective?
5. What are the benefits of an objective?
6. Describe the technique known as brainstorming.
7. Identify and discuss the Busser's tips for structuring need assessment survey questions.
8. What are the five steps in the survey process?
9. Describe the components of a needs assessment report.
10. Identify and explain the steps in the planning process.
11. What are functional plans?
12. What is the most common popular classification of plans?
13. Identify and discuss single-use plans.
14. What are standing plans?
15. What is the relationship between a policy and procedure?
16. Why are rules different from policies and procedures?
17. A strategic plan attempts to answer what common questions?
18. Identify and discuss the components of an applied strategic plan.
19. Effective delegation requires what?
20. Identify and describe the various levels of delegation.
21. Discuss team values.
22. What does it require to transform people into a team?

INTERNET EXERCISES/LOOK FURTHER

Place your students in groups of five and have them search for examples of needs assessments done by sport organizations and report back to the class their findings.

Again using groups have the groups search for examples of strategic plans for a variety of sport organizations and report back to the class their findings.

Again using groups have the students search for a definition of a change agent.

In class have the students using their computers and the Internet complete a brainstorming session focusing on a local sport organization.

Have the students complete a SWOT analysis for a specific local sport organization (such as a youth sport organization) using their computers and the Internet to complete the SWOT analysis, using materials from the brainstorming session above.

5

The Role of Compliance in Collegiate Athletics

INTRODUCTION

Compliance is the act of abiding by, conforming to, yielding to, or meeting certain rules and regulations set forth by many companies, organizations, or associations. Compliance is necessary in order to maintain order and fairness. In intercollegiate athletics, the National Collegiate Athletic Association (NCAA) requires its members to adhere to the rules established by the membership. Over 1,000 higher education institutions across the United States belong to this association. The President of each institution is charged with overseeing (maintaining institutional control) its athletic department. Maintaining a compliant atmosphere is achieved through the athletic compliance office or personnel designated on each campus. The specific duties of each institution's compliance department vary between institutions. However, each has the responsibility of assuring their coaches, staff, student-athletes, boosters, and university personnel abide by the rules and regulations of the NCAA as set forth in each division's manual.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Understand the NCAA,
- Discuss the major compliance topic areas,
- Describe amateurism,
- Define boosters,
- Discuss eligibility,
- Describe the academic progress rule,
- Understand recruiting rules,
- Describe the National Letter of Intent,
- Understand a rule violations,
- Discuss penalties, and
- Outline the appeals process.

SHORT ANSWER/ESSAY QUESTIONS

1. What is compliance?
2. Why is compliance necessary?
3. What are the differences among the three Divisions of the NCAA?
4. What is the AIAW?
5. Why would an institution wish to join a conference rather than remain an independent?
6. What is amateurism?
7. What are boosters?
8. List and describe the common compliance topics.
9. What are the key components of eligibility?
10. Describe the academic progress rate (APR).
11. Describe financial aid.
12. What are the three things that will trigger the NCAA enforcement staff to review a situation?
13. What are the possible penalties the NCAA can level against a school?
14. Describe the appeal process.

INTERNET EXERCISES/FURTHER LOOK

1. Have your students do an Internet search for schools that have been punished in the last five years and report back to the class the results.
2. Have your students research further the definition of an amateur.
3. Have your students research further the definition of a booster.
4. Have your students research booster violation over the past years and report back to the class.
5. Have your student to research the University of Miami and Penn State cases and then determine did the NCAA overstep its authority and report back to the class.

6

Managing the Compliance Function in a Collegiate Athletics Department

INTRODUCTION

The control of the intercollegiate athletics program lies in the office of the President. As Chief Executive Officer he/she is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures. Through the Director of Athletics, the Athletics Council, and the Faculty Athletics Representative, the President delegates responsibility for the conduct of the intercollegiate athletics program. This includes responsibility for the action of athletics department staff members and for the actions of any other individuals or organizations engaged in activities promoting the athletics interests of the institution.

Under this structure, the Director of Athletics is charged by the President with developing and administering the university's intercollegiate athletics program, including enforcing all National Collegiate Athletic Association (NCAA) rules and regulations and demonstrating a commitment to the academic achievement of all student-athletes. In addition, the Athletics Council is charged by the President with establishing policy for the intercollegiate athletics program, including ensuring that the program is conducted ethically and consistent with the standards of conduct established by the NCAA and the institution's Conference affiliation. To further ensure institutional control, the Faculty Athletics Representative (a member of the faculty who is designated by the Chief Executive Officer) represents the institution and its faculty in the institution's relationship with the NCAA and its conferences.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Understand compliance policies and procedures,
- Describe an institution compliance statement,
- Discuss the NCAA ethical expectations,
- Understand the compliance office,
- Describe the components for an athletics compliance Website design, and
- Understand sport agents and the impact on student athletes.

SHORT ANSWER/ESSAY QUESTIONS

1. Describe the institution compliance statement, its function and purpose.
2. Outline the NCAA ethical expectations of coaches, athletic personnel, and student athletes.
3. Describe the athletics compliance office.
4. List and describe the components for an athletics compliance Website.
5. What is a sport agent?
6. Describe the Uniform Athlete Agents Act.

INTERNET EXERCISES/FURTHER LOOK

1. Have your students go to a Website of a college of their choice and review the compliance office and report back to the class for a class discussion on compliance offices.
2. Have the students research the Uniform Athlete Agents Act and be ready for a class discussion on the topic.

7

The Ethics of Sport Management and Governance

INTRODUCTION

This is a sport-crazy world. Sport is important to most societies in the 21st century. The worldwide popularity of the World Cup, the Olympics, the Super Bowl, the World Series, and the NCAA Basketball Tournament cannot be denied as evidences of the importance of sport. The cost of hosting a major sporting event is enormous. The funds needed to host the Olympics are more than the cost of running most small countries for a year. Sport has become part of modern life through participation, spectatorship, the media, the Internet, and personal conversations.

Sport teaches many positive life lessons like teamwork, sportsmanship, respect for authority, hard work, compassion, grace, and respect for others. It also elicits negative behaviors such as egotism, cheating (e.g., NFL notable scandals Spygate and Deflategate, and Spygate; and MLB Hacking-gate) violence (e.g., on and off the field or court (NFL-Bountygate and NFL spouse abuse), racism, greed, and gender issues.

Sport participation is at an all-time high. Adult participation in sports such as golf, softball, and bowling is constantly growing. According to the National Council on Youth Sports (NCYS) (2015), youth sports participation is at an all-time high. Parents enroll their children in all types of sport programs from local baseball leagues to full-time Olympic gymnastics training. The popularity of High School and College Sports is mounting every year. Attendance at Professional Sports events is at an all-time high as well.

