**PERL 105 Notes (Fall 2019)**

**PLANNING**

* Could be Planning for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Any of these could be a planning unit. The process and the elements are the same
* There are two aspects of Planning  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* This class is about: – developing a plan (that probably includes several goals and objectives) – based on sufficient (not necessarily complete), accurate (not necessarily perfect) information – to make the best decision you can from among a number of alternatives that you have identified and analyzed. – the plan must be feasible and lead to the accomplishment of some larger goal … which may be your vision of the future.
* Your vision of the future is also a type of goal
* Information = Data – Planning involves using information to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There is usually not enough and its is not usually perfect
* A plan can be large and complex or small and simple; important or insignificant. You can have one plan, or hundreds.
* \_\_\_\_\_\_\_\_\_\_\_\_\_ are components of plans. You can have one \_\_\_\_\_\_, or hundreds. You can have important \_\_\_\_\_\_\_\_ or insignificant \_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_ are usually steps within \_\_\_\_\_\_\_\_\_
* Planning Involves making decisions between a number of alternatives
* Know what the alternatives are, and be able to articulate the reasons for choosing one alternative over another
* Planning is an everyday activity that ranges from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Planning is not linear, it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is constantly revisited and revised ..
* The first step in planning is to review, revise or revisit or maybe create the MISSION and VISION of the planning unit. (individual, organization, program).

**Mission**

* PRIOR TO STRATEGY OR OPERATING PLANS … “Only a clear definition of the [MISSION] purpose of the organization makes possible clear and realistic (organizational) objectives. It (purpose) is the foundation for priorities, strategies, plans and work assignments. It (purpose) is the starting point for the design of managerial jobs and, above all, for the design of managerial structure. Structure follows strategy. Strategy determines what the key activities are in a given business. And strategy requires knowing “what our business is and what it should be”.” (Drucker, Peter F. “Management”, 1973, p. 75)
* MISSION/ PURPOSE: – What is our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? – There is never one right answer (Drucker, 1973) Reflects the planning unit’s essential \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Mission is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the organization; what does it/should it do? In groups, it should be written, or an understood verbal agreement among people

**Vision**

* Is a description of the planning unit’s most desirable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Does not have to be specific, or achievable or measurable but, the unit needs to agree .. Agreement is not always easy to get. The vision needs to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or people won’t believe it.

**MISSION STATEMENT**

* Developing a Mission might be simple, but sometimes isn’t. When a Mission is developed by a group, the words tend to become more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to include all of the ideas of everyone in the group. This dilutes the direction that can be provided by the mission. The Vision is \_\_\_\_\_\_\_\_\_\_\_\_\_ easy to create.
* **Sample Mission Statement**. Football Alberta: The Mission of Football Alberta is to develop, promote, coordinate, regulate and foster the growth of all aspects of amateur football in Alberta. Our aim is to establish an administrative structure which will provide programs and services to accomplish this stated objective and mission. See [www.footballalberta.ab.ca](http://www.footballalberta.ab.ca)
* The Simplest Planning Unit. Individual planning is the least complex and maybe the most important. Individuals need a mission, vision, and plans too – priorities are critical. Personal planning is “time management” eg. Make a list, Get an organizer (hardcopy or computer based)
* Time Management “7 Habits of Highly Effective People” by Stephen R. Covey

Habit 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Principles of Personal Vision

Habit 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Principles of Personal Leadership

Habit 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Principles of Personal Management   
Habit 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Principles of Interpersonal Leadership   
Habit 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Habit 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Habit 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Principles of Balanced SelfRenewal

**Personal Mission and Vision**

* Mission is the core purpose – for an individual, it could be “You are a college student in the business of getting a degree”. Vision is the desired future state – to graduate with a PhD and to teach at a major Canadian university – Or? Graduate as soon as possible.
* Personal Planning Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – What Faculty? What program? – Lots of factors go into making this decision \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – To achieve a 3.5 GPA – how? – To get a relevant summer job – how? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – How many classes should I take? – Which exam should I study most for?
* Mission/Vision – HELPFUL TIP: Imagine doing a jigsaw puzzle. Mission/purpose is to assemble the puzzle. Need the picture first; without that picture it is extremely difficult to put the puzzle together: the picture is the “vision”. Vision tells you what the final product will look like. Once you know the picture, you can begin to get organized; you develop a plan

**Corporate Plan**

* The Mission, Vision, and sometimes other elements such as values together comprise the Corporate Plan. Mission and Vision would only change if major change occurred in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What might cause your personal mission to change? Your vision?

**Strategic Plan**

* Strategic thinking takes place about how to achieve the vision. What is the best way to achieve the vision?
* Developing strategy: 1. Which way would you choose initially? 2. Why? Based on what information? 3. A strategy is developed from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Choices are made at this stage that result in: a.Goals and objectives being set (What?) b.Strategy for achieving the goals being developed (How?)
* “Do the right things” Need to decide what the “right things” are – External focus on the environment and competitors – Internal focus on assets/resources. Start with “one thing”!! A top priority. Some organizations have 25 goals and no priorities.
* Strategic thinking: Is making information based choices that will enable your unit to progress toward the achievement of the \_\_\_\_\_\_\_\_\_\_\_\_. Competitors must be considered. Strategy for achieving goals that lead toward a \_\_\_\_\_\_\_\_\_\_\_\_. YOU CAN’T CHANGE STRATEGY VERY OFTEN SO YOU NEED TO GET IT RIGHT
* Strategy increases in importance when a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The planner requires RESEARCH to understand the external environment and develop strategy. Strategy requires making choices about – What you will do – what the goals will be – How you will do it!!!!!! – achieve those goals. First, you need information to inform your choices – strategic analysis.

**The SWOT framework**

* A framework for strategic analysis – a planning tool to organize information to assist with choices.
* Includes: Factors in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ environment  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - External factors – organization has no control   
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - External factors – organization has limited interaction or control  
  Factors in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_environment.
* **SWOT IDENTIFY**:   
  S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (internal to organization)   
  W\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (internal to organization)   
  O\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(external – proximal/distal)   
  T\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(external – proximal/distal)   
  Identify the factors through thought, discussion, brainstorming
* **GENERAL (DISTAL) ENVIRONMENT** External factors – organization has no control

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: economy, cost of capital, and labor; factors such as interest rates, inflation, minimum wage, price of oil

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: demography, social values, etc. – trends such as number of females in sport, gender equity policy, decreases in physical activity, increasing obesity, drugs in sport

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: laws, politics (minority government), Canadian sport development model, investment in sport

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: knowledge and discovery, communications, TV

* **TASK (PROXIMAL) ENVIRONMENT** External factors – organization has limited interaction or control   
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: client characteristics – changes to demand, wealth, preferences, buying patterns

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Competition: others producing similar services; for resources; for people

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: availability of labor; cost of labor; skills; talent; knowledge

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: of resources (inputs) – facilities, funding, granting agencies, donors, sponsors

* **INTERNAL FACTORS** for the ORGANIZATION

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Skills, abilities, knowledge, commitment, motivation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Financial Resources: revenue sources; dependencies; consistency; wealth

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: facilities; equipment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: strategy, structure, leadership, management, governance

* The external factors: Look at those proximal and distal factors – Are they opportunities or are they threats? Identify them as O or T, then determine which factors are important – HOW important – WHY? Measure/assess each factor Is significant change occurring in the factors?
* The internal factors: Look at the internal factors – Are they strengths or are they weaknesses? Identify them as S or W, then determine which factors are important – HOW important – WHY? Measure/assess each factor Is significant change occurring in the factors?
* Develop your strategy: - Utilize your organization’s strengths - Defend your weaknesses - Take advantage of opportunities - Be aware of threats - And develop the strategy - This is exactly what a coach does when preparing for a game – Determine how much you know about each variable; accuracy is the most critical feature of analysis
* Relevance of SWOT: Why does organization of factors into SWOT matter? – Because you use your strengths to take advantage of the opportunities, and defend the threats. – Because you try to overcome your weakness by identifying it and making that factor stronger if possible. It is possible that after a SWOT analysis, you might have to go back to the beginning because your analysis tells you that you need to rethink your mission, vision, or higher level goal. KEEP AN OPEN MIND!!
* The Strategy: Based on the SWOT Analysis – organize the information – Do we have the necessary strength to take advantage of the opportunity? – Do we have the strength to defend against the threat? – Can we hide our weakness, or improve it? What will the organization do to achieve the Strategic Goal? – What goals will the organization set? – What action will it take to achieve the goal? – Who will take action? – When? Write a strategy – Use goals and objectives and – Action statements

**Operational Plan**

* Manages the \_\_\_\_\_\_\_\_\_\_\_\_\_\_pursuit of goals and objectives (how the goals will be achieved) – It could be argued there is strategy in this as well, but that is not how we are referring to strategic goals in this class
* May change frequently – not likely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but could change \_\_\_\_\_\_\_\_\_\_\_
* “Do things right” - The means through which the strategic plan is accomplished (strategic goal is achieved) – Related to carrying out the organization’s day-to-day activities – Translated into individual assignments and activities – Includes goals, objectives, policies, procedures, rules – Assignments of people, equipment, time

**Goals & Objectives**

* Strategic goals would likely not change very often. Operational goals may change frequently
* Tend to be used interchangeably, but are different. Goals – Strategic – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – More complex. Objectives – Tactical, action-oriented – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – More specific
* Goals & objectives should be…

S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
M\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
R\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
T\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ – can use benchmarks instead of dates   
Goals do NOT state HOW the goals are to be achieved.

