

Training for Recreation Management

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Management training of any sort is a relatively new feature of European Education and measures have only just begun to improve the training and status of recreation managers. Except for companies who have a purely commercial interest in leisure and where management is profit-centred and therefore akin to that of any other service industry, management tends to be in the hands of technical specialists. So we have physical educationists in charge of sports centres, engineers in charge of swimming pools and horticulturalists controlling parks. I do not intend to decry these very important skills, but it must be made clear that they are not management skills. Adequate management performance in recreation will be achieved only if there is adequate training. As yet few training courses of any real consequence exist.

In an attempt to remedy this situation Loughborough University of Technology launched a Masters Degree course in Recreation Management in October 1969, the courses to last 12 months. The aim is to equip them to take up senior posts in the expanding area of leisure provision and management. Another course, sponsored by the Sports Council, and leading to a Diploma in Recreation Management began in January 1971. It is hoped that these initiatives will lead eventually to a whole range of training courses, short and long, directed towards different levels and career stages.

In preparing for the course at Loughborough, it was necessary to undertake research into the management task in recreation and to make an attempt to isolate the special skills that were required in the various roles. This was the only basis on which an effective training course could be developed. The findings of this work can be indicated.

Anyone responsible for the work of others is a manager. He is commonly seen as one directing, motivating and controlling subordinates, within an agreed framework of objectives and accountable to certain success criteria. All managerial jobs require a particular expertise, which varies according to the job and the level at which it is held. However, apart from technical knowledge, the manager also needs additional skills that are entirely managerial in character. These, the so-called functions of management, can be summarised under three main heads:-

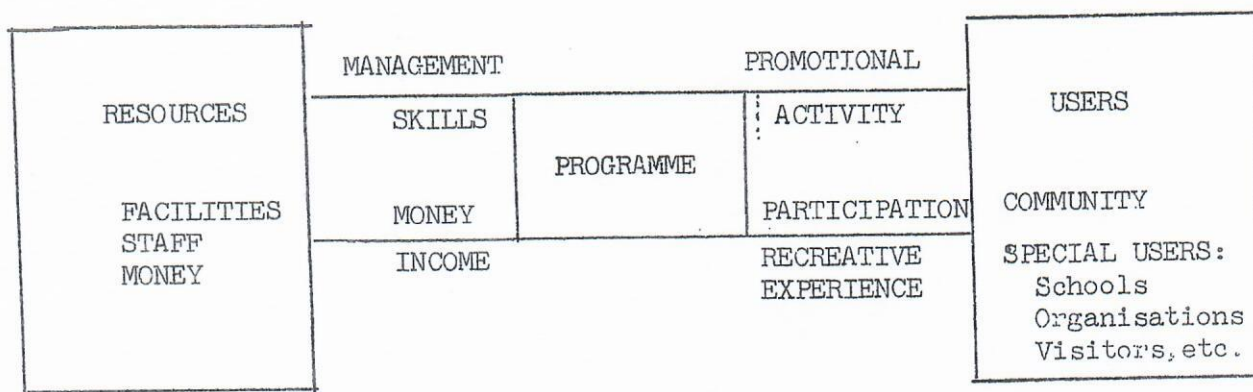
- | | |
|-------------|--|
| Planning:- | deciding what to do; |
| Execution:- | deciding how to do it (division of work, allocation of resources ...) and getting it done (motivation of staff, organisation ...) |
| Control:- | seeing that the work has been done in accordance with the initial plans and checking to see if modifications are required, as a result of the passage of time. |

Specialist experience and a high level of technical competence in a job does not necessarily also confer the ability to manage others in it. Management skills, while being intimately related to technical requirements, are ADDITIONAL - SOMETHING EXTRA!

Most management education is based upon the view that there is a developing body of knowledge on management, which can be studied with profit by managers or those who wish to move into executive positions. It is assumed that this information, once it is acquired, can be applied in any management situation. In other words, managerial skills are transferrable and a good manager can be expected to manage anything. So we find that most courses have a similar collection of subjects - the so-called common core of management - i.e., economics, statistics, organisation theory, law, marketing, computers, operations research ...

However, within the last decade or so empirical research carried out in Britain, has examined this view of a generally applicable 'administrative science' and found it to be rather facile. Although on the surface certain managerial functions like financial control, staff organisation, buying, building maintenance .. appear to be the same, regardless of the context in which they are practised, in fact there are certain features, peculiar to the working environment, the organisation's objectives and to the technical knowledge and skills required in the job, that make these functions particular and specific. In other words, the place of work, the purposes for which the organisation was set up, the technical job requirements and the size of the organisation, act as both constraints and conditioners of the manager's work. Managers' jobs are seen to be different. The research workers conclude that it is these differences that are more important than the apparent similarities and that training must recognise and cope with them, by adapting rather than 'swallowing whole' the common core management subjects.