Sport is big business. The cost of putting on a major event, such as the Super Bowl, a major Professional Golf Association (PGA) or a United States Golf Association (USGA) golf event, or the Indianapolis 500 runs into the hundreds of millions of dollars. The cost of tickets to these events is enormous yet the seats are always full. Athlete's salaries are ever rising (e.g., average MLB salaries in 2000 were \$1.99 million now in 2015 they are \$4.56 million a 43.6% increase over 15 years or 3% annual increase [MLB Salaries] and the lowest paid MLB player is \$507,500 in 2015[MLB Minimum Salary Rises to \$507,500 from \$500,000]). Even as America's unemployment rate remains very high and budget struggles plague much of the world's economies. Sport seems to be recession-proof.

The amount of money spent on sport and importance placed on winning brings many ethical issues to bear. The use of performance enhancing drugs, cheating, gambling, violence, contract disputes, along with gender and racial issues are prevalent in sport today. The overabundance of sport media outlets scrutinizes every move made by athletes, coaches, officials, and owners.

The study of ethics in sport is extremely important for the recreation/sport leader as many of the problems in recreation and sport today begin with unethical decisions made in seemingly inconspicuous situations. Individual motives and greed are often at the heart of the problems in sport today. The large salaries and the high profile of sport figures often lead to ill-advised actions that create intolerable situations for all involved.

LEARNING OBJECTIVES

After reading this chapter, the students will be able to:

- Define ethics,
- Describe the various ethical principles,
- Discuss the sportsmanship model,
- Understand bracketed morality, and
- Discuss the meaning of fair play.

SHORT ANSWER/ ESSAY QUESTIONS

1. Define and discuss ethics.
2. List and discuss the normative principles.
3. What is the study of sport ethics?

4. Is there a role for ethics in sport? Yes or no and elaborate upon your answer.
5. Describe the sportsmanship model.
6. What is bracketed morality?
7. What is fair play?
8. Does today's model of sport build character or characters? Yes or no and elaborate on your answer.

INTERNET EXERCISES/LOOK FURTHER

1. Assign your students 3 to 5 reflective essays using any three or five of the suggested topics below. Each essay should be between 1500 and 2000 words with at least three outside references beyond the textbook:

Reflective Essay #1

The Coach as Moral Exemplar

Reflect upon the following issue –

“Was the head coach of the New England Patriots a good example of ethics in coaching and as a moral exemplar to his colleagues regarding ‘deflategate’?”

Reflective Essay #2

“Are coaches today more or less ethical than they were 20 years ago when you were growing up? If yes, why and if no, why?”

Reflective Essay #3

“Does a coach need a coaching philosophy? If yes, why and if no, why not?”

Reflective Essay #4

“Is competitive success more important than the obligation coaches owe to all players good and bad? If yes, why and if no, why not?”

Reflective Essay #5

“Is an ethical coach, one who uses gamesmanship, intimidation, and neuroethics (manipulating minds of athletes) in order to win a sporting contest? If yes, why and if no, why not?”

Reflective Essay #6

“What should the key goal be for coaches in youth sports?”

OR

“Is it ethical to load a women's track and field team or swimming team with excess student-athletes in order to balance the total numbers to meet Title IX requirements and reduce overall costs when the college or university has a football team?”

Reflective Essay #7

“Was the University Michigan coach correct for not removing immediately the football player with a suspected head injury?”

OR

“Is it ethical for the coach to over recruit athletes similar to airlines overbooking airline seats?”

You should refer to the reading assignment, other sources including other printed materials, the Internet, and your past and present life experiences personal and coaching.

Note: You may base your reflection on either questioned posed above.

8

Professional Ethics for Managers and Organizations

INTRODUCTION

Professional ethics is composed of personal, organizational, and corporate standards of behavior of professionals. Professionals exercise specialist knowledge and skill. How the use of knowledge should be governed when providing services to the public can be considered a moral issue and is often termed professional ethics. It is assumed professionals are capable of making judgements, applying their skills and knowledge to reach informed decisions in situations that the public cannot for a variety of reasons.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Understand what a code of ethics/conduct is,
- Discuss the components of professional ethics,
- Describe the steps in implementing a code of ethics/conduct, and
- Outline how to evaluate a code of ethics/conduct.

SHORT ANSWERS/ESSAY QUESTIONS

1. Why does a recreation/sport organization have a code of ethics?
2. List and discuss the components of professional ethics.
3. What is a code of conduct?
4. Describe the process for developing an effective code of conduct.
5. Discuss how to increase the effectiveness of a code of a code of conduct.
6. What are the steps to implementation of the code of conduct?
7. How would you go about evaluating a code of conduct (ethics)?

INTERNET EXERCISES/LOOK FURTHER

1. Have the students search the Internet for additional examples of sport organization code of ethics (conduct) and have them share with the other students what they found.
2. You (the instructor) assign an example of a code of ethics (conduct) for the students to review and then discuss in class.
3. Have the students develop their own personal code of ethics using the materials gathered in Internet searches from above.

9

Impact of Government Bodies and Sports Commissions on Sport-Governing Bodies

INTRODUCTION

The organizations that govern amateur athletics are collectively referred to as athletic associations in this chapter. These athletic associations include:

- interscholastic and intercollegiate athletic associations,
- interscholastic and intercollegiate conferences,
- national and international governing bodies (e.g., United States Olympic Committee, International Olympic Committee),
- youth sport governing bodies (e.g., Amateur Athletic Union, American Softball Association, Little League, and many more),
- state games,
- senior games or Olympics, and
- disabled athlete organizations (e.g., Deaflympics, Paralympics, and Special Olympics).

Most of these associations are organized as nonprofit entities with articles of incorporation, a constitution, a set of bylaws, and operating procedures (codes).

The articles of incorporation, constitution, bylaws, and operating procedures (codes) are generally drafted by the members of the association and can be modified only by a vote of the members and/or their representatives. These associations are generally governed by an executive committee, board of directors, chief operating officer, various other officers, and representatives from the members of the association. The association generally develops rules and regulations (e.g., minimum standards and requirements for eligibility and participation) to govern the sporting activities under its control.

The validity of association rules, under the U.S. Constitution, has historically come under frequent scrutiny. A key component in deciding such cases is whether or not the association is considered a private or a public institution in the eyes of the court. Further, these associations are impacted, beyond the Constitution, by specific laws including:

- agency law,
- Amateur Sports Act of 1978 (revised in 1998),
- antitrust law,
- business laws,
- contract law (i.e., coaches contracts, scholarships, broadcasting contracts, endorsement contracts, sponsorship contracts),
- disability laws,
- discrimination legislation,
- drug testing requirements,
- employee legislation (i.e., workers compensation)
- gambling rules,
- intellectual property rights,
- labor law, and
- broadcasting legislation (e.g., online, radio, and television).

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Understand the common recreation/sport delivery sectors,
- Describe why a court might question the internal operations of a sport organization,
- Understand the various federal laws that impact sport organizations at all levels,

- Discuss the common arena and stadium financing issues faced by sport organizations, and
- Understand the influences of governmental bodies and sports commissions have on sport governing bodies.