**LTAD**

**Response to Current Issues in the Sport System**

* \_\_\_\_\_\_\_compete and \_\_\_\_\_\_\_\_\_\_\_train
* Coach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ - not athlete centered
* LTAD attempts to combat a lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ system

**Four Policy Goals**

* Enhanced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Enhanced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Enhanced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Enhanced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Canadian Sport for Life (CS$L) LTAD Model**

* A \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ for sport organizations
* Began with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport Organizations
* Moved to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport Organizations
* Model is different for each sport and recreation group
* \_\_\_\_\_\_\_\_ stages
* \_\_\_\_\_\_\_\_\_\_\_\_ key factors
* \_\_\_\_\_\_ main outcomes
* Based on the premise that the development of \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (that mastering of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ and sports \_\_\_\_\_\_\_\_\_\_\_\_) is the foundation for all forms of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CS4L – LTAD Overview**

* A \_\_\_\_\_\_\_\_ stage model for building physical literacy, training competition and life long activity based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ age – the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level of the individual, rather than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ age.
* Skill training and competition currently is based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ age.
* Athletes can be \_\_\_\_\_\_\_ years apart by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level

**7 Stages**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Fundamental Movement Skill) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Fundamental Sport Skills) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Major Skill Learning) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Stamina and Strength - PHV) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Sport Specific Conditioning) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Prep for International Peform.) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Lifelong Activity) Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PVH = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10 Key Factors**

* The \_\_\_\_\_\_\_\_\_\_\_ Rule: \_\_\_\_\_ Years, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movement skills + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport skills = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: early vs. late \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sports. Do not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ too early (before age \_\_\_\_\_\_)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: optimal windows, stamina, strength, speed, skill, suppleness
* Physical, Mental, Cognitive and Emotional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The whole person.

Early Adolescence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Late Adolescence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Early Adulthood: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: time management of training process
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for competition

Competition is a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but a poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Need to reduce the current paradigm of \_\_\_\_\_\_\_\_\_\_\_ competition and \_\_\_\_\_\_\_\_\_\_\_ training

* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of schools, communities, clubs, PSO’s, NSO’s should be fully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the CS4L LTAD
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Live and \_\_\_\_\_\_\_\_\_\_\_\_\_\_

A commitment to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Not Just About Sport**

* Recreation & Community Sport/Activity
* Vital Role in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Growth & Maturation

Skill Development

Integrated and Aligned Sport System

Quality Instruction/Coaching & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Community Recreation**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approach

Skating, Aquatics, Running Sports

* Community \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Be Fit for Life Centres/ASDC

* Recreation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Multi-Sport, Parent Education, Partnering with Schools, CPRA

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Children/Youth Sport**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_...growth & development
* \_\_\_\_\_\_\_\_\_\_\_\_ development
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & challenge
* \_\_\_\_\_\_\_\_\_\_\_\_\_ skills and lessons
* \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ activity & future healthy decisions
* Good \_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_ are critical

Need to understand children’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ first, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ second

Coaching/instructing/teaching children should be thought of as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ regardless of the result

Research shows young people primarily concerned with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the sport

**LTAD and Coaching NCCP Alignment**

Stage 3 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Stage 4 (T2T) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Stage 5 (T2C) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Stage 6 & 7 (L2W & T2W) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Why is CS4L Important in Alberta Communities**

* New \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ age vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ age
* Means to facilitate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development of athletes to achieve their full potential
* Vehicle to promote positive, motivating experiences for all sport participants
* Full Sport System \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commitment from Alberta**

* Don’t lost the important of early stages and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ program needs
* Province has included LTAD in our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programing funds request
* P/T’s are willing to assist NSO’s in advancing LTAD

**LTAD and the Real World**

**What is it trying to Accomplish?**

(review from LTAD notes)

**Canadian Sport for Life (CS4L) LTAD Model**

(review from LTAD notes)

**Main Focus (Entry Level Sport)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Development over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Game that will last a lifetime
* Proper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_\_\_\_\_ of play to enhance that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Willingness to break down the \_\_\_\_\_\_\_\_\_\_\_ to make it more suitable for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chronological Age – Biological Age/Development Age**

(review from LTAD notes)

**What Should Football Do (Entry Level)?**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rosters
* Focus on \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Systems
* No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Sort players by \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**So What’s the Problem?**

* Not everyone \_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_
* Nobody likes to be \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**Case Study (Novice Flag Introduction)**

* Originally proposed as change to existing structure of Atom football (ages 8-10) from a tackle league played with the same structure and rules as \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
* Met with fierce opposition from the CDMFA and eventually run as a lower Novice Level (age 6-8)

**Need for Change**

* No Change Results in \_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_
* Players moving to the next level experience the same game only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Some quit at \_\_\_\_\_\_\_\_\_\_\_\_\_

**Football’s Problem with Change**

(example only – not applicable to exams)

**How to Affect Change – Identify the Opposition**

* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teams

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The victims of those who “\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_”

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* People who will take their ball and go home if they don’t get their way or \_\_\_\_\_\_\_ occurs

**How to Affect Change – Take What You Can Get**

This means you just can’t waltz in and demand change. You should:

* Know what you want
* Know the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Take what you can get for Starters.

**Strategies**

* Bring in the \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Helps \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what you are goind

Everyone loves to “stick it to the man” but everyone loves the \_\_\_\_\_\_\_\_\_\_\_

* Run through the \_\_\_\_\_\_\_\_\_\_\_\_\_ that are there!

Eskimos wanted someone to use the new facility at Commonwealth Stadium

Major discontent with Atom football from parents of 6-8 year olds

* Limit the \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Insist on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for any major decision regarding your issue

\_\_\_\_\_\_\_\_\_\_\_\_ those who don’t have any

* Run the End Around

If you can’t change the existing structure offer an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or create a level below

See what the interest is in what you have created. It may give you the credibility to enact real change in the future.

* Don’t Care About Who Gets the Credit

If it’s all about getting credit then you are just as bad as those fighting you

It has to be about the “\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_” – not you!

* Elect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (remember the example of Mike)

Initial opposition – he was a “winning” coach

Bought into compromise

Took advantage of it to build below his “winning” team

**Where are we now?**

* Novice League double in 2013, tripled in 2014 and now handles over 400 kids
* Full support of the Eskimos
* Eskimos sponsoring an LTAD Summer for Northern Alberta and look at all levels of play
* Turn-key manual for offering Novice Flag Football available to all members of Football Alberta. Five new leagues in Alberta since 2021
* Still opposition from core people within the CDMFA but we’re doing the “end run”

**Other Hills to Die on….**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of season
* Amount of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the week
* Pop Warner style \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ within age groups
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tackle Football
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Future**

* Increased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in football
* More and better educated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Community based programming to make it as easy to sign up for Novice Flag as it is for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your area.
* More Edmonton area trained players on the Edmonton Eskimos in future years.

**Canadian Sport System**

**International Sport Organizations**

* What do they do?  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which every national sport organization in the world ultimately follow  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and qualifying formats for championships   
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  Can you think of examples of major rule changes that have occurred in sport?
* Examples of international sport organizations – IOC, IAAF, FIFA • www.olympic.ca • www.iaaf.org • www.fifa.com
* Where does the IOC get its influence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What is the relationship between the IOC and the International Sport Organizations?  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Canadian Amateur Sport System**

* Includes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Each sport includes a complex network of sport organizations: – Eg. soccer involves community clubs / schools, provincial programs, national programs, and international events
* Includes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport
* The sport networks compete with each other within the industry for resources such as athletes, money, recognition, reputation, legitimacy (as you can see by the variation in funding!!).
* But they are supposed to collaborate and integrate, according to the LTAD.

**Canadian Sport Policy**

* Sport Canada developed the Canadian Sport Policy. It provides a good overview of the Canadian Sport industry, but few specifics.

C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
P\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Alberta Sport Plan**

* Alberta has the Alberta Sport Plan It is directly linked to the Canadian Sport Policy. Areas of Emphasis • Sport Participation • Excellence in Sport • Leadership and Volunteer Development • Sport Marketing and Communication Business of Sport • Facilities • Funding • Ethics in Sport / Safe Environment • Research, Development and Planning • Sport Organization and Partnerships
* Active Alberta Policy Statement 2011-2021 Alberta now also has the Active Alberta Policy Statement linked to both Alberta and Canada Sport Plans  
  Outcome #1 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Outcome #2 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  Outcome #3 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Outcome #4 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  Outcome #5 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Outcome #6 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Learning Objectives

You should focus on the following:

– What are the various types and levels of organizations that comprise the Canadian sport system.

– What role does each level (federal, provincial, local) play in the system.

– Why is mission, vision and values an important concept for sport and recreation organizations?

– Why are performance measures so important?

**Sport Canada**

* Federal government organization responsible for administration of sport nationally  
  • Core funding to National Sport Organizations called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  • SFAF includes the definition of sport   
  • Athlete Assistance Program provides funds to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  • National Sport Centres – is one in Edmonton?
* Sport Canada \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = responsible for administration of sport at the federal government level   
  Sport Canada \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = over Canada’s participation in international events (Olympic team)   
  Sport Canada \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = to elected officials and Canadian taxpayers

**Sport Funding Accountability Framework**

* SFAF = the process used to establish eligibility for funding, funding amounts, and accountability for funding received by the NSO. (see web site)  
  http://www.pch.gc.ca/progs/sc/prog/index\_e .cfm   
  60% of the weighting in determining funding is on results at Olympic and World Championships – Gender equity, bilingualism, ethics are minor criteria

**National Sport Organizations**

* Non-profit voluntary sport organizations. Primarily concerned with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Organization of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Coach education through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Work with PSOs on programming
* Using LTAD as a major requirement for all organizations receiving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Canadian Olympic Committee**

* DUTIES  
  • Nonprofit organization partially funded by Sport Canada   
  • Responsible for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  • Set Canadian qualifying standards   
  • Raises funds to support elite athletes   
  • Who has more control; Sport Canada or COC?

**Coaching Association of Canada**

* DUTIES AND DETAILS  
  • Government organization, funded by Sport Canada, to promote and provide coach education   
  • Responsible for National Coaching Certification Program   
  • Major changes to this program have been made and there is quite a lot of confusion at the moment   
  • Attempting to link NCCP with LTAD

**Review**

* Know who (in the system) has governance, jurisdiction and accountability for what.   
  – Sport Canada has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mandate   
  – Provinces have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mandate   
  – Municipalities have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  – Non-profit organizations function throughout

**Alberta Sport System**

**Alberta Sport and Recreation System**

* ISSUES  
  • Complex   
  • Government involvement is key   
  • Sport delivery system is comprised of provincial sport organizations, local clubs and schools – with athletes, coaches and officials   
  • Provincial Sport and Recreation Organizations (PSROs) are amateur non-profit organizations.