Recreation Management training must adapt the common core of management to its particular needs. The skills that must be developed through training are best illustrated through an input/output model.



RECREATION MANAGEMENT:
INPUT/OUTPUT MODEL.

Basic resources such as facilities, trained managerial and operative staff and necessary finance are worked on by the main input of management skills brought in by the senior manager. The foundation of these management skills is a recreation philosophy; an understanding that recreation is experience and that this has direct implications for managerial policy. A manager's actions and performance will be less than adequate, if it is not informed by an appropriate theoretical orientation.

Using the theoretical base, the manager's main input is his programme. This draws upon his knowledge of the user catchment area (through research), of recreative patterns (training, experience and research) and his sensitivity to local needs. The programme itself is limited by available facilities, by the level and training of staff and by the amount of servicing finance. The good manager has a knowledge of facilities, not only in matters of planning and maintenance, but also in the optimum use of areas, equipment and teaching or ancillary staff. Promotional activity has to be undertaken to 'broadcast' the services being offered to the user, and this could involve a wide range of media: - static forms such as notices, posters and advertisements, to more dynamic methods such as special events, TV and radio appearances and fund raising activities. To these specialist recreation skills must be added general management; planning, implementation of policies (staff, finance, motivation, communication, etc.) and control (checking and monitoring performance).

The Loughborough Masters Degree has attempted to modify management knowledge to the needs of the executive in recreation, as outlined above.

The introduction of the course was of major significance in higher education within the United Kingdom. However a far more significant point was reached on 9th November 1965 when the Board of the School of Human & Environmental Studies decided, "It was resolved that the Board constitute a committee to consider detailed proposals which could bring about a course in Physical Education" The area of concentration of the committee turned to "Recreation" at its second meeting early in January 1966 and this remained its focus throughout its many meetings.

Proposals detailing a "Four-year Full-Time Course." "General Honours" in Physical Recreation for men and women" was completed in July 1966 and distributed to the whole Board to consider later that year.

At the Board's meeting on the 9th January 1967 it reported "Minute 102.2 The Schools committee concerned with Physical Recreation would continue its work and report to the School's committee on the Structure, Courses and Subjects of the School ... In Physical Recreation the aim would be to develop an undergraduate course and postgraduate work in Physical Recreation"

The proposals went to Senate (the supreme academic body of the University) and at the Board of Studies meeting 6th February 1967. "The Dean reported that Senate had accepted pages 3-5 of the proposals made for a course in Physical Recreation and had referred the remainder of the proposals, particularly the course content, for re-consideration by the Board." Much "heavy" water flowed under the bridge during 1967 but preliminary discussions were started concentrating on Post Graduate courses of an individual and combined nature. On the 14th February 1969 The Dean, Professor Seaman, and I, presented a "paper" to the Board that was accepted by the Board, namely "Proposals for a Postgraduate Course in Recreation Management." The Senate also gave it its blessing followed by the Academic Advisory Committee, and others.

The first students were recruited and the course commenced in October 1969.

In preparing this paper I have studied all of my old records and reproduce as an appendix my thoughts put forward in July 1966. "Areas of Employment for Graduates of the Physical Recreation Course."

I am most encouraged in 1972 to see how well we have developed.

This little historical summary clearly illustrates how slowly things have developed. The rate of acceleration, as with most human activities, is increasing in a most encouraging fashion.

Our "Short Course Programme" has been functioning for a year, following successful 'one off' courses during the past years. We see it as a highly important function of our work which must have equal importance with that of Post Graduate work. The University's policy fully supports, as a University of Technology, increasing links with "Industry." We see this as a contribution to the training and development of managers and planners working in recreation who are either unable to take part in full-time courses or who consider a "Sandwich Course" option more appropriate to their needs.

ORGANISATION

The Programme consists of a number of linked one week courses, which - taken in order - represent a continuous and developing sequence of training and study. The courses are being offered at various times of the year, i.e., Easter (March/April), Summer (July), Autumn (September) and Winter (December/January). Two or more courses are offered in any one year, with each course being scheduled at least twice in that year, in order to give as much choice as possible to those wishing to attend. A Programme of four one-week units over a three year period is planned provisionally. Experience will help determine whether the Programme is capable of extension or requires modification.

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The first three Course I's attracted 43 men and 2 women and the first Course 2, 19 men and 1 women from a very wide range of occupations, from Baths, Parks, Education, Industry, the Church, Sports' Centres, Outdoor Pursuits Centres, Youth Service, the Armed Services, Local Government, the Arts Council, etc. ... We look upon this mixing of occupations and specialisms as an important feature of the courses; which are an opportunity for sharing experience, generating new ideas and broadening perspectives.

