

Management competencies of managers in community recreation centres in Johannesburg: A recreation perspective

Natasha Peters

B.A. Hons.

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Supervisor: Mr. J. Theron Weilbach

Co-supervisor: Prof. Charlé du P. Meyer

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The opinions expressed in this study and the conclusions drawn are those of the author and are not in any way attributed to the above-mentioned persons.

“The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.” William Lawrence Bragg

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DECLARATION

The co-authors of the two articles: ***Tasks and limitations experienced by regional managers in Johannesburg*** and ***Training needs of recreation staff at recreation centres: Regional managers' perspective***, which for part of this dissertation, Mr. J. Theron Weilbach (supervisor) and Prof. Charlé du P Meyer (co-supervisor) hereby grant the candidate, Miss. Natasha Peters, permission to include the two articles as part of a Master's dissertation. The contribution (advisory and supportive) of these two co-authors was kept within reasonable limits, thereby enabling the candidate to submit this dissertation for examination purposes. The dissertation therefore serves as fulfilment of the requirements for the *Master of Arts in Recreation Science* degree in Recreation within the School for Biokinetics, Recreation and Sport Science in the Faculty of Health Science at the Potchefstroom Campus of the North-West University.

Mr. J. Theron Weilbach
Supervisor and co-author

Prof. Charlé du P Meyer
Co-supervisor and co-author

SUMMARY

In 2008, 75% of municipal sport and recreation facilities in South Africa were under-utilised, while 62% of these facilities were reported to be poorly managed (SRIMP, 2008). A possible reason for these reported findings can be the lack of managerial skills. However, Goslin (2003:39) mentions that little research on recreation management and education has been done in South Africa, which highlights the increasing need for knowledge to establish and maintain future management practices (Goslin, 2003:40). Therefore, the purpose of this study was to examine the management competencies applied by recreation managers for effective management of local community centres. In addition, this study compares the gaps between the recreation managers' qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centres.

A qualitative method was applied as a practical guide for the research. The seven regional recreation managers of the City of Johannesburg were selected for the case study. The sample size (n=5) was determined through data saturation. Data was gathered by means of a semi-structured interview with each regional manager (De Vos, 2005:296; Veal, 2006:386). Through the process of data analysis two main categories were identified. The first, ***Tasks and limitations experienced by regional managers in Johannesburg*** pointed out that the daily tasks of facility, programme and human resource management is seen as essential responsibilities to recreation managers and it is unfortunate that the majority of problems relating to these tasks are due to unskilled staff that must be supervised on a daily basis. The second, ***Training needs of recreation staff at recreation centres: Regional managers' perspective*** indicated that the staff's inability to understand the term *recreation* may in fact be caused by organisations' bad choices regarding employment or the lack of setting clear criteria for job positions (Mull *et al.*, 2005:227). The answer to training needs for already employed personnel, saving both money and time, may be short courses. By working with each

specific centre's problems and training needs, as well as with each individual employee's competencies, the short courses could be designed to specifically help better equip the staff member and in turn provide better recreation services to the community.

Key words: Recreation, recreation centres, recreation management, recreation management competencies.

OPSOMMING

In 2008 was 75% van munisipale sport- en rekreasiefasiliteite in Suid-Afrika onderbenut en daar is gerapporteer dat 62% van hierdie fasiliteite swak bestuur word (SRIMP, 2008). 'n Moontlike rede vir hierdie bevinding kan gebrekkige bestuursvaardighede wees. Goslin (2003:39) noem egter dat min navorsing op die gebied van rekreasiebestuur en -opvoeding in Suid-Afrika gedoen is, wat die verhoogde vraag na die nodige kennis van die oprig en instandhouding van toekomstige bestuurspraktyke uitlig (Goslin, 2003:40). Die doel van hierdie studie was gevolglik om die bestuursbevoegdhede wat rekreasiebestuurders toepas om plaaslike gemeenskapsentrums effektief te bestuur, te ondersoek. Bykomende hiertoe het die studie die gapings wat tussen die rekreasiebestuurders se kwalifikasies en wat vereis word om die gemeenskap met rekreasiegeleenthede van hoë gehalte by gemeenskapsentrums suksesvol te voorsien, te vergelyk.

'n Kwalitatiewe navorsingsontwerp is gebruik as praktiese riglyn vir die studie. Die sewe streeksbestuurders van die *City of Johannesburg* is vir die gevallestudie gekies (De Vos, 2005:296; Veal, 2006:386). Die steekproef (n=5) is deur middel van dataversadiging bepaal. Data is aan die hand van 'n semi-gestruktureerde onderhoud wat met elke streeksbestuurder gevoer is, bepaal. Deur die proses van data-analise is twee hoofkategorieë geïdentifiseer. Eerstens, ***Die take en beperkinge wat streeksbestuurders in Johannesburg ervaar***, het uitgewys dat die daaglikse verantwoordelikhede van fasiliteits-, programme- en menshulpbronbestuur as belangrike beskou word as noodsaaklike verantwoordelikhede van rekreasiebestuurders en dit is ongelukkig so dat die meerderheid probleme wat met hierdie take verband hou, toegeskryf kan word aan nie-vaardige personeel oor wie daaglikse toesig gehou moet word. Die tweede kategorie, naamlik, ***Opleidingsbehoefte van rekreasiepersoneel by rekreasiesentrums, soos ervaar deur streeksbestuurders***, het aangedui dat die personeellede se onvermoë om die

term *rekreasie* te verstaan, moontlik juis veroorsaak kon gewees het deur organisasies se swak keuses met betrekking tot indiensneming of deurdat nagelaat word om duidelike kriteria vir vakante poste neer te lê (Mull *et al.*, 2005:227). Die antwoord op opleidingsbehoefte van personeel wat reeds in diens geneem is, mag kort kursusse wees, wat dan ook tyd en geld sal bespaar. Deur met elke individuele sentrum se probleme en opleidingsbehoefte, asook elke individuele werknemer se vaardighede te werk, kan kort kursusse ontwerp word om elke personeelid spesifiek beter toe te rus bemaatig en sodoende beter rekreasiedienste aan die gemeenskap te lewer.