**Culture, Multiculturalism, and Status of Women Ministry**

* DETAILS  
  • The Ministry was established in \_\_\_\_\_\_\_\_.   
  • Was formerly known as the Tourism and Culture Ministry • Minister- Honorable Leela Aheer (no longer Ricardo Miranda, David Eggen, Christine Cusanelli or Richard Stark)
* The Ministry was comprised of three main areas: • Tourism • Parks • Recreation • NOW WHAT???
* ORGANIZATIONS WITHIN AND GRANTS  
  • **Sport and Recreation (SPAR)** Promotes and supports participation in sport and recreation, which are made up of government staff

• **SPAR unit of Ministry** (formerly Alberta Sport Connection) Supports the development of recreation, sport, parks and wildlife by providing grant assistance to provincial recreation and sport organizations. The foundation also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, supports the development of active lifestyles and receives donations in support of land conservation and other programs.

• **Community Facility Enhancement Program** Provides financial assistance for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Alberta’s extensive network of community use facilities.   
• **Community Initiatives Program** Provides financial assistance to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in areas such as community services, seniors’ services, libraries, arts and culture, sports, education, health and recreation.

* The source of funding for sport:  
  • Alberta Lottery Fund - revenues from VLT’s and lottery tickets - $1.21 Billion in revenues   
  • Provides all funding to Alberta Sport Connection   
  • Sport organizations (PSOs, clubs and schools) operate bingos, casinos, 50/50 draws, and raffles • Sport organizations apply to grant programs (CIP, CFEP) for additional funding – also lottery funds
* Gaming funding sport

• Ethical concerns??   
• Do bingos encourage, or discourage, participation?

**Crown Corporation Funding**

* WHAT IS IT?  
  • USED TO THE BHE WAY PSO’S WERE FUNDED. Now the money comes directly from the Ministry via SPAR

It was 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appointed Foundation Board members

• Foundation channeled funding to the PSROs and other organizations – amounts vary   
• Now it’s the ministry that has governance over funding to PSOs, but not over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
• There is no obvious rationale for the variance in funding levels between PSRAs

• One of the primary objectives of the ASC is to “develop and maintain sport programs, facilities and services” (Foundation Act, 2005, p.1).

• Sport and Recreation Branch staff assist the Foundation in decision-making associated with the allocation of funding. – Administer the accountability process.

• Similar to \_\_\_\_\_\_\_\_\_ administered by Sport Canada

**Provincial Sport and Recreation Organizations**   
• PSROs are “volunteer managed entities that form an intermediary link between community sport organizations and national sport organizations” (Provincial Sport Organizations, 2005, p.1) • Most PSROs operate sport and recreation programs to train athletes, coaches, and officials and run events.   
• Other PSROs facilitate sport activities through the promotion of equality within sport, and sport medicine, etc….

• 78 PSOs are recognized in the province of Alberta and they vary in size, mission, vision, and goals. 26 Provincial Recreation Associations are recognized with a wide variety of programs and services

**Clubs**

• Some sports have very well established club systems

• Some sports have very weak club systems

• Some sports are primarily in Edmonton and Calgary

• Some sports \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ well, others do not

**Schools**

• Sports such as volleyball, basketball and football receive a lot of support in the schools

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ does not but survives nicely   
• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a problem in schools   
• School programs have to raise funds

**Grant Programs**

• A PSRO can apply for:  
– Coaching Development Initiatives Program  
– Hosting Program   
– Participation Initiative Program (Sport Canada)   
– Development Initiatives Program   
- Association Development Program Grant   
– Community Initiatives Program   
– Community Facility Enhancement Program

**Associations Development Program Grant**

• Annual Grant to PSROs provided by ASC

• Provide the same amount of funding from year to year

• Used specifically for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Procedure to get this grant:   
– Must complete an application form   
– Must submit an audit of the financials for the PSO   
– Must complete the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
– Must Submit a Post Program Analysis   
– Must have a business plan   
– Must go through an interview process with Sport and Recreation Branch staff, where there is a review of the information provided.   
• Grant funding ranges from $6500 to $222 600   
Additional revenue sources for non-profit sport organizations:   
- Membership fees   
- Sport events   
- Sponsors/Donors   
- Fundraising events   
Potential for revenue aside from government (lottery) funding is limited.

**Sport and Recreation Organizations in Canada**

**Learning objectives**

* Explain the differences between the three types of organizations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How are they managed differently?

**Sport and Recreation Organizations in Canada**

* Organizations differ in terms of their   
  • Size (budget, # of members, staff)   
  • Philosophy   
  • Profit motivation; vs. charitable   
  • Funding sources (fees, revenues, govt)   
  • Clientele / market   
  • Governance, jurisdiction and accountability
* Three general types:  
  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Three Key Terms to understanding the differences between these three types, and to use in describing an organization  
  Governance – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  Jurisdiction – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  Accountability – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Public (Government) Sector**   
Three levels of government are involved in providing sport and recreation services:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Government is often referred to in the literature as the “state”

* Governance – decision-making control by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that are given the power by the people through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Jurisdiction – varies by level of government   
  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_– taxation, funding, health, foreign policy   
  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – education (schools!!)   
  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – facilities, utilities
* Accountability – to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commercial / Private Sector**

* Governance – decisions made by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (could be individual, partnership, shareholders)
* Jurisdiction – chosen by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (product or market)
* Accountability – normally financial and to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* “the provision of recreation-related products and services by private enterprise for a fee, with the long-term intent of being profitable” (Crossley and Jamieson, 1997)   
  • Business background   
  • Expect financial returns   
  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ROI)   
  • Tap consumer spending – market driven   
  • Limited membership (ex. Golf)

**Non-Profit Organizations**

* In Alberta, provincial NPO would normally be incorporated under the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is under the jurisdiction of the Province of Alberta. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is not required to incorporate, but there are important advantages.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ advantages:  
  - Member may not be held responsible for the debts of the society!!   
  - An Incorporated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:   
   - may own property   
   - may enter into contracts, instead of individual members of the Society entering contracts   
   - Eligible for government grants!!!   
   - May become registered charity
* Charitable Status: The designation of any organization as having Charitable Status is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Government role. Do not get confused with the provincial Charitable Gaming designation . This is an Alberta label only!!
* Governance – decisions made by an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Jurisdiction – as stated in application for incorporation in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Example: PSRO has jurisdiction over their provincial programs in their sport or activity)
* Accountability – to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and indirectly to funding agencies

**Not for Profit / Voluntary**

• Provide some type of public service   
• Primary definition is a “non-distribution constraint” – cannot distribute any profits or surpluses to members   
• Alternative to state (government) or market driven (commercial) agencies   
Lack of primary profit motive Does NOT mean they don’t generate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
• Attract voluntary contributions of time and money  
• Exempt from income and other taxes   
• Some are registered charities – this is a major advantage – registration is handled by the Federal Government - can provide income tax receipts so donors get tax credits

**Need for Volunteerism**   
• Volunteer Boards are a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a non-profit organization   
• Alberta’s nonprofit sport and recreation organizations are registered under the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which is Provincial jurisdiction   
• Volunteerism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to operate

* Non-profit environment is massive   
  **12 Major Activity Groups**:   
  • Culture and Recreation   
  • Education and Research   
  • Health   
  • Social Services   
  • Environment   
  • Development and Housing   
  • Law, Advocacy and Politics   
  • Philanthropic   
  • International   
  • Religion   
  • Business and Professional Associations   
  • Other

It is important to recognize the competition between the groups, and within the groups for volunteers, money and participants

**Revenues for Nonprofits**

• On average in Canada – 60% of revenue comes from government , 26% from earned income, 14% private giving  
 • Recreation – 27% government, 58% earned income, 15% private giving

* Relationship to Public/Govt sector

• To government, nonprofit organizations are an alternative provider upon which the government relies to provide services to the people

• BUT, government has some control through funding – ASC provides the annual operating grant to PSROs

* Block or Envelope Funding:   
  Block funding – money is provided in lump sum with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attached   
  Envelope funding – money is provided for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is not flexible
* Relationship of NPO to Corporate sector

• To corporate – are primarily competitors (Private vs non-profit clubs (racquets, fitness), Pro shops, University sport camps)

• Nonprofits enter the marketplace to raise revenues to provide programs and services to their members

**Issues for Nonprofits**

• Government has varied its funding and often does not give long term guarantees of funding   
• Nonprofits must compensate and find revenues elsewhere   
• WHERE??   
• Increase existing fees or levy new fees   
• Private donations   
• Commercial ventures   
• Sponsorship

**Implications**

• Competition between nonprofits

• Need for strategy

• Increased fundraising costs

• Reduction in credibility (Coke in fitness centre) if sponsorship is a solution

• Sponsors require ROI

• More entrepreneurial leadership and less administrative

**Who is What?   
Non-Profit? Private? Government?**

* Victoria Golf Course
* Edmonton Oilers (1972, 1994, 1995, 2017)
* Alberta Soccer Association
* Edmonton Eskimos
* Calgary Stampeders
* Edmonton Golf and Country Club
* Alberta Sport Connection
* Northlands

**Volunteer Boards**

**Non-Profit Organizations (Societies)**

• Governance is in the hands of a volunteer Board  
• Usually called Board of Directors, but may be Board of Governors or \_\_\_\_\_\_\_\_\_\_\_\_\_

**Organization Constitution and Bylaws**

• To learn about a nonprofit organization, you would begin by reading the documents which describe the nonprofit organization   
• Will always include a set of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Constitution**

• The principles by which an organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
• Describes what the organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
• Describes why the organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
• May contain stated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**By-Laws**

• By-Laws: – formal and \_\_\_\_\_\_\_\_\_\_\_\_\_\_description of the organization   
-- how it is governed?   
– Describes the \_\_\_\_\_\_\_\_\_\_\_\_ of operation for the organization   
– Describes the \_\_\_\_\_\_\_\_\_\_\_\_ of the Board, Executive and Committees   
• Determines what the organization does

**What NPSO usually do**

• Develop sport programs (clinics, camps)   
• Organize events (games, leagues, etc.)   
• Develop policies and rules   
• Raise and spend money   
• Develop plans and strategies   
• Activities depend on national, provincial or local jurisdiction