Emphasis is placed on participation group activity and individual learning, and methods include practical work, case study applications, role playing exercises and discussion. Structured visits are made to nearby centres of recreational interest as part of the Course. Numbers on each course will be limited, to allow for effective contact with the Staff and for the best use to be made of facilities. It should be of particular value to those who need to gain additional knowledge and techniques in order to fulfil new or wider responsibilities.

Course members are encouraged to undertake reading to supplement or prepare for individual courses.

The Football Club Management Studies Course is a three-year programme designed for men who are or wish to become managers of professional football clubs. Each year Managers drawn from all divisions of the Football League spend 2 weeks with us in residence in Loughborough. The first intake of 16 commenced their studies in June 1970 and will be completing the third year in June 1972. A further intake commenced in 1971 and will be followed by yet another new group in 1972. When all intakes are fully operational between 40-50 Managers will be in residence. This will also be supported by in-service assignments undertaken in the clubs. The course is sponsored by The Football Association and The Football League.

Management Training

"The Theory of Practice in Management"
by R. W. REVANS.

"Our understanding of what we need to do to train managers falls short of our technical mastery of the training of circus animals, or even how to programme a digital computer not merely to solve problems, but to learn how to solve problems. Our approach to two great social problems of present day Britain remains at the level of a controversial mythology: management education and juvenile delinquency. Our formula for the first so largely the intellectual discourse of the professor and for the second the moralising discourse of the magistrate."

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AND
DIRECTOR OF PHYSICAL EDUCATION.

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L.U.T. RECREATION MANAGEMENT M.Sc. COURSE STRUCTURE FOR 1971/72. APPENDIX PHYSICAL EDUCATION UNIT AND DEPARTMENT OF MANAGEMENT STUDIES.

	October	Christmas	Easter	June	September
	TERM 1 Basic Disciplines	TERM 2 Functional Specialisation	TERM 3 Integration & Application	TERM 4	
Mornings	Economics Finance and Accounting Quantitative Analysis Human Relations and Organisation Theory Recreation Theory and Administration Recreation, Technology.	Marketing Financial Management Quantitative Analysis Personnel Management and Industrial Relations Recreation Theory and Administration Recreation Technology and Management.	Financial and Marketing Cases Applications of Quantity Analysis Administrative Theory Recreation Technology Recreation Planning Case Study	PROJECT	
Afternoons	Syndicate Work	Syndicate Work	PROJECTS	PROJECT	

Examinations: Economics: beginning of Term 2.

beginning of Term 3. General Paper) end of Term 3.

Syndicate Work Aquatic Centres and the Caravan Industry.
The Recreation Management Course is split into 2 syndicates. Each syndicate is required to present a consolidated report on an industry:- or a 'Service' which should contain at least 5 sections.

TERM 1
a) The Economic Aspects
b) The Financial Structure
c) The human problems
TERM 2

- a) a statement of general policy which would be of practical value to all executives/planners, etc.
- b) projected profit & loss a/c., balance sheet and cash flow for an appropriate period:-
- c) a statement justifying the proposed location.
- d) a statement of marketing policy.
- e) job specifications for all the session staff.
- f) man specifications for the above job.
- g) an outline organisation chart.

The same syndicates will be required to put forward proposals for setting up Services/Organisation/Companies working within the areas which have been previously studied. They will then have to present a request for the application necessary for setting up this enterprise. This will take the form of:-

M.Sc. in Recreation Management

PROJECTS

Traffic Management in the Peak District National Park:
A Study of the Factors Involved when Planning to meet
the Future Impact of the Recreational Motorist.

Aspects of Law for Outdoor Recreation Management.

Consumer Demand and Marketing Aspects of the Package
Holiday Industry.

The Development of a Systematic Approach to Outdoor
Recreation Planning with Particular Reference to
The County of Leicestershire.

Recreation Facility Planning for a Neighbourhood Community.

A Marketing Orientation in Local Government Recreation
Management.

Recreation in the Betting Shop.

The Sports Centre Managers Job.

An Investigation into the Proposed North Devon Sports Centre.

Management Training and Professionalisation in Recreation
Management.

The Development of a Planning Method for Swimming Provision
in New Towns with Particular Reference to Telford.

The Potential After-Use of Gravel Excavation Sites as
Centres for Public Recreation.

An Introduction to a Recreation Survey of Drogheda and
District.

Joint Provision for Recreation in Inner London.

Portsmouth Football Club - A Data Base.

The Football Association.

The Dual-Use Centre Manager at Work: A Method of
Investigation.

Some Aspects of Price and their Application to
Squash Footwear.