SHORT ANSWER/ESSAY QUESTIONS

1. What are the common recreation/sport delivery sectors?
2. Why would the courts question the internal operations of a sport organization?
3. List and discuss the various federal laws/issues that affect sport organizations.
4. Describe each of the following entities – sport authorities, sport commissions, sport congresses, sport corporations, sport councils, and sport foundations – and the impact they have on other sport organizations.
5. Discuss the common arena and stadium financing issues faced by sport organizations.

INTERNET EXERCISES/LOOK FURTHER

1. Have your students do an Internet investigation to see if Title IX has any footing dealing with sexual harassment.
2. Have the students investigate the impact of ADA on sport organizations and what the impact is legally.
3. Have your students investigate the impact of the Amateur Sports Act on the USOC and the Paralympic movement.
4. Have your students answer this question: Can a football player at the highest level of the NCAA file a workers' compensation claim and successfully win his claim for an injury caused by playing football.
5. Have your students do an Internet investigation related to public and private funding for professional arenas and stadiums. Then answer this question – who should pay for the costs of these facilities?

10

Adult and Youth Community Sport Governance in America

INTRODUCTION

Despite the immense physical, intellectual, and social impact sport has on children, adolescents, and adults, governance and coaching is far from standardized. Families are increasingly seeking to access community programs to benefit both youth and adults. This chapter provides information on how youth and adult sport organizations can capitalize on the benefits of organized sport for their local residents. The significant decrease in school-based physical education programs coupled with the increase in lack of physical activity (PA) among youth has created a need for community-based programming. The shift from an emphasis on sport sampling to sport specialization among youth has also increased the need for year around community-based sports. Furthermore, due to societal changes and work-life demands, adults have experienced a decrease in movement opportunities that are readily available throughout their day. Sport organizations should consider utilizing and establishing proper methods of governance to ensure they are providing the best possible experience for all program participants. After reading this chapter, readers should have a better understanding of the history and governance structure of organized adult and youth community sport in America.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Identify and understand the problems facing youth sport in today's changing sport landscape. Recognize that problem(s) come from governance, participation, and coaching/structural aspects.
- Understand the 6 basic components of governance, and apply them to real-world sporting organizations.
- Identify the reasons behind a child's choice to participate in youth sport.
- List the benefits and impact(s) brought on by youth sport participation.

SHORT ANSWER/ESSAY QUESTIONS:

1. With unsportsmanlike behavior on the rise in youth sports, what are some steps organizations and coaches should take to combat this behavior in youth sport?
2. Choose one of the 6 basic components of governance and explain its role in youth sport, using a specific youth sport league as an example.
3. Explain the differences between the two types of programs available to American youth. What are examples of each?
4. Choose either sport sampling or sport specialization, and list the pros and cons offered. Use information provided in the textbook to support your theory.
5. Sport organizations are required to provide coaches with training and certification. Should training and certification methods become standardized across youth sports? Why or why not?
6. Describe a positive/negative youth sport experience you have had. What about the organization, coaching style, structure etc. made the experience positive or negative?
7. Of all the current issues facing youth sport, which do you consider to be the most harmful to youth, and why?
8. With an increasing amount of time and money being put into sport, is the egalitarianism of sport truly being threatened? If so, how can youth organizations enforce effective change?
9. Does the Youth Olympic games promotion of good sportsmanship and PA outweigh its emphasis on specialization in sport, and the risks that come with specialization? State your opinion, using information from the chapter to support it.
10. Describe the range of benefits provided by youth participation in sport.

INTERNET EXERCISES/LOOK FURTHER:

1. The majority of youth sport organizations have been organized into corporations and LLC's. What kind of benefits does being an LLC offer to an organization? Were any of your youth-sport teams operating as an LLC organization?
2. Only 11 states have inclusion laws that allow disabled athletes to participate and score points for their high school teams. Research to see if your state is one of them.
3. Research the YOG. How many countries now participate? Do the YOG appear to be meeting the goals outlined by the IOC?
4. Go to the U.S. Paralympic website (www.usparalympics.org). Check out how many club opportunities are available in your hometown. Near your college campus? Do you think the amount/diversity of clubs is adequate?
5. Sport specialization was discussed in the chapter; specifically the pros and cons. Research further: go online and look at the articles supporting or condoning specialization. Did you or someone you know specialize in sports from a young age? Do the articles support your personal experience?

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Interscholastic Sport Governance in America

INTRODUCTION

High school athletics are considered a significant phase of the secondary school educational program. Coaches, athletic directors, and school administrators proclaim the educational values of their athletic programs with pride. However, school officials cannot take credit for the introduction of these activities into the school program. In fact, students themselves initiated them. Athletic contests were started by groups of students as social events in the colleges following the Civil War. Athletic clubs were formed patterned after independent athletic clubs to which many of the elite in society belonged during that era. Imitating their older brothers and friends, high school students began to form athletic associations around 1900. They elected their own managers, scheduled their own games, and played any teams available. As the interest in competition grew, it was not uncommon for persons outside the school to be recruited to play on the teams and disputes and brawls occasionally occurred.

The interscholastic athletic program, originally an unwanted outsider and later a tolerated extracurricular activity, has now come to gain its rightful place in the overall secondary curriculum. The program provides opportunities and experiences that contribute to the general growth and development of individual students and that help create a healthy climate in the educational institution and its supporting community.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Discuss the evolution of high school sports,
- Outline the value of interscholastic sports,
- Describe the eight common arguments for interscholastic sports in America,
- Discuss the eight common arguments against interscholastic sports in America,
- Outline the different roles and functions of the National Federation of High Schools (NFHS) and state athlete/Activity association.
- Discuss high school sport classifications, conferences, leagues, and championships,
- Describe the role and function of the National Interscholastic Athletic Administrators Association (NIAAA) in high school sports,
- Outline the five basic components of governance of a sport organization at the high school level,
- Discuss where the authority comes from for the NFHS and state associations,
- Describe amateurism and what it means in high school sports, and
- Discuss the key athletic issues related to high school sports today.

SHORT ANSWERS/ESSAY QUESTIONS

1. What are the four stages in the evolution of high school sports in America?
2. What are the common characteristics developed through participation in interscholastic sports?
3. What are the eight common arguments for interscholastic sport in America?
4. What are the eight common arguments against interscholastic sports in America?
5. What is the role of the National Federation of High Schools related to sports in America?
6. What is the role and function of state athletic/activity associations in regards to high school sports in a specific state?
7. Why is classification important in high school sports?
8. What is the National Interscholastic Athletic Administrators Association?
9. What are the five basic components of governance of a sport organization in high school sports?
10. What authority do the NFHS and state association have over high school sports and where does it come from?