**Board election / selection**

• Usually, Board members are elected by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, some Board members may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the elected Board   
• Process for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Board members will be described in detail in By-Laws   
• By-Laws will dictate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to elect Board members   
• Board positions MAY be coveted or MAY be difficult to fill   
• Depends on status and role of Board members in the organization  
• An organization should always be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to ensure there are opportunities for individuals to put their name forward in a timely manner   
• If only one person is nominated, that individual is elected by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
• Some Board members may be included in the Board as ex-officio, which means “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” – could be voting or non-voting Board position   
• Board positions are for a term – usually either 1, 2 or 3 year terms - should be some overlap in terms to ensure continuity   
• Some organizations have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Board and Executive members  
• Board could be composed of:   
– Elected from membership categories   
– Could be from Coaches, Athletes, Officials, Participants, Parents, Experts, Business/entrepreneur   
• Type of people will dictate issues.  
• Do they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? – They can help with program issues.   
• Do they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? – You need to know as they can derail the organization   
• Do they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? – Could help with finance, marketing or planning

**Roles of Volunteer Boards**

• Board’s primary purpose is governance of the organization:   
– Always budget approval and policy review and development   
– Fundraising - networking – donors or sponsors   
– Has a role in planning – inject knowledge to the planning process   
– usually strategic and not operational plans   
– Advocacy – with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scope of Volunteer Board’s role**

• What areas remain with the Board, and what is delegated to staff?   
• What issues are even presented to the Board by the staff.   
• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Board usually has the most operational role of all Board members   
• Board has ultimate authority, but the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ handles daily problems   
• In larger organizations, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_may handle all daily operations  
• Most Boards create an organizational structure to assist the Board   
– Usually have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
– Most have an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ comprised of the President/Chair and some Vice-Chairs or Vice-Presidents   
• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_roles vary dramatically – Continuum from decision making to advisory  
• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are part of the organization’s and the Board’s planning process   
– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are decided upon when developing the organizational structure   
– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ usually evaluates the staff that work for the organization

**As staff, how to manage the Board**

• Know their motivations • Understand their knowledge and expertise   
• Know their past personal achievements • Be more informed.   
• Have more information, more current information, more accurate information. • Be proactive.   
• Manage the Board agenda. • Know how they will react. Never be taken off guard.

**Roberts Rules of Order**

 Adapted from English Parliamentary Rules Sometimes called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 First published in 1876 by General H.M. Robert   
 Created to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at formal meetings   
 Brings order out of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**History of Law Making**

 Code of Hammurabi (1772 BC)   
 Ten Commandments (1350 BC)   
 Pax Romana (27 BC)   
 Magna Carta (1215 AD)   
 U.S. Constitution (1787 AD)   
 Roberts Rules of Order (1876 AD)

**By-Laws of an organization**

 Dictate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Unless there is a special rule in the ByLaws, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the majority of the members of the organization (n.b.)   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is very dependent upon the size and logistics of the organization   
 If no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the meeting can continue but the only vote that can be taken is to adjourn  
 By-Laws dictate what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be made at what meetings   
 For Example, Annual General Meetings are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time By-Laws can be changed   
 Changes require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to provide for the members to prepare their positions

**Use of Robert’s Rules**

 It is critical to decide whether a meeting will be conducted formally, or informally   
 The “Rules” mostly pertain to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ meetings   
 Essential in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of 10 or more OR for contentious issues (like?)  
 “to assist an assembly to accomplish the work for which it was designed”   
 That “work” is outlined on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 It is necessary to restrain the individual somewhat, in the interests of the whole   
 If you know the rules, you can decide how to best use them, as the Chair

**A Principal (Main) Motion**

 Brings before the Assembly (meeting, group) any particular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Cannot make a principal motion when any other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is before the assembly (immediately pending)   
 It takes precedence of nothing, and yields to all questions – is LOWEST in “order”.  
 A Principal Motion must be dealt with by the assembly before another \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be made

**The Principal (Main) Motion (continued)**

 The Principal Motion is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that will be the focus of debate.   
 Should be no debate before a Main Motion is “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.   
 Frequently, there is too much debate or discussion before a Main Motion is made, causing great inefficiency.  
 A Main Motion must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; does not require that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ agrees with the motion.  
 Main Motion should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_ by the Chair   
 After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, debate can then proceed.

**The Chair**

 Role of the Chair is critical, and the Chair should be carefully chosen by the organization   
 Before a member can make any motion, or speak, they must be “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” by the Chair   
– thus, the Chair is in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
– Often, we allow for a “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  
 If more than one person wants to speak, the Chair chooses the speaker   
 Choice of speaker is based upon certain principles   
– The member that moved the motion has first right to speak   
– Each member speaks \_\_\_\_\_\_\_\_\_\_\_\_ to that motion   
– Alternate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Should keep an order of speakers, at the very least, so the speakers know they will get a chance when it is their turn

**The Parliamentarian**

 Assists the Chair in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Robert’s Rules of Order   
 Often given the role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a meeting   
 Often a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by training   
 Usually someone who has the respect of the assembly  
 Example of decisions:   
- Is the motion in order?  
- Is the motion debatable?   
- Does the motion need to be seconded?   
- Can the motion be amended?

**The Motion**

 During the process of developing the Main Motion, the mover can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
 If Mover modifies the motion, seconder can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the second.   
 Time can be saved by informal remarks to alter or clarify the motion, but this should never develop into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Once the Chair reads the Main Motion, it is in the hands of the assembly and the mover cannot modify or withdraw it unless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objects   
 If there is an objection, there must be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and then a vote

**The Discussion**

 Each speaker can speak to a motion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until everyone has had their chance;   
– Normally should limit it to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in total   
 The Chair should alternate between those in \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Minutes of the meeting**

 Need minutes of the meeting as an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Secondary (Subsidiary) Motions**

 These are motions that are made which \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the Principal Motion   
 Secondary Motions have an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on the Principal Motion   
 Secondary Motions assist with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ related to the Principal Motion   
 Secondary Motions cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the Principal Motion  
 These secondary motions would cause the Main Motion to be:   
– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
**The Secondary Motions (LOWEST GROUP)**  
 In order below .. Higher to Lower   
 Lay on the Table .. “Table” (Highest)   
 Previous Question … “Call the Question”   
 Postpone to a Certain Day   
 Commit or Refer Amend\*\*   
 Postpone Indefinitely (Lowest)   
 Example: If a motion to “Table” has been made, a motion to “Postpone Indefinitely” is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Examples of Secondary Motions**

**The Incidental Questions** – Undebatable   
 These are questions of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and affect the business of the Assembly (meeting) but do not relate directly to the Main Motion   
**Privileged Questions** (Undebatable) HIGHEST GROUP  
 These questions do not directly impact the Main Motion, but do impact the Assembly   
 Example: Adjourn, or set adjourn time (highest)  
**Adjourn** (Undebatable)  
 Cannot be made when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or Assembly is engaged in voting   
 Chair must NOT allow this high privilege to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Chair can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the motion to adjourn if it has been voted down recently  
**Appeal or Question of Order**   
 “Mr./Madam Chair, I Rise to a Point of Order”   
 Members are responsible to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the assembly   
 The Chair rules \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Members then have the right to “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”   
 Often referred to as “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” because it challenges decisions a chair may make in conducting the business of the meeting   
 Assembly then votes  
**Withdrawal of a Motion**  
 After motion has been made, the Chair can allow it to be withdrawn if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
 It there is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it requires a Motion to Withdraw   
 Cannot be debated or amended  
**To Lay on the Table**  
 Yields to ANY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but cannot be debated or amended   
 If motion to table receives a majority vote, delays the motion so it can be taken up at any time (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  
 Majority vote can take the matter up again, at any time   
 Tables everything that adheres to it  
 In best interests to have the power to lay aside business, temporarily in order to deal with something more urgent   
 If used habitually to avoid questions, should be subject to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
**The Previous Question – “Call the Question”** Motion to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and proceed to voting.   
 Not debatable, and cannot be amended   
 Must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 If the motion receives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, then the vote on the Principal Motion is called.   
 If the motion fails, debate continues.  
**Postpone to a Certain Day**  
 Must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Very limited debate, related only to the day.   
 EXAMPLE: Cannot be used once a motion to table has been made because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than tabling  
**To Commit or Refer**  
 Must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Debatable and takes precedence over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Thus, if someone has moved an amendment, you can move to commit or refer and that motion must be dealt with first   
 If a motion to table has been made, a motion to commit would be “out of order”  
**Amend**  
 Must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Motion to amend can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Is the lowest order motion, next to the Principal Motion  
 May directly conflict with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the original motion   
 Debatable – Chair should restate the motion  
**Amendments usually ..**   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words   
 For example: I move to amend the principal motion by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “….”.   
 Chair: To clarify, this would change the main motion to “da da … da da”  
**Postpone Indefinitely**  
Takes precedence of nothing (lowest in order)   
 Must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Cannot be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Opens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to debate   
 Is the lowest order motion, next to the Principal Motion (except Amend)   
 Useful when opposition is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because if defeated can still struggle with main question  
**Rescind**  
Motion has no privilege   
 Any action of the assembly can be rescinded   
 After the meeting is over, the option is to rescind  
**Reconsider**  
 Still think we should have “best of three” votes   
 Is in order at any time – but only once   
 If not reconsidered on the day taken, and no meeting the next day, then it CANNOT be reconsidered – **Renew or Rescind**   
 Must be made by a member who voted with the prevailing side

**Voting**

 \_\_\_\_\_\_\_\_\_\_\_\_\_ can decide when to call for a vote   
 Ask for “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, then “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”   
 Can be further debated between the call for “Yes”, and “No” votes   
 For motion to pass, requires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the votes cast, ignoring blanks   
 Some motions require \_\_\_\_\_\_\_\_\_\_\_\_ to pass   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can vote to break a tie   
 Can use ballots, or roll call

**Ballot or Roll Call Voting**

 May be required by Constitution or ByLaws  
 Or, may be by majority order of the assembly or group   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can force a ballot or roll call vote   
 Ballot provides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Roll Call provides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and is recorded in the minutes

**Voting (continued)**

In a meeting, when there are more than two options you can deal with them in two ways:  
1) The option gaining the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ votes declared the top priority (plurality vote .. See page 66 of RRO textbook).   
2) One option must get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of votes - Take two votes if necessary with the lowest option dropped after the first vote.

**Motions Requiring 2/3 Vote**

 As required by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rules   
 To change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 To Object to the Consideration of a Question   
 \_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Debate   
 Previous Question – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Order of Precedence”**

 Motions that have “precedence” to other motions have a higher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 A guide the Chair uses to decide if a motion is “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” – hence, another use of the word “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

**Committees**

 Allow for work to be done \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work done in Committee   
 Votes always taken and recorded when Committee decisions are made   
 Vote to “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” is equivalent to having the decision adopted by the assembly, so this can be dangerous  
  
**Committee of the Whole**

 Allow for work to be done \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work done   
 Only motions are to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Members can speak more than once   
 Can provide for informal consideration of a question

**Roberts Rules of Order Quiz**

**Situation #1**

A member rises during the New Business time of an Annual General Meeting (AGM) and proposed a new motion that no one has heard about before. It gets seconded and the Chair allows debate on this motion before Calling the Question, getting that approved, and the motion is voted on.   
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #2**

A properly submitted Notion of Motion is now being proposed as a Principal Motion at the AGM. It is moved by the Treasurer and seconded by a Staff person. The Chair then proceeds with debate…..  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #3**

During a tough part of the meeting a Motion from the floor to “Suspend the Rules” is made. The Chair immediately calls for a vote and it is passed 24-12 with every ballot cast.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #4**

The AGM in question is running long and there is still one more Principal Motion to deal with. The Secretary moves to Table this Motion until the next meeting. The Chair calls the vote and the Motion to Table is passed. The meeting then adjourns.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #5**

At the beginning of the AGM the President declares herself the Chair of the meeting and reviews the Minutes of last years AGM. She then immediate proceeds with the Notices of Motions.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #6**

A properly appointed “Chair” of the meeting steps down when a Notice of Motion that would benefit him financially is brought up. Once the matter has been dealt with one way or another he resumes his role as “Chair” for the rest of the AGM.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #7**

A properly presented Main Motion is being debated when the Vice President proposes an Secondary Motion of an Amendment to the Main Motion. The Chair calls for a vote on the Amendment and the Amended Motion is passed. The meeting then moves on the next Motion.   
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #8**

After lots of acrimony during debate a Secondary Motion is made to Refer the Main Motion to a Committee. The Secondary Motion is passed and discussion ensues on who should be on that Committee.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Situation #9**

A motion to Adjourn was made properly and defeated during debate of a new properly submitted Main Motion. The same person moved to Adjourn again 10 minutes later, however the Chair ignored that and moved on with the debate.  
**RIGHT OR WRONG?**

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2nd Half of Term Notes (PERLS 105)**

**EVENT MANAGEMENT**

**What makes sport management different?**  
- Requires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ knowledge and skills; every sport has a unique “culture”; Golf? Curling? Ice hockey? Rugby?

-This knowledge is VERY OFTEN taken for granted because people have played a little or watched and underestimate the complexity of managing a sport event.

-Sport “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” are different

-Need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What skills or knowledge?**

-Basic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ knowledge – how to put on a basketball net, or put up a volleyball net, or provide field maintenance – hundreds of activities and hundreds of things to know – tie-breakers, overtimes, disputes

-Cannot take this knowledge for granted, and assume people have it; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ must be developed (i.e. your practicum).

-Rules of games

-Scheduling or draws (i.e. seeding)

-Travel logistics / experience/ other external factors (i.e. Vancouver Stanley Cup riot)

**Event Management Model**

-Event Management is a subset of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-PERLS 105 deals with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of events, mostly within voluntary non-profit organizations

- As a Canadian, an Albertan, a student, a coach, an athlete, a teacher, a friend

Raise awareness of the benefits of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Want people to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to activity

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ those that wish to be physically active

Understand the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the physically active

Understand the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the physically active

Understand the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the manager in any type of event

Participating should be a positive experience!!

-A “model” is a representation of reality; this model provides a conceptual framework to explain events

-“through repeated observation, you understand reality sufficiently well that it can be modeled operationally. Simulations, computer models, or mathematical models might be undertaken.” (Jackson and Morgan, Org Theory, 1982).

-Comparison of the model with reality.

-A model may not exactly reflect reality.

-It should help to understand reality.

-This model should help us to understand the role of managers and organizations in sport and recreation; and where they interact with the event (which is the basic unit of participation).

**Typologies**

- Typology – defined as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ having particular shared characteristics into a general type.

- types of students (1st year, 4th year … grad/ug)

- domestic / imported (beer, cars)

- The Event Management Model is comprised of four typologies of events.

- Typologies in this model are based on two factors:

1) Participant’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_– from non-competitive to highly competitive

2) Event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – impact and significance of the outcome on the participant

As participant’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ increase, and as event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ increase, the formalization of the event and direct involvement of structured organizations will increase.

-Why is knowledge of this model important??

Because it helps a sport manager to:

-Understand they have a responsibility for a range of diverse events  
-Recognize the factors that vary in the events  
-Understand where their focus will be in each typology  
-The manager’s focus will shift from servicing physical activity to sport as a product; from   
motivation to marketing; from service to product;  
-The knowledge and skills are very different; staff or volunteers are needed to provide the effort   
in some types  
-The manager’s role evolves from an indirect provision role to a coordination role usually   
involving an organization that owns or controls the event

**The Management Challenge**

-Management challenges and opportunities change for each typology

-Inappropriate event management will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from participating in physical activity, which may be the costliest mistakes a sport manager can make

**Event Management Model**

-Events are the basic unit and core of Sport / Recreation / Physical Activity / Tourism management

-What is the basic unit in LTAD? LTAD is focused on the athlete’s training and development and the EMM is focused on the athlete’s involvement/participation in training or competition

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = in this model is a voluntary occurrence of physical activity, and can be applied very broadly.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = a series of regular and predictable events; is “a set of resources and activities directed toward one or more common goals, typically under the direction of a single manager or management team” (Hatry & Wholey, 1994)

-The management of the individual events within the program become the challenge of the recreation / sport manager

-The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the central focus of the typologies and model

-Ask the question: Who is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and what do they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

-The Event Management Model is a conceptual model with four typologies

Informal Participation  
Supported Participation  
Simple Competitive  
Complex Competitive

**Informal Participation (Type One)**

-Participant is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Event impact or significance to the individual is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; event is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the participant

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of organizing; may not be an organization directly involved in the event at all; indirect involvement could be i.e a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Participant requires a level of confidence that a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be available

-What is the management role here?

-“Facility” definition in the broadest sense ranges from very specific indoor (squash court), to very general outdoor (open space)

-Indoor examples: stairs, basketball hoops

-Outdoor examples: parks and open space for participation or pickup games of touch football, ultimate frisbee, softball, soccer

-Trails for walking, running, cycling, skiing

-River valley stairs are quite a popular fitness facility, for example

-At this stage of the model, there is no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ charged to the participant

- By definition, this typology includes physical activity and recreational sport

-This participant may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_;

-Not a high performance athlete, but a participant in physical activity – not competitive in this activity

**Supported Participation (Type Two)**

-Participant does have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Participant does consider the outcome of the event to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but its unlikely that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-As in Type One, the participant requires a level of confidence that a facility will be available AND

-Type Two - some equipment or amenity may be necessary, such as a ball, net, showers, changing room

-Participants are serious about their activity within this typology; they want more, or better …

-First management task … be aware when participants begin to demand “more”; observe; indicates interest

-Examples? The provision of:

Public tennis courts with good nets  
Cardio equipment with organized rotation of users  
Skateboard parks / Slowpitch Diamonds  
Designed, set and signed cross country bike or ski trails  
Swimming pools with designated swimming lanes

-Participants will begin to look for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as skills improve and competitive motive emerges

-May not be willing to pay; cost may still drive them away so the manager will need to decide how to fund the activity

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may begin to emerge, but may be minimal; do not focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motives

-Management activity will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and designed to anticipate and accommodate participant needs

-At Stage Two, managers will develop STRATEGY and set goals related to increasing adherence and frequency of participation

-For management, it could be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motive; could be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ motive

-Offer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programs

-Offer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programs (i.e. Stroke Dr.)

-Equipment knowledge can be a major advantage to the manager (Example – badminton)

-Still may be no direct nonprofit organization making decisions about the event

-What sets it apart?

1) \_\_\_\_\_\_\_\_\_\_\_\_\_ – some sport rules, but few event rules; no officials; no major prizes or trophies; no formal organization

2) If there are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it is Type 3

3) The event will not be directly linked to or provided by the formal organization; it will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but supported.

**Simple Competitive (Type Three)**

-This is probably a stage at which most of you have been involved as managers or participants.

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is now a central motivation for participants, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is necessary to compete

-Event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_becomes significant because the events lead to higher level events; gains in prestige or cash

-Participants are concerned with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Participants “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (compete)

-Need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between participants is a primary concern and an organizational challenge for the manager; (leagues, ladders, divisions)

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the process of attempting to equalize the ability of the participating opponents in an event to create a more positive experience for every athlete. (sandbaggers).

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is important to the participants (policies, rules, eligibility)

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport organizations begin to form out of necessity

These organizations meet to set \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ &

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are involved, and the event manager may deal with the coach or manager more than the athlete

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are required to schedule facilities, develop and agree on rules, book officials

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between sports become very noticeable although they exist at all stages

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be required in Type 3

-Adding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ always adds cost, so participants must be prepared to pay

-Event has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but often no control over who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ make decisions that impact the sport manager (field cancellation policies due to weather in soccer and baseball)

-Sport specific management expertise required for organizing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Culture of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ varies greatly (tennis vs. hockey)

-Include linesmen, scorer’s table, timekeepers

-All adds cost

-Also adds conflict and therefore the need for conflict resolution and dispute resolution  
 Olympic examples in gymnastics, and figure skating in winter  
 Pro League Commissioners (Deflate-gate in the NFL)

-Participants will take advantage of presence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; no longer the honor system

-Participants are serious and play hard at all four stages of this model, but once an organization is involved in the event, it is likely to be held to a higher level of responsibility for dealing with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on site (note CIS hockey rule)

-Require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ post event

-Participants may want sport science assistance – strength, diet, etc.

-Participants may want to engage in competition with other geographic areas, which may require \_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, & \_\_\_\_\_\_\_\_\_\_\_\_\_ policies may be required

-League management is required in scheduling and statistics

-Decisions on # of games

-Importance of statistics?? (baseball vs soccer)??