11. What are the key issues facing high school sports today?

INTERNET EXERCISES/LOOK FURTHER

1. Have your students access their state high school athletic/activity association or high league and review its bylaws established by member schools. Have the students outline the main headings in the bylaws and report back to the class for comparison of other states.
2. Have your students go to the NFHS and NIAAA web sites and learn more about these two key organizations.
3. Have your students prepare an argument essay either for or against sport specialization. Put the students into two teams to debate the issue and require at least three internet references in their final essay.
4. Have your students research the issues surrounding home-schoolers and participation there in high school athletics
5. Have your students research how high school athletics is funded.

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Intercollegiate Sport Governance in America

INTRODUCTION

Due to the rise in television viewers and social media followers, collegiate sports are becoming increasingly exposed to the public eye. This added publicity, aided by the 24-hour news cycle, introduces additional obstacles for sport organizations to address. As the landscape and scope of collegiate sport changes, the rules that govern it must change as well. This chapter discusses the governing bodies within collegiate sports and explores each organization's rules, management, funding and governing style. The rules of these collegiate governing bodies are becoming more complex, with some rules being more controversial than others. Furthermore, this chapter will take a look at the numerous challenges facing the current collegiate sport world. Such issues, including off-the-field violence and doping, will be discussed in depth using relevant examples from the media. As readers learn about organizations' policies and challenges, they may consider how they would handle the management of multiple institutions and student-athletes. After reading this chapter, readers should have a better understanding of the history and governance structure of organized collegiate sport in America.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Identify the major intercollegiate sports organizations and their differences in governance.
- Understand the Academic Eligibility requirements for the NCAA and other collegiate sport organizations.
- Become familiar with the current issues of collegiate sports such as: gender equity, performance enhancement products, drug testing, amateurism and rule enforcement.
- Understand the reclassification process and the merit behind a Division I classification.

SHORT ANSWER/ESSAY QUESTIONS:

1. Early on in the chapter we discuss how collegiate sports have become focused on commercial entertainment, rather than their participation oriented and student-run roots. Do you agree or disagree with this evolving collegiate sport landscape? Use examples from the text to support.
2. The NCAA Division 1 Board of Directors includes many university presidents. Do you consider this to be a conflict of interest, or is their appointment justified? Why or why not?
3. "The functions of each organization vary according to its membership base." Compare and contrast two different collegiate athletic organizations. What are their missions? How does this affect their overall decision making?
4. Briefly describe several of the main differences between NCAA Division I, II and III athletics.
5. We discussed the rising salaries of NCAA Division I Coaches (football coaches' salaries are up 70% since 2006). Are these large salaries justified during a time of decreasing academic budgets and increased college tuition? Does the publicity/revenue from collegiate athletics justify huge salaries? Express your opinion using examples from the text and other sources.
6. There has been an increased push to reclassify as Division I in the NCAA. Are the benefits worth the risk? Explain.
7. Some argue that random drug testing is an invasion of privacy. Do you agree or disagree? Explain using the text and other sources.
8. Amateurism rules are constantly changing and evolving. Are the current rules too strict, or not strict enough? Explain.
9. The NCAA drug and alcohol testing laws encompass many different types and levels of drugs. Describe two of the NCAA policies regarding substance use that you either agree or disagree with.

10. Discuss Title IX. Do you think it is effective in facilitating participation, or does it do more harm than good? Explain.

INTERNET EXERCISES/LOOK FURTHER:

1. Research the new laws regarding amateurism in the NCAA. Describe a recent violation or incident you find in the media. Do you agree with new rules regarding amateurism?
2. Research the studies that have been done on the effects of creatine and protein powder on high school and collegiate-aged athletes. Based on the studies, should the substances be banned all together? Are the current rules satisfactory?
3. Academic eligibility for student athletes has changed over the last decade. Go to your school's website and find their academic eligibility policy.
4. The chapter discussed the rising salaries of collegiate coaches. Check the salary of your college's head football or basketball coach. Is it more than you thought? Less?
5. "March Madness" creates more public attention than any other collegiate sporting event. Search #March-Madness on Twitter or Instagram. How many tags has the hashtag generated? Are most of the posts relevant?

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Olympic Sport Governance in America

INTRODUCTION

This chapter provides a behind-the-scenes look at the International Olympic Committee and its international counterparts. This chapter discusses in detail IOC governance (international and national), amateurism, the IOC's mission, authority, membership requirements, and the sanctions and appeals process. The jurisdiction and governing structure of the United States Olympic Committee (USOC) are especially relevant during an Olympic cycle. Current issues facing the IOC and the measures taken by the organization to effectively combat these challenges will be examined. The IOC's policies and organization have changed drastically in an attempt to keep their organization true to the purity of their mission statement. It is the goal of this chapter to shed light on the inner workings and challenges faced by the orchestrators of the world's largest sporting event. After reading this chapter, readers should have a better understanding of the history and governance structure of Olympic sport in America.

LEARNING OBJECTIVES:

After reading this chapter, the student should be able to:

- Understand the jurisdiction of the USOC.
- Become familiar with the governance structure of the IOC and its national entities.
- Discuss the IOC's values and goals.
- Describe the current issues faced by the IOC, and the measures taken as a result.

SHORT ANSWER/ESSAY QUESTIONS:

1. This chapter discussed the current problems faced by the IOC including doping, amateurism, bribery, etc. Pick one of the issues and describe the IOC's response to it. Do you think it was effective? Explain why or why not.
2. The IOC strives to remain an entity separate from any national government or political party. Do you think they've succeeded? Or is there bias? Explain why or why not.
3. Do you think the IOC's philosophy of Olympism is still relevant and visible in today's games? Use current examples of athlete/country conduct in recent Olympic Games.
4. Do you agree with the way the IOC handled the 2002 Salt Lake City scandal? Explain why or why not.
5. The selection of Olympic Athletes differs in each nation: Some use trials, while others choose based on the athletes' previous performance records. Do you believe this is fair? Should one be standard? Explain.
6. Do you agree with the addition of professional athletes to the Olympic Games? Or should the Games have stayed an amateur competition? Explain.
7. Pick one sector of the IOC governing body and describe its purpose. Explain how members of this governing body are chosen.
8. Of the many objectives listed in the Olympic Charter (discussed in "function" in the chapter), which do you consider to be the most important? Explain.
9. Describe the USOC's authority and purpose.
10. The chapter discussed the use of the Olympic Games as an opportunity for political gain or to make a political statement. Is it ever okay to boycott the Olympic Games? Should the games be exempt from these political agendas? Explain.

INTERNET EXERCISES/LOOK FURTHER:

1. American Olympic swimmer Ryan Lochte was recently found guilty of fabricating a robbery story while at the 2016 Rio Olympics. Research his punishment. Who issued the punishment? What was it?

2. Visit the Olympic sponsors website: <https://www.olympic.org/sponsors>. Who are some of their biggest sponsors? What rights does this afford them?
3. Find newspaper or magazine articles discussing the 2002 Salt Lake City scandal. What did public opinion seem to be? What quotes did the accused (Welch and Johnson) offer the public during their investigation?
4. Research the Munich 1972 hostage situation. Was security lacking in general? Or were specific areas of security named as the issue?
5. Dimitrius Vikelas was the first IOC president. Research the history of Vikelas more. What were his contributions to the first modern games? What qualified him to be the IOC's first president?