-Events are exciting or interesting and attract \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (spectators or supporters)

-Non-sport services are required (concessions, bathrooms, bleachers)

-Spectator services in Stage Three may be very minimal

-Food service or concessions require management

-Concessions require management contracts, or specific staff expertise

-May require refrigeration and storage

-Requires cash flow

-Janitorial / cleaning issues

-Parking and traffic control are factors

-More opportunities to generate “value-added” revenue (the manager adds value to an activity or event and charges more for it) begin to present themselves in Types 2 and 3

-Sport/recreation manager must make decisions whether to focus on revenue

-Move from service marketing orientation to a product marketing orientation is a significant decision

-Stage 4 involves serious cost/benefit consideration; becomes a PROGRAM EVALUATION issue (later class)

-Nonprofit organization support is extremely important at this stage for manpower, liability issues, etc. (later)

**Complex Competitive (Type Four)**

-Participant’s motives are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Event consequence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because the consequences are huge for the individual and extend beyond the individual to the support group, team, organization, country

-Complex Competitive is a merging of the event and the active participants with the spectator and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ market

-Many “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” are added

-Specific \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expertise may be required

-Product (event) quality is of interest to those beyond the direct (highly motivated and competitive) participants

-Manager (or Board) decides to move to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ strategies are developed and implemented

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_may be designed to attract spectators

-Events attract more passive consumers that have purchasing power

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may start to get interested

-Of course, you want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but they will come once the crowd is large enough

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ want information, in a prepared format – \_\_\_\_\_\_\_\_\_\_\_\_\_\_want things “canned”

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have deadlines

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wants atmosphere of excitement

-Have to decide on event “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

-As demand grows, may be able to charge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Gate requires a “float”, cashiers, ticket auditing system to prevent employee theft

-Policy required on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Preferred seating

-Sale of programs – need to decide on size, cost design, format, content, price

-Sale of beer – leads to need for security

-When event attracts people, media or television, then timing becomes more of an issue

-Canucks Stanley Cup Home Games example

-Need pre-game protocol which involves many factors

-Time of start, introductions, anthem

-Announcer at event, and event script

-All staff must be aware of script – script is essentially an itinerary or agenda of events in great detail (i.e. Eskimo Games and the 50/50)

-Need for staffing may mean an entire volunteer management program (see PERLS 335)

-Event Management becomes a profession at this stage, rather than a part of a job

-In Type Four, the activity is being consumed by both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participants

-Requires all the effort of Simple Competitive stage, plus the vision of the marketing/consumer orientation

-Manager needs to act in manner consistent with the Event Management type

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exist throughout the model, but becomes more complex as you pursue sponsorship in Type Four.

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are a Type Four activity

-Consumer considerations require volume to be feasible, and thus you need to decide when the volume is sufficient

**Policy, Rules and Procedure**

-Are considered types of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Can be found in international, national, federal, provincial, or local sport and recreation organizations

-Don’t worry if the terms are confusing to you, as even experienced managers disagree over

what is a policy, and, for example, what is a goal, or what is a rule.

**Policies**

POLICY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to follow in making decisions and taking action.

For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ decisions.

Results in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ decisions

It sets the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the decision making.

Policy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (has ambiguous terms) by managers

Should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organizations often have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ policies

-In nonprofit sport organizations, the \_\_\_\_\_\_\_\_\_\_\_\_\_ sets policy and the \_\_\_\_\_\_\_\_\_\_implements policy.

-The most frequent activity in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is usually the development of policy.

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may draft the policy for review by the \_\_\_\_\_\_\_, but the \_\_\_\_\_\_\_\_\_\_ must approve it.

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are easier when policy is clear.

**Rules**

RULE: a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ course of action/conduct

Tells you what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (defines acceptable behaviour; absolute limits)

Ensure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of behavior

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; a rule has little or no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If rule is violated, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is taken

Cheating is forbidden; it is a rule

**Policy or Rule**

Sometimes what begins as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can become a \_\_\_\_\_\_\_\_\_\_\_\_\_ or

What starts as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ becomes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The difference is in whether exceptions would be made; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would have more exceptions than \_\_\_\_\_\_\_\_\_\_\_

If the Board wants managers to use their judgement MORE, then avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Procedures**

PROCEDURE: a statement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a course of action (the “how to”)

Explains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for handling an activity

Provides the series of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to take

Procedure guides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; a policy guides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Detailed instructions

Results in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outcomes

**The Role of Policy**

Policy must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with other plans (Corporate, Strategic, Operating)

Policy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ other plans.

Policy has a huge impact on how an organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In sport, policy affects athletes, coaches, officials and administrators

**Risk Management policy example**:

**Policy**: No sticks and pucks during public skating  
The rink manager should not be required to make a decision on this every five minutes  
However, if there is only one person on the ice, would you make an exception?

**Rule**: No sticks and pucks during public skating

**Policy Examples**:

**Policy**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, school teams will have a coach of the same gender as the athletes

**Policy**: School teams will have the best coach available\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of gender

**Rule**: School teams \_\_\_\_\_\_ have a coach of the same gender

Policies can be changed, and will impact how the organization operates. How could these be changed?

-Are the following statements policies, rules or procedures?

Students should not receive more than one scholarship per year **Answer:** \_\_\_\_\_\_\_\_\_\_\_\_\_  
Students must have a 2.75 GPA to qualify for a scholarship **Answer** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Scholarship applications are received by the undergraduate office, and must be personally delivered by the applicant. **Answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Steps in Policy Development**

**Step 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the problem

Is there an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ policy, or is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ policy required?

Who is involved and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_ must be considered in policy   
development?

Organization’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Solutions

What are the possible solutions?

Who will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What would be your policy be?

**Step 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Policy

List Pros and cons.

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ twice and \_\_\_\_\_\_\_\_\_\_ once”. i.e. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Always have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Back

**Step 4**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Once you have chosen one solution (policy):

What will the impact of the policy be?  
- on parents - on children – on coaches -

What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of this policy?  
- For organization (people, rules, procedures…)

**Solution Implementation**

How would the chosen solution (policy) be applied/implemented?

Policy (that you selected)

Rules (would rules need to be added/changed)

Procedures (would procedures change)

**Summary Thoughts on Policy**

-Do we need a policy? Policy may need to be developed if there is a recurring decision to be made, and there is no policy OR

-Policy may need to eliminated if it is not working OR

-Policy may need to be revised if it is not working

-If following the policy creates problems, you need to rethink the policy

For each policy:

Why is the policy, procedure or rule needed?  
What will the impact be?  
How will it be applied?  
How will we know if it works?  
How could it be changed if it doesn’t work?  
What would the affect of the new policy be?

Other examples of policy

National – performance measures  
Provincial govt. – taxpayer vs user pay  
PSO – allocation of funds  
Club – coach education standards  
Team – parent input   
Event – eligibility for event

**RISK MANAGEMENT**

**Risk** - “the chance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to your members or participants, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to your property or property of others which you may be responsible for, or other loss to your organization, directors, volunteers, members, or to someone else”

**Risk Management** - “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the chances of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_ by taking steps to identify, measure, and control risks”

Physical activity and sport events include risk

Risk management is not about eliminating risk, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Risk management is done by everyone in an organization – everyone must be concerned about risk management

**Management Perspectives for Risk Management**

As a manager of a Sport Organization you are responsible to:

provide a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_;

make decisions that are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for your members;

and “properly care for and protect its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Why is Risk Management Important?**

Reduces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to participants

Prevents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or defends against \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reduces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Protects \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the organization

Reduces occurrence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Insurers and/or funders may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization governs more effectively

**Negligence and Liability**

These are two legal terms that can be associated with Risk Management.

Negligence- “behavior or action which falls below a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ standard of care”

Liability- is where a person/organization is responsible for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which often results in compensation (i.e. money).

Liability would most likely be a problem in situations involving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ risk

**Reasonable vs. Unreasonable Risk**

It is the responsibility of the manager to respond to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of risk.

A reasonable type of risk, consists of an activity that is a norm or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One could expect (injury damage or loss) in this way as part of the event

Example: Physical Contact in Hockey, Boxing, skiing

An unreasonable risk is any type of activity that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One would not expect this type of (injury damage or loss) in the event

Example: Fighting in the stands at an Oiler’s game, attacking referees, getting your car torched   
at Stanley Cup celebrations

**Three Components of Negligence**

1) Duty of Care

“Must have been in a circumstance which created a duty of care to ensure the \_\_\_\_\_\_\_\_\_\_\_\_\_\_   
of another person” (Corbett and Findlay, 1998, p.10).

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationship with Athletes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the athletes

2) Standard of Care

Written \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unwritten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Case Law

Common Sense

3) Harm or loss is suffered

**Precautions for Minimizing Risk**

Provide a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the activity

Provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide adequate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of activities

Provide adequate qualified \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide suitable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ taking individual preparation and differences in size and skill under consideration

Provide qualified, properly trained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in dealing with coach/athlete conflicts

Provide clear, written \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for training and general conduct

Obtain appropriate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coverage

**3 Steps to Risk Management**

1) Identifying the Risks

Things that could go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with an activity or event.

Are the risks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How do you go about doing this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Examples follow.

2) Measuring or assessing the Risks

What is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that injury, damage or loss will occur?

What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3) Controlling the Risks

What can I do to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ injury, damage or loss?

What can I do to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ injury, damage or loss?

What is my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when something bad happens?

**Identifying the Risks**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an excellent way of identifying potential risks.

4 main sources of Risk:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 main types of Risk:

Physical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_l actions

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ loss or Damage

**Measuring the Risks**

Determine if it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ risk

Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ risk contains the greatest risk of liability, focus on unreasonable risk.

Low, medium, and high risk. Examples:

Low- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medium- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Controlling the Risks**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the risk: there is a low risk, plus minimal level of injury, damage or loss.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the risk: you accept the level of risk, but it is transferred through contracts (i.e. waiver).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the risk: you take steps to restrict, limit, postpone, or cancel activities (i.e. do not travel because of bad weather).