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Paralympics Sport Governance

INTRODUCTION

The concept for the Paralympic Games was devised in 1948 by Sir Ludwig Guttmann, a British neurosurgeon. Since the 1960s, the Paralympic Games have been offering athletes with various disabilities the chance to compete for their country in Olympic-style games. The Paralympic Games have grown immensely in both viewership and athlete participation since the first competition. With this growth comes a new concern for the fairness of the Paralympic Games. Questions about classification, prosthetics, minimum disability and doping are being raised by many disability sport GBs. The International Paralympic Committee (IPC) governs in much the same way as the IOC. The IPC governance team remains proactive to coincide with the current issues facing disability sport. This chapter will examine the internal workings of the IPC. After reading this chapter, readers should have a better understanding of the history and governance structure of organized Paralympic sport.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Understand the internal governance structure of the IPC.
- Define the new challenges facing classification and participation in IPC sanctioned events.
- Differentiate between the Paralympic Games, Special Olympics, Deaflympics and other disability sporting games.
- Understand what's next for the IPC and the world of disability sport.

SHORT ANSWER/ESSAY QUESTIONS:

1. Did you watch the 2012 Paralympic games in London? Explain what motivated you to watch them, or what discouraged you from watching them. Does your reasoning align with those discussed towards the end of the chapter?
2. Describe the inclusion of intellectually disabled athletes in the Paralympic Games throughout history. Do you agree or disagree with the current IPC stance? Explain with information from the textbook.
3. Were you surprised to find that the term Paralympics was originally derived from a pun? How do you think this would be construed in today's society if the name was still derived from a pun?
4. Describe two of the four IOSDs that make up the IPC.
5. Most sports for those with disabilities are limited to a single disability or single sport. The IPC disagrees, saying the future of disability sport lies in joint competition. Do you agree or disagree? What are the merits for each?
6. Compare and contrast the governing bodies of the IOC and IPC.
7. Describe the differences between the Special Olympics and the Paralympics. What would your definitions have been before reading the chapter?
8. This chapter discusses the issue of the public treating the Paralympics as a charity case. How can the IPC and the rest of the media work to combat this perception?
9. Currently, the IPC is struggling with the question of open vs. different classes. Which do you think is most fair? Explain and use text examples when relevant.
10. Similarly, there are questions being raised about the advantages offered by
11. prosthetic limbs. Are these concerns valid or not? Explain.

INTERNET EXERCISES/LOOK FURTHER:

1. The IOC has always refused to allow use of the “Olympics” name for deaf competitions. Research the history of the IOC’s refusal. What reasons have they given?
2. Research newspaper articles, tweets, statuses etc. during the time of the 2012 London and 2016 Rio Paralympic Games. What does public sentiment toward the games seem to be?
3. Prosthetic technology will soon be able to outperform able-bodied athletes. What kind of technology is available currently? What type of prosthetics can we expect in the near future?
4. There is a push to downsize the Paralympics. Using the Internet (articles, tweets, posts, etc.), find examples of these supporters. Who are they? What reasons do they give?
5. The 2012 London Paralympic Games sold an unprecedented number of tickets and had 3.4 million television viewers. Research the 2016 Rio Paralympic Games. Did the trend continue?

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Special Olympics Governance

INTRODUCTION

Special Olympics is an international nonprofit organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition. Special Olympics offer children and adults with intellectual disabilities year-round training and competition in 26 Olympic-type winter and summer sports. There is no charge to participate in Special Olympics. The Special Olympics is recognized as a tax-exempt organization under U.S. Internal Revenue Code Section 501(c)(3). Special Olympics (2015a,b) indicates it currently serves more than 4.5 million persons with intellectual disabilities in over 200 programs in more than 170 countries.

A person with an intellectual disability will usually have an IQ below 75 and significant limitations in adaptive behavior that impact the person's daily life and ability to respond to a particular situation or environment qualify to be a Special Olympian. Of the total population with intellectual disabilities, approximately 87% are mildly affected. Ten percent have moderate intellectual disabilities, and only 3% have severe disabilities.

Currently, Special Olympics stand as a leader in the field of sport for those with intellectual disability. (Note: The term "intellectual disabilities" is now used by Special Olympics; prior to 2004, the term "mental retardation" was used because of its specific meaning in clinical and academic settings. Note that other terminology — including cognitive delay intellectual handicaps, learning disability, mental disabilities, and mental handicaps — is used around the world.) According to Special Olympics (2015a,b) the movement is a truly global movement with more than 500,000 athletes in China, more than 210,000 in India, almost 550,000 in the United States, more than 600 in Afghanistan, and 4,400 athletes in Rwanda. Most importantly, Special Olympics sharpened the focus on its mission as not just "nice"; but critical, not just as a sports organization for people with intellectual disabilities, but also as an effective catalyst for social change.

Children and adults with individual disabilities who participate in Special Olympics develop improved physical fitness and motor skills, greater self-confidence, and a more positive self-image. They grow mentally, socially, and spiritually and, through their activities. Further, they exhibit boundless courage and enthusiasm, enjoy the rewards of friendship, and ultimately discover not only new abilities and talents but "their voices" as well.

LEARNING OBJECTIVES

After reading this chapter, student should be able to:

- Describe the history of the Special Olympics.
- Outline the governance of the Special Olympics.
- Discuss the philosophy and principles of the Special Olympics.
- Identify the various Special Olympic sports.
- Describe the funding for the Special Olympic.
- Identify and discuss the Special Olympics special programs.
- Identify the Special Olympic partners.
- Discuss the Special Olympics Sport and Empowerment Act of 2004.
- Discuss the Special Olympic issues.

SHORT ANSWER/ESSAY QUESTIONS

1. Describe the history of the Special Olympics.
2. Outline the governance of the Special Olympics.
3. Discuss the mission of the Special Olympics.
4. Discuss the philosophy and principles of the Special Olympics.

5. Identify the various Special Olympic sports.
6. Describe the funding for the Special Olympics.
7. Identify and discuss the Special Olympics special programs.
8. Identify the Special Olympic partners.
9. Discuss the Special Olympics Sport and Empowerment Act of 2004.
10. Discuss the Special Olympic issues.
11. Discuss the issues of fund-raising, leadership, and volunteers related to the Special Olympics.
12. Describe the issues related to sponsorships and the Special Olympics.

INTERNET EXERCISES/LOOK FURTHER

1. Have your students do an Internet search for the full history of the Special Olympics movement.
2. Have your students do an Internet search for the Special Olympics organization in your state as well as your bordering states to determine the similarities in physical activities and sports offered.
3. Have your students go to the Special Olympics web site to learn more about its special programs.
4. Have your students go to the Paralympic web site to ascertain what the main differences are between the Paralympics and Special Olympics as well as the similarities.

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Senior Olympics/Games Governance

INTRODUCTION

“In the mid-1960s, the National Recreation Association, now known as the National Recreation and Park Association, developed a program theme titled ‘Lifetime Sports.’ This theme supported the concept that emphasis should be placed on getting individuals involved in sports in which they could compete throughout their life span.” (Ohio Senior Olympics, 2006a, p. 1) As NRPA’s Lifetime Sports concept matured in the mid-1970s, the athletic competitions for athletes ages 55 and over started in California and spread throughout the United States (Ohio Senior Olympics, 2006a).

By 1985, senior games were being conducted in 33 states. Thus, seven individuals officially formed a national leadership team, incorporated the National Senior Olympics Organization (NSOO) as a nonprofit organization in Missouri, and hosted a meeting of state organizers to plan the first national competition that would take place in 1987. (National Senior Games Association, 2006a) The first national competition, the U.S. National Senior Sports Classic, attracted 2,500 participants and 10,000 spectators to St. Louis. (National Senior Games Association, 2006a; Ohio Senior Olympics, 2006a) “The second national Games also took place in St. Louis in 1989, hosting 3,500 seniors and were covered by the New York Times, ESPN and Good Morning America.” (National Senior Games Association, 2006a, p.1)

By the late 1980s, the United States Olympic Committee (USOC) objected to the NSOO’s use of the term Olympic in the organization’s corporate name which instigated the NSOO to change its name to the U.S. National Senior Sports Organization. (National Senior Games Association, 2006a) More recently, the senior sports organization again changed the corporate name to the National Senior Games Association; however, the national competition continues to be called The Summer National Senior Games-The Senior Olympics by agreement with the United States Olympic Committee. (National Senior Games Association, 2006a) At the state level, many state organizations had already been operating for several years under the name Senior Olympics and through a grandfather clause, the USOC agreed to allow state organizations that were in existence prior to 1988 to continue identifying their organizations as Senior Olympics; however, the use of the “Olympic rings” or other official United States Olympic Committee icons is not permitted. (National Senior Games Association, 2006a, 2006b)

Today, the Senior Olympics is “the largest multi-sport event in the world for seniors, and other national senior athletic events.” (National Senior Games Association, 2006b, p. 1) Currently, every state in the U.S. has a state level senior games provider that is affiliated with the National Senior Games Association. Most state organizations are called Senior Games or Senior Olympics; however, a handful of states also use the names Golden Olympics, Golden Age Games, and Senior Sports Classic. Approximately 330 local senior games take place each year across the United States.

The National Senior Games Association and its infrastructure of state affiliate organizations and regional and local competitions fill an important and critical role in American communities. It is well documented that the demographic shifts in the U.S. population are developing a higher proportion of older adults who are healthier, wealthier, more active, living longer, and expecting a more active retirement than previous generations. (Orsega-Smith, Payne, & Godbey, 2003; Schaumleffel, 2006; U.S. Census Bureau, 2000) The increase in older adults in the United States is a result of the baby boom that took place from 1946 to 1964. It is projected that the percentage of senior citizens will be 26% of the U.S. population by 2010. (Michigan Senior Olympics, 2000a)

The Senior Games serves a socially relevant and significant role in the American recreation and sport delivery system. Gandee and Layfield (as cited in Gandee, Campbell, Knierim, Cosky, Leslie, Ziegler, & Snodgrass, 1989) asserted that the Senior Games improves the quality of life and well-being of senior citizens by promoting respect and acceptance of seniors, promoting regular physical activity, encouraging service providers to address the needs of older adults, providing opportunities for recognition of fitness achievement, and providing opportunities for friendly and respectful competition and socialization.

Moreover, in the next decade, it will likely prove even more critical for Senior Games to strategically impact rural communities due to the increasing median age of rural communities. As families and children move to metropolitan areas for economic opportunities, rural communities are left with smaller and older populations of citizens in need of recreation and sport services. (Schaumleffel, 2006) “Approximately 75 percent of participants exercise at or from home, with public parks and health clubs reported as the next most popular locations. Almost 75 percent of the men and 80 percent of the women began a physical fitness activity at or after age 50. This statistic reflects a trend of substituting a less intense activity for a more rigorous activity.” (Fontane & Hurd, 1996, p. 1)

LEARNING OBJECTIVES

After completing this chapter, the student will be able to:

- Understand the history and mission, governance structure, function, authority, requirements for membership, sanctions and appeals processes, funding, and current issues for the Senior Olympics/Senior Games.
- Discuss various impact issues, such as: funding for the national organization and member state organizations, stability of member state organizations, participation, changing demographics and the perceptions of individuals entering older adulthood, and sustainable impact on the health of seniors.

SHORT ANSWER/ESSAY QUESTIONS

1. Describe the senior games.
2. Outline the history of the senior games movement.
3. How are the senior games governed at the national, regional, state, and local levels?
4. What is the function of the senior games at all four levels?
5. Where does the authority originate for the senior games?
6. What are the requirements of membership?
7. Describe how the senior games are funded.
8. List and describe the issues facing the senior games?

INTERNET EXERCISES/LOOK FURTHER

1. Have your students research the senior games in their state and prepare a report for the class addressing governance, authority, funding, and issues.
2. Have the students research 2015 national senior games and prepare a report on the event.

17

Campus, Corporate, Correctional, and Military Recreational Sports in America

INTRODUCTION

This chapter examines the different branches of recreational sport in America. Recreational sport has become increasingly specialized to meet the needs of the tremendous diversity in participation. Organized leisure sport is an important part of American culture today. Whether sports are enjoyed at a professional, athletic, recreational or educational level, all can provide benefits for American citizens, especially as obesity rates continue to rise. College campuses are involved in an arms race to construct recreational sport facilities to entice students to enroll in their universities and reap the benefits of PA. Despite the popularity of recreational sports, funding is a major problem for public recreational sport facilities. Management for public facilities is now tasked with finding funding to upgrade old facilities and create new. This chapter will examine the internal workings of Campus, Corporate, Correctional, and Military Recreational Sports in America. After reading this chapter, readers should have a better understanding of the history and governance structure of organized recreational sport in America.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Define and explain the four levels of sport.
- Describe the changing landscape of campus and university recreation.
- Understand the organizational structure of recreational facilities and the role of National Recreation Governing Bodies.
- Describe the funding challenges facing public recreation programs.

SHORT ANSWER/ESSAY QUESTIONS:

1. There are four levels of sport. Pick and describe two levels discussed in the chapter.
2. Campus recreational sport has become increasingly important over the years. Describe the benefits of PA for students and new trends for campus sporting facilities.
3. What are some of the amenities being added to corporate recreational sport programs? Who is eligible for these amenities?
4. Describe the role of National Recreation Governing Bodies, and give an example of one.
5. Tight tax dollars are causing an increasing privatization of recreational sports. Describe a few of the financial strategies being implemented by public programs.
6. If a college's sports facility is not separate, what kind of collaboration and cooperation does the manager need to engage in?
7. Define and describe two of the phases for event management planning.
8. What are some of the factors mentioned in this chapter that impact a facility's clientele?
9. Explain the importance of a risk management plan and define some of its elements.
10. Explain the problem with the ADA's use of the term "reasonable."