**Examples**

Facilities – floors, turf

Equipment – face or neck guards

Programs – team selection process, entry deadlines, medical support – trainers, docs, physios at events or practices

People - athlete misconduct, incompetent officials, qualified coaches

Need appropriate Policy, Procedure and Rules for all of these aspects of Risk Management

**SPONSORSHIP**

-A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ paid to a property (examples) in return for access to the exploitable commercial potential associated with that property

-Sponsorship is a form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sponsorship vs. Donation (Philanthropic)

$11 Billion spent in North America in 2004 in sponsorship fees (69% in sport)

**Why do organizations seek sponsors?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ generation

Cost \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to consumers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the marketplace

**Why Companies Sponsor?**

Heighten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Communicate commitment to a particular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Marketing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ product from competitors

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ product attributes

Entertain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Opportunities

Drive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Sponsorship Process**

1)Is your event / program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on sponsorship? How much do you need to raise in dollars and in-kind sponsorships?

2) What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the event/ organization?

**i.e. Football Canada Cup**  
Cash  
Media / Advertising  
Hotel Room Nights  
Food & Beverage  
Transportation  
Awards

3) Determine What & How much of your “event” or “property” is for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Exposure = # of people that see**

Exposure is only effective to the sponsor if it is exposure to the sponsor’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!!

Exposure is better when an individual that is a member of the target market:

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the sponsor (as often as possible)  
 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the sponsor  
 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the sponsor

Three Indisputable Laws of Exposure:

1. Exposure: \_\_\_\_\_\_\_\_\_\_\_ is better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Quality of Exposure: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Messages (Noise/Clutter): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sponsors are better than \_\_\_\_\_\_\_\_\_\_\_\_ sponsors (European Soccer Signage/ Ring of Fire at Rexall

**The Sponsorship Process II**

What properties can you offer to a sponsor?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Requires traffic flow Placement is critical (signs, ads)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – to introduce products

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to markets;

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are very valuable

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ available at outlets (McD)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: i.e. Pizza Hut Player of the Week

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is still the most important element in sponsorship

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cost must be covered

$20K to $25K for two hours

Satellite costs are high

Don’t get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ either (announcers)

Rights fees are common in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ but rare in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport

Need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as baseline

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sponsors must come first, if possible

\_\_\_\_\_\_\_\_\_\_\_\_\_ provides leverage

\_\_\_\_\_\_\_\_\_\_\_\_\_ provides exposure for sponsor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be an anchor sponsor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ values very inflated, by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Their ad value is $5000 per page/day

Want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is key to cross promotion

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are becoming valuable

What is your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ worth?

May be trial and error to find out value; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is always a factor

Develop packages with \_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get from sponsors?

Two rink boards at Clare Drake - $5K

Two rink boards at Rexall - $250K

Your property value \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you can prove that you can provide:

Access to the sponsor’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exposure to their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence that exposure leads to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THEN, you have value to a sponsor

**The Sponsorship Process: What are the costs?**

What is the cost to you to service the sponsor? Signs, uniforms, ads. Assume Sponsor will do \_\_\_\_\_\_\_\_

What is the \_\_\_\_\_\_\_\_\_\_\_\_ cost?

What does it cost to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the sign or ad?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that cost?

What if it gets damaged? Who replaces it?

What is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to sell it?

What is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Of course, cost must not exceed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!!

**Why Sports Can Do This?**

The Last “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” Left on the Planet (i.e. no commercial skipping)

ESPN is the Most Successful and Profitable Cable Outlet in history because of it.

Media Outlets (i.e. Rogers) are now looking to become “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” rather than just sponsors to put forward their products and sports can do that better than anything else (i.e NHL Deal, Blue Jays, Rogers Place)

**Exclusivity/Partnership**

Sponsors want EXCLUSIVITY or PARTNERSHIP? What is it?

Should you offer exclusivity? Journal wanted to eliminate Sun. Coke vs Pepsi. TSN vs Sportsnet

Revenue from an exclusive sponsor must \_\_\_\_\_\_\_\_\_\_\_\_ the potential revenue from all other sponsors.

Exclusivity reduces clutter (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) i.e. French Open

Partnerships means that the sports event and the media outlet or company associated with them become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

NHL Contract with Rogers Sportsnet goes way beyond paying a simple broadcast fee.

Blue Jay’s in 30 is good example of Partnership.

**How to find sponsors**

Looking/Prospecting for your sponsors

Local, Regional, National, International Event or program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Events and Programs (U of C)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Burger King, the latest app)

Companies that want to reach your property’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

People you do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with

Media looking for partnerships

Potential Sponsors: Need to know Information

Know the company mission, values products and services

Who makes the decision? (owner, marketing manager, ad agency, local decision or national   
decision)

When do they make decisions (when do they budget, how much do they budget?)

MONTH: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are their goals and objectives? What are their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(sales focus vs. customer focus)

**The Sponsorship Process (cont.)**

The Pitch

Listen to their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Marketing Menu – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approach

Follow-up with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be made?

**Match-Up Game**

What are the best known Sponsor/Event Match-Ups that you know of?

If you had to match a sponsor up with the following events, who would it be:

Grey Cup: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stanley Cup: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASAA High School Basketball Championships: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other?

**FUNDRAISING**

**Revenue Principles**

Need revenue sources to be:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – the organization can depend on the source's); the funding is ongoing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ –the amounts do not vary or fluctuate dramatically; processes do not change

**Summary of Revenue Sources for Sport and Recreation Organizations**

-Government operating dollars -Grant programs -Gaming -Membership Fees -Sponsorship  
-Regular Events - Special Events and……

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – terms are often used interchangeably, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is more ongoing, long term, complex, and larger amounts

**Revenue Allocation Decisions**

Align revenue source with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ items

Stable funding sources should be aligned with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expenses

**EXAMPLES:**

Government annual operating grant pays for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Membership revenue pays for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sponsorship revenue pays for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Development might be for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Development**

Not sure why this term has become commonplace

It is easier to understand it if you think of “institutionalized and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in expensive suits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ encourages “development”

Successful “development professionals” make a LOT of money – unsuccessful are unemployed

Identifying priority needs for your organization

Determining if the needs are a reasonable cause to which people might give

Educating people of these needs

Providing opportunities for people to help

Identifying “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” prospects

Managing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the contributions of your donors

Providing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for people interested in your cause

Leverage your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support

**What does Philanthropy mean?**

**Oxford definition:**

The disposition or effort to promote the happiness and well being of one’s fellow people, especially by gifts of money, work, etc.

**‘Real World’ Definition:**

Giving to causes/people/projects that are important to you with little or nothing in return for your generosity

**FOUR STEPS**

**Creating your case for giving/support**

A case is an argument or appeal to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Case must be engaging, inspiring, honest, and reflect your organizational mission, while   
providing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with motivation to help

Matching donor interests with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be extremely difficult

**Market/Competition analysis**

Regional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rate

Potential political advocates/adversaries/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ties

Your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the community – local, provincial, national, int’l

How many others in your region have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Prospect pool analysis (LAI)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – connection to the organization

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – capacity to donate money

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – do they care about the cause

Who are you going to ask for money? Are ‘they’ able to give as much as you need them to give?

How many of these people match the ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’ (education, income) found in   
your market analysis?

Based on successes of other, similar organizations to yours, what sort of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
rate can you expect?

Do the people you are going to ask for money have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to your organization? What kind of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Does this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ make them more likely to give you money? Do you just think so, or know so?

The size of donation will depend totally on \_\_\_\_\_\_\_?

\*\*What if after the case, the market analysis and prospecting you realize you are in trouble?

Heed your own research results and put your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

If the findings of your analysis indicate that you are not ready to implement a fundraising initiative, don’t do it!

**The Giving Pyramid**

Top - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bottom - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Starts with an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ campaign that provides a base of donors – average annual gift at U of A is about $30.

Next level is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which could be a one time or annual larger gift – $1,000 to $10,000 – fewer donors

Next level is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - $10,000 + - fewer donors

Top level is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – donation of part of an estate through will or life insurance

**Program Development**

How are you going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for money?

Develop budget….\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Cater your program to those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to support you.

Emphasize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ connection

Develop operational plan and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Projecting/Setting Fund Goals**

Based on research and analysis, your projections/goals should stem from calculated estimate of:

Number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at certain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g. >$10,000)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gift

**Annual Giving**

Begin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and enhancement projects

Get in front of key supporters. Consultants sometimes do this – readiness/feasibility studies

Get on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ calls

**High Impact Giving**

Develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ via data and existing organizational network, contacts, and external relationships

Research, develop and implement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ commitments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, annually funded awards

Use of volunteers can be a key to success

Implement stewardship programming and ensure high level of donor accountability\*\*  
\*\*Key to major gift program

**Donor Recognition – Gifts-In-Action**

All organizations can provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plan that consists of print & electronic material, special events, and personal donor relationships with benefactors – Warning, don’t bite off more than you can chew

**Measuring Your Success**

**6 Quantifiable ways to measure your fundraising successes:**

The obvious……how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ overall?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gift

Acquisition of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reactivation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that have lapsed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of donors from last year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to a different giving level

**How can people give?**

Monthly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gifts

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cheques/cash

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Life insurance / bequests / wills (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g. art, antiques, and other collectibles)

Several other creative means of lending support

Volunteer organizations require both donations of money and donations of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In both cases, you must have an excellent case and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to support your organization

**ORGANIZING**

**Organization Theory and Definitions**

We have discussed types of organizations, and why they exist.

Nonprofit organizations are our focus; the Board is in control and decides how to organize

Organizing results in an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organizing: “the process of dividing work into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tasks) and assigning activities to most effectively achieve the desired results”

In other words: deciding \_\_\_\_\_\_\_ needs to be done to achieve a goal, \_\_\_\_ will do what work, and \_\_\_\_\_\_\_\_\_ you will coordinate/manage it

**Organizing Functions**

Task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of labour; task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to units/people

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of units/people

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ among units

Decision making \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ follows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” – Drucker

What is the strategy of the Edmonton Oilers organization?

“Create a sustainable professionally managed organization that returns a \_\_\_\_\_\_\_\_\_\_\_to the   
ownership”

“Provide an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on-ice product”

How does strategy impact organizing and organizational structure?

Example: **Task Identification**

1. Review of NHL By-Laws

2. Recruitment of staff and players

3. Increasing awareness of team (marketing)

4. Increasing revenue generation (sponsorship and development)

5. Game Day Operations

ARE ALL OF THESE TASKS OF EQUAL SIZE, LENGTH, IMPORTANCE (priority)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ARE SPECIAL SKILLS REQUIRED?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task analysis** (Increasing awareness) & (Increasing Revenue Generation)

What needs to be done in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How many people?