INTERNET EXERCISES/LOOK FURTHER:

1. Research a recent sport tourism event. What sport subculture was it attracting?
2. How many people attended and what kind of revenue did it generate?
3. Examine the recreation center for your university. Is it a stand-alone facility? What kind of fees do students incur for the facility? Does it adequately satisfy students' PA needs?

4. In the 1970s, PA participants were advised that resistance training could hurt their athleticism. Using the internet or your library's database, find an article or reference to this former belief.
5. Research the NFL's "Fuel Up to Play 60" campaign. What teams support the campaign? How exactly do they support the campaign?
6. There have been numerous lawsuits surrounding the ADA's "reasonable accommodation." Find and summarize an example.

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Professional Team Sport Governance in America

INTRODUCTION

The mid-19th century brought about a substantial increase in the popularity of organized team sports. The four “major league” organizations, NFL, NBA, NHL and MLB, have become an important part of American culture. Soccer is rising in popularity in North America and the Major League Soccer (MLS) has grown from 10 teams in 1996 to 20 teams as of the 2015 season. Because of their intense popularity, professional athletes are often viewed as heroes, transcending class, race and gender. This infatuation has created a large market for major league merchandise and events. The chapter examines professional team sports in America, looking specifically at historical development, governance, organizational structure, financing, unique aspects, revenue sources, policies, and current issues. After reading this chapter, readers should have a better understanding of the history and governance structure of organized professional sport in America.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Identify the four major league organizations and their differing governance styles.
- List and define the current issues facing professional sports in America.
- Describe the differences between the major leagues’ PED policies.
- Describe and give examples of the major leagues’ economic interdependence.

SHORT ANSWER/ESSAY QUESTIONS:

1. In America athletes are often viewed as heroes or moral icons. Describe a situation where athletes have conducted themselves in an inappropriate manner, using their influence poorly.
2. Ticket prices for the four major sports have increased 80% from 1991-2000, a larger growth than the consumer price index. Do you agree that professional leagues are taking advantage of fans? Why or why not.
3. Define and describe two of the five aspects of professional sport that distinguish it from other industries. Give examples for your two aspects.
4. The NFL and NBA rely heavily on collegiate athletics to find talent. How do you think this pressure and reliance affects the student-athlete experience? Use examples from the text or real life.
5. Do you think the five major leagues should adopt the WADA anti-doping regulations? Why or why not?
6. Pick one of the anti-trust or labor law legislations passed, and explain its effect on major league sport.
7. Compare and contrast the ways the 4 major leagues use economic interdependence (i.e., television packages, revenue etc.). Use examples provided in the chapter.
8. In your opinion, which major league sport has the most effective drug testing policy? Define the league’s policy and explain your answer.
9. Describe two major revenue sources for professional sports teams.
10. Describe one recent issue that influenced a team or a player’s profitability. Describe the incident, and the repercussion for the team/athlete.

INTERNET EXERCISES/LOOK FURTHER

1. The major leagues non-compliance with WADA drug testing policies has caused PR problems. Find an article that discusses the leagues non-compliance. Do you agree or disagree with the article’s perspective?
2. Until 2007 the NFL had a 6 team international minor league called NFL Europe. Research NFL Europe. What caused it to fail? How was it received during its existence?

3. Pick a team that you believe does an excellent job of management. (Facility management, marketing, dealings with collegiate recruits and media, etc.) Give examples of why you believe they display good management.
4. Contact a sport organization employee from a professional, minor league or collegiate team. Ask them about their job demands and work schedule. Do their schedules match those described in the chapter?
5. Babe Didrikson-Zaharias is one of the greatest female athletes of all time. Who is your favorite female athlete? Write several paragraphs summarizing their accomplishments, and what their career has done for women's role in sport.

19

Professional Individual Sports Governance in America

INTRODUCTION

Professional sports include team sports as well as individual sports. The common individual professional sports are armwrestling, billiards, boxing, bowling, golf, mixed martial arts, poker, and tennis. The professionals in these sports generally are not in player unions like the professional team sport players. However, they are represented by sport agents like the professional team players. The information that follows will describe each of the professional individual sports in America.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

- Describe the nine (9) common individual sports in America.
- Discuss in detail the role, function, and governance of each of the nine (9) common individual sports in America.
- Outline the various future challenges for each of the nine individual professional sports in America.

SHORT ANSWER/ESSAY QUESTIONS

1. List the nine individual professional sports in America.
2. What are the role, function, and governance for each of the nine individual professional sports in America?
3. What are the future challenges for each individual professional sport in America?

INTERNET EXERCISES/LOOK FORWARD

1. Have your students in groups (total nine groups) select one of the nine common individual professional sports and do greater in depth research on the sport and prepare a 15 minute presentation for the class.
2. Have your student divide in to groups and pick a sport and search for future challenges for that sport and report their finding to the class.

20

International Professional Sport Governance

INTRODUCTION

While most Americans are familiar with national professional sports leagues and their governing practices, the majority have relatively little knowledge of international sport leagues. This chapter examines the governing style of international sports, including soccer (football), cricket, cycling and Formula 1 Racing. International sporting organizations are governed much differently than those in the United States due to government involvement and international federation relationships. Most of these international governing bodies have rich histories and governing styles that have evolved over time to accommodate growing popularity and new needs. After reading this chapter, readers should have greater knowledge of sporting governance outside the United States' four major leagues.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Demonstrate an understanding of the basic governing difference between national and international sporting bodies.
- Define popular international sports and their corresponding governing bodies.
- Provide an in-depth description of the governing structure for at least one international sport organization.
- Demonstrate knowledge of current issues in international sport.

SHORT ANSWER/ESSAY QUESTIONS:

1. FIFA's Financial Fair Play rule checks a club's financials to ensure that they have no overdue payables before offering a player a large contract. Do you think this is fair? Why or why not?
2. How many World Cup titles has the U.S. women's team won since the start of the competition in 1991? Despite these win(s), a women's professional soccer league has been unsustainable. What could be done to make a sustainable/profitable women's league?
3. The idea of a promotion and relegation system is popular in international sport leagues with Barclay Premier League, J league and others enforcing it. What are the advantages and disadvantages of this system?
4. Describe the difference between match and spot fixing in cricket, and provide an example from the text.
5. Pick one international sporting body and describe their governance structure.
6. In the 1960s, 1 in every 8 Formula 1 drivers were killed. In 2015 the sport had its first driver death in 20 years. FIA is investigating whether new safety protocols are needed or not. Do you think safety protocols should be changed? Why or why not?
7. Describe the fallout from Lance Armstrong's 2012 confession. What were the repercussions for Armstrong? For the world of cycling?
8. Describe the role politics plays in Indian cricket.
9. The Barclay Premier League is operated as a corporation. How does this compare to the four major United States' leagues?
10. Compare and contrast the governance style of one international sporting body and one of the United States' major league organizations.

INTERNET EXERCISES/LOOK FURTHER:

1. Research: how does Cristiano Ronaldo's 2014 salary contract compare to the salaries of popular MLB, NFL, NBA and NHL players?
2. The FIFA governing body has had several highly publicized scandals lately. Find an article describing one of these scandals and summarize it. How did FIFA handle the incident and ensuing publicity?

3. FIFA technically has no salary cap. Research the four major leagues in the United States-do they have salary caps? Should sport organizations enforce salary caps?
4. Recently Lance Armstrong's ban from competitive Olympic sport was partially lifted. What are the rules of this lifted ban? Using hashtags and keywords, search social media to gauge public opinion about the decision.
5. Critics of Canadian football say it's wrong that most managers, coaches and quarterbacks in the CFL are American. Find a team in the CFL that has both an American quarterback and coach.

21

Motorsports Governance in America

INTRODUCTION

McClurg (2015) indicates motorsports are sporting activities that combine a body of steel, aluminum, fiberglass, or a combination of all three with an engine of various sizes. According to DePaolo (2013) and McClurg (2015) these mechanisms race through the air and over land, ice, snow, or water at amazing speeds. Further, they suggest motorsports include –

Airplane racing,

Auto racing (i.e., drag racing, midget car racing, NASCAR series, open wheel [Indy Car and Formula One], and sprint),

Truck Racing

Demolition derby,

Motocross (motor cycle) racing,

Powerboat racing, and

Snowmobile racing.

According to Howell and Miller (2014), America motorsports started in 1895, one year after the first contest in Paris, France. Swans and Spear (2001) reported that the first auto race in the United States, over a 54.36 mile course, took place in Chicago, Illinois on November 2, 1895, with Frank Duryea winning in 10 hours and 23 minutes, beating three petrol-fueled cars and two electric.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to:

Identify the various categories of motorsports in the United States.

Discuss how motorsports is governed.

Understand how motorsports is financed.

Identify and discuss the issues facing motorsports.

SHORT ANSWER/ESSAY QUESTIONS

Identify and discuss the various categories of motorsports in the United States.

Discuss how motorsports is governed.

How is motorsports financed?

Identify and discuss motorsports marketers and promoters.

Identify and discuss the sanctioning bodies in motorsports.

Describe the impact of tobacco sponsorships on motorsports.

Discuss the future growth of NASCAR.

INTERNET EXERCISES/LOOK FORWARD

Have your students search for further information on sponsorships for motorsports and prepare a list of the top ten sponsors for motorsports.

Have your students search the Internet for information related to the future growth of all motorsports and determine which motorsport will have greatest opportunity and potential for growth over the next five years.

Have your students search the Internet for information about the greatest negative issues facing motorsports in America.

Have your students dig deeper in to the antitrust issues facing the NHRA and determine what the outcome might be and its potential threat to motorsports in general.

22

Community Sport Support Structures

INTRODUCTION

Many cities, counties, and states in the United States have established a community or state sport support structures. These support structures have been designed to promote sport or sporting events within the community or state. Further, these structures are either quasi-governmental or non-profit tax deductible organizations used to raise funds for a specific sport, sporting event, or sport facilities. Generally, these structures are known as sport authorities, sport commissions, sport corporations, sport councils, or sport foundations. Finally, there is one sport support structure known as a sport congress that brings together sport leaders and academics to talk about sport issues, conduct research, and make recommendations regarding sports issues discussed.

LEARNING OBJECTIVES

After reading this chapter, the student will be able to:

- Define community support structures.
- Describe a sport authority.
- Discuss quasi-governmental sport authorities.
- Define a nonprofit sport authority.
- Describe a sport commission and talk about its role and function.
- Discuss the value of a sport congress.
- Describe a sport corporation and its role and function.
- Understand the role and functions of sport councils.
- Describe the role and functions of a sport foundation.
- Discuss challenges for state or community sport support groups in the future.

SHORT ANSWER/ESSAY QUESTIONS

1. Define community support structures.
2. Describe a sport authority.
3. Discuss quasi-governmental sport authorities.
4. Define a nonprofit sport authority.
5. Describe a sport commission and talk about its role and function.
6. Discuss the value of a sport congress.
7. Describe a sport corporation and its role and function.
8. Understand the role and functions of sport councils.
9. Describe the role and functions of a sport foundation.
10. Discuss challenges for state or community sport support groups in the future.

INTERNET EXERCISES/LOOK FORWARD

1. Have your students search the Internet for community sport support structures within their home communities and describe what they find and report back to the class.
2. Have your students select one of the community sport support structures, such as a sport authority, and search the Internet for a sport authority of interest and research it in detail. The student would then prepare a short summary report about the sport authority of interest.
3. Have your students research a sport council and prepare a summary report about that specific council.
4. Have your students research “how to” start a community sport support structure and prepare a guide for the development of that specific type of support structure.

23

Challenges in the Future Facing Sport Managers

INTRODUCTION

The future of sports in the United States from youth to professional will have a number of challenges to face. These challenges will range from reduced participation among youth sports to massive changes in technology and delivery of sports through the media outlets. Not all challenges will be positive. A number of challenges are discussed throughout this chapter. These are in no way all the challenges that will face the future sport administrator. It is obvious that change in the sports industry, as we know it today will happen and sport administrators need to be prepared. Chapter 24 will outline ways to prepare and assist the sport organizations to change positively to the challenges it faces.

LEARNING OBJECTIVES

After reading this chapter, the students will be able to:

- Understand the challenges in the future facing recreation/sport managers.
- Appreciate the uncertainty that future holds for recreation/sport in America.

SHORT ANSWER/ESSAY QUESTIONS

1. Describe the issues surrounding a decline in youth team sport participation in America.
2. Why has there been a decline in high school football participation?
3. Outline the advantages and disadvantages of early single-sport participation and take a stand as to how you feel on this subject.
4. What will the future be of the Power Five Conferences in DI and the NCAA?
5. What impact will drones have on sports?
6. How will diversity have an impact on sports at all levels?
7. What are the pros and cons to unionization of college athletes?
8. What has been the impact of unequal funding in college and [professional] sports?
9. What will be the impact of live streaming on broadcast rights in sports?
10. What has been the impact of enhanced sport marketing on sports?
11. Will the cost of attendance stipends in collegiate sports destroy the level playing field and cause athletic departments and the NCAA to re-think scholarship sports?
12. Moving tickets on campus through pricing strategies to fill arenas and stadiums, is it good for collegiate sports.
13. How will the evolving technologies change the game in fan engagement using technology to connect? What are the pros and cons and where do you stand on this issue?

INTERNET EXERCISES/LOOK FORWARD

1. Have your students search the Internet for additional challenges facing recreation/sport managers in the future and report back to the class for a class discussion.