What skills?

For how long?

Priority?

**Division of labor; task allocation to departments/committees**

After task analysis -

For “Increasing awareness”: Develop an operational plan that includes who needs to do what   
and when

Example: For “Review of NHL By-Laws”

Develop an operational plan that includes who needs to do what and when

Probably need two different “committees or departments” for these two tasks

**Departmentalization**

Departmentalization combines tasks, and jobs and/or workers into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Setting up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a common way of “departmentalizing” in a nonprofits sport or recreation organization (not the case for professional teams )

These “departments” require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between them;

The individuals within the “departments” also require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The more specialized the tasks, the more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is needed

**Ways to Departmentalize**

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (demographics, interests)

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (marketing, game ops, etc.)

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Alberta Division, BC Division)

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CP Rail, CP Airlines, CP Hotels)

Other? (give examples)

How would these Groups Best Departmentalize?

Edmonton Oilers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Basketball Canada \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Umbro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Snow Valley Ski Hill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant MacEwan Athletics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lenny’s Physiotherapy Clinic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Specialization of a Job**

Reduces the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a person’s job

Example: Marketing Director of Oilers  
Focused on increased awareness that should result in more season tickets being sold  
Not involved in Game Day Operations

Focus skills/abilities in one area; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of tasks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person avoids moving between tasks)

Facilitates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of employees (specific job descriptions)

Increases \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Departments**

Departments, once created, will have \_\_\_\_\_\_\_\_\_\_, with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outcomes

“increased awareness” outcome would be increased season ticket sales for Oilers

There will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about how a department will function

The people in the dept. will also have expectations, and there will be expectations of them

**Centralization**

How much authority will be kept with the Board for Non-Profits or Ownership Group for Private businesses; how much to the staff; how much will be given to the committees or departments

More authority at the top (Board or Owner) means more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classic Board / staff argument in non-profits in particular.

**Delegation and Pitfalls**

Delegation moves authority \_\_\_\_\_\_\_\_ the structure; decentralizes; Subdivides the organization vertically

PITFALLS:

Failure to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what to do, and when

Subordinate lacks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to complete task

Task is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ subordinate’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Giving RESPONSIBILITY WITHOUT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accountability remains with the person at the top!!

**Organizational Structures**

**How wide a Span of Control?**

Span of control can be wider (can supervise more people) when:

The work output is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (requires less supervision time)

Subordinate more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(less supervision needed)

More \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in supervisor-subordinate relationship (less supervision needed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (less direct supervision)

**Span of control subdivides an organization horizontally**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Structures – have smaller span of control

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Structures – have wider span of control

**Bureaucracy**

When you have:

Division of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ authority structure

System of policies and rules

Formalization – policies and rules are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_;

Standardization – standard rules and procedures are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and enforced throughout the organization

Technical competence (specialization)

Not very flexible

**The Advantages and Disadvantages** (discussion)

Tall vs Flat structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specialized vs diverse jobs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Centralized vs decentralized authority \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Formalized vs non-formalized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Departmentalized vs non-departmentalized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**You get offered a job:**

How much am I getting \_\_\_\_\_\_\_\_\_\_\_\_\_?

What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What are my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of me? “outcomes”

Who do I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to?

What is my level of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How am I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Dealing with the Media**

**Why is it (still) important**

Despite the near death of Print Media it is still one of the last remaining form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mass media

Television news remains the only true \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for electronic news.

**Why it is important to Amateur Sport**

Always looking to increase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Always looking to increase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Always looking to increase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Always looking to give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Need to create and maintain relationship with those who can help you get the word out about   
your sport

**Commandments to Live By**

Be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your approach to the Media/Press

Be prepared to comment or deal with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Keep them at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but treat them politely and fairly

Feed the beast!

**Promoting an Event**

**Step #1 – Get Organized!**

Investigate and get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all relevant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the area.

Create a distribution list

Either:

a) send out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) invite them to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you’re going to take this step then:

Book a nice place and plan to\_\_\_\_\_\_\_\_ them

Send out the invitation to the Press Conference at least \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in advance and remind them twice before the big day

Don’t promote anyone in attendance unless you can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

Do NOT ask for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2 – Running a Press Conference**

Make sure you have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people there

Check the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Schedules

Try to go around \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and run no longer than 45 minutes. Start at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have places to sit but an open area in front of the presentation area for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Be prepared for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ afterwards.

**Step #3 – Get your crap together pre-event**

Who is in charge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ media/press at the event? Will there need to be \_\_\_\_\_\_\_\_\_?

Who is in charge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How will that be done? (MUST BE TIMELY!)

Does that person have the right lists?

Will there need to be access to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the media/press post-event?

**At the Event**

Media/Press should get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Media/Press should get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Media/Press should get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Media Guides?, Releases?)

Media/Press area should have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Media/Press area should have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and be open for at least \_\_\_\_ hours post-event

**Post-Event**

Even if you think you had all the outlets you wanted at an event you should:

Send out a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ regarding the event within 30 minutes of its conclusion

Have someone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the media/press area until the last person leaves

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for their attendance.

**VERBOTTEN BEHAVIOR!**

Forgetting about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Not showing up to comment on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cautionary Tales**

Be prepared to put the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in next time or suffer the consequences

Know your place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Remember they are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_….but they are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ either.

Roll with the punches

**SPORT TOURISM  
(example: U.S. College Bowl Games)**

**What is “Place”?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attached to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Some experience available at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which cannot be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bowl Games attempt to Create a “Place”**

**History of the Bowl Games**

1902 – Rose Bowl 1933 – Orange Bowl 1935 – Sugar Bowl 1937 – Cotton Bowl

32 current Bowls today

All created with the same thing in mind – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pasadena vs. Arcadia. Which one is a ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’

**Marketing “Place” through Bowl Games**

Creating a “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” or “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” for a destination knowing that you are in competition with other areas trying to do the same thing

What City formerly called itself the “City of Champions”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is the home of the “Granddaddy of the All?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is the home of “Touchdown Jesus”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is “Title Town”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cowtown is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the City of Brotherly Love

Big Apple is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra Points:**

Where is the Home of Worlds Largest Pysanka? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Leveraging” the Big Money from Sport Tourists**

Non-local fans said to spend only \_\_\_\_\_\_\_\_\_\_\_ on game ticket as opposed to \_\_\_\_\_\_\_\_\_\_ by local fans on the entire sporting experience (Shaffer and Davidson, 1985)

The further \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ travel, the more likely it is that they will spend some time at the destination engaging in other types of touristic activities (Nogawa, et al 1996)

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (Atkin, 2003), or “Hallmark Teams” (Hinch and Higham, 2003) like Michigan, Wisconsin, Florida State, Oklahoma, and Nebraska. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the gold standard

**Case Study I: Economic Impact of Independence Bowl**

**In in Shreveport, LA (aka The Poulan/Weedeater Bowl)**

Said to be worth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the city (Robbins 2002)

Dying in mid-80’s

Saved itself in 1989 by searching for “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” DESPITE it’s on-field record.

University of Oregon brought 9000 fans with them to Shreveport.

Thus discovered the importance of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rather than the   
competitiveness of the team and it’s record.

**Case Study II: The Periodic Marketing of the State of Hawaii**

**Doesn’t Hawaii already have a good identification with Place?**

Hawaii Tourism Authority spends $7.5 million on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the winter months which includes four golf tournaments, two college football games (Hawaii and Hula), and the Pro Bowl

Worth up to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on 13 different days broadcast nationally from Hawaii during December/January

Pro Bowl said to be worth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the local economy and generate \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in tax revenues

**Culture, Place and Identity**

Why do people go to these meaningless games?

In a sport tourists search for “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, sports are supposed to be “goal oriented in a sense that sporting situations usually involve an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is the achievement in a 6-6 team advancing to the GMAC Bowl in Mobile, Alabama? Almost half of the Division I teams in the NCAA go to Bowl Games. What’s the big deal? Where is the authenticity?

“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and the “culture” of college football in the United States

115 Division I Football Teams, many with student sections of over 25,000 for home games.

Isn’t being a student a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ state?

Large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home games = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ searching for a return to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_ pays the bills and fills the stands at home games and travel with the team to Bowl Games

**Playoffs?**

In 1902 the NCAA was founded to regulate football at colleges and later to run playoffs for college sports. It took until 2016 before some sort of “playoff” was created for football (and even now its not a true “playoff”)

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Why the Bowl System is here to stay**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: $185 million paid out to schools through Bowl Game participation last year with another $2 billion expected to be paid out over next decade.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: 1.4 million in attendance at Bowl Games in 2002/03. College students themselves may start attending while still in school. Their demographic of 17-22 will experience a high level of stimulation and will seek sports oriented vacations to satisfy their need for action. Following graduation a seach for a liminoid state of communitas through nostalgia based sport tourism by revisiting periods where sport was attached to place creates the Bowl going public.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Replacing Christ’s Alter with a new Alter of Sports. Is the Fiesta Bowl the new Mecca (i.e. pilgrims traveling to worship)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Annual survey of top party schools in U.S. (i.e. Florida State) largely based on culture surrounding the football team.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Boise, Idaho in December? The Humanitarian Bowl makes it happen!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Simply put - none of the above will happen with a playoff system therefore the opposition of coaches and University Presidents.

**Is this fair? Is this right?**

Sports Perspective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tourism Perspective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NETWORKING  
How to get a job in Sports Administration**

**Why would you want a job in Sports Administration?**

**Benefits Drawbacks**

Fun “No job is too small”

Flexible Hours Lots of evening and weekend work

Can really see your work unfold Low Pay at entry level

Healthy Lifestyle is promoted Lifestyle promoted but not always enjoyed

**Where are the jobs?**

Provincial Sport Associations Alberta Sport Connection

University/College \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City/Town \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teams Health Clubs/Athletic Therapy

Consulting/Other

**How do you find the jobs?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Word of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cold \_\_\_\_\_\_\_\_\_\_\_\_\_

Self \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to find/retain a job in Sports Administration**

“No job too small”

Go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Become an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Never stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (i.e. NCCP, Masters)

Make yourself \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to your employer