Sleutel terme: rekreasie, rekreasiesentrums, rekreasiebestuur, rekreasiebestuursvaardighede.

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DEFINITION OF TERMS

The following terms used in the study can be clarified as follows:

Recreation: Recreation, as defined by Rossman and Schlatter (2008:10) is leisure that is engaged in by a person for the realization of personal and social benefits. According to Edginton *et al.* (2004:11), the link of recreation to specific activities, such as arts, hobbies and other, represent the benefit of a person recreating themselves through participation in recreation.

Recreation centre: A recreation centre is referred to as a facility that must deliver a multitude of different activities, according to Edginton's programme areas (Edginton *et al.*, 2004:212), such as performing arts, visual arts, literary activities, self-improvement/educational activities, sport and games and wellness activities.

Recreation service delivery: Recreation service delivery can be defined as a recreation service provided by a recreation organisation with the purpose of personal and social benefits for their customers (Russell & Jamieson, 2008:19). For the purpose of this study, recreation service delivery refers to services the local government provides at recreation centres across Johannesburg. Such services include the different recreation programmes delivered daily at recreation centres for the local communities.

Recreation manager: A recreation manager, as referred to by Edginton *et al.*, (2008:11), is a person who possesses the ability to give direction and work towards achieving the goals and objectives of the recreation organisation. In addition to the

universal resources that need to be managed by general managers, the recreation manager has certain specific areas of job responsibilities specific to recreation organisations (Kraus & Curtis, 1990:6).

Competencies: Competencies are defined as certain knowledge, skills and characteristics needed by a person in order to do a job effectively (McLean *et al.*, 2005:156; Priest & Gass, 2008:19). Competencies are also important attributes for managers to possess, especially if they were to successfully interact in their work environment (Edginton *et al.*, 2005:208).

Regional managers: Regional managers are responsible for the recreation, sport and aquatic facilities and programmes in the different regions of the City of Johannesburg.

THE LIST OF SOURCES FOR THE DEFINITION OF TERMS WILL BE PRESENTED AT THE END OF CHAPTER 1 IN ACCORDANCE WITH THE GUIDELINES OF THE NORTH-WEST UNIVERSITY.

Chapter 1

The problem statement, purpose of the study and hypotheses

- 1.1 PROBLEM STATEMENT
- 1.2 AIM AND OBJECTIVES OF THIS STUDY
 - 1.2.1 Aim
 - 1.2.2 Objectives
- 1.3 HYPOTHESES
- 1.4 DISSERTATION LAYOUT
- 1.5 SUMMARY
- 1.6 REFERENCES

Recreation

Centres



1.1 PROBLEM STATEMENT

“Participation in recreation is a fundamental human right. Everyone is entitled to participate in recreation. Therefore, recreation programmes, services, facilities, education and training must be affordable and accessible to all, since it is integral to the wellness of all South Africans.” Minister Steve Tshwete (Tshwete, 1996)

In 2008 it was reported that 75% of municipal sport and recreation facilities in South Africa were under-utilised, while 62% of these facilities were poorly managed (SRIMP, 2008). A possible reason for these reported findings can be the lack of managerial skills. However, the skills needed for successful management of recreation organizations can only be comprehended within the context of reality (Young & Myllykangas, 2006:114) and if the inner-workings of community centres as well as the facility or programme that needs to be managed is understood (Bacon & Pitchford, 2005:318). Hence it is important to firstly understand and contextualise the role and functions of community recreation centres within South Africa to determine and evaluate the skills community recreation centre managers need.

Beginning as settlement houses, community centres differed from social welfare agencies in that the community centres delivered recreation-orientated activities to improve life as 'n whole in the communities (Clover, 2004:63). In a contemporary society (Estes, 1997:3-4), community centres universally have the same basic functions, namely placing the people of the community at the centre of development, providing a link between the local government and the people of the community, assisting in the establishment of a community partnership in helping the less fortunate people in the community and providing in their needs, advancing the social, economic and political rights of formerly disadvantaged population groups and seeking more fundamental social reforms with and for the people of the communities. Seen from a South African perspective, the White Paper on Sport and Recreation emphasises the commitment to the priority of “providing positive recreation opportunities for all” (SA, 2003:10), and in the process mandated local

governments with the responsibility to create recreation infrastructure, to make recreation accessible, and to ensure the delivery of recreation programmes. In this regard many recreation opportunities were developed, none as unique as community centres. However, misconception regarding community centres' role in recreation-needs satisfaction contributes to the general public's poor knowledge of the benefits of recreation participation.

The Gauteng Department of Sport, Art, Culture and Recreation (2005/2006:6) adopted a clear benefit-based approach to service delivery through community centres by emphasising, in their mission and vision, the role community recreation centres play in supporting and developing recreation programmes, as well as promoting nation building and economic growth, and providing jobs and a healthy community. Implications of this mission and vision is that the various performing arts, visual arts, literary activities, self-improvement/educational activities, literary sport and games and wellness activities offered by community recreation centres are not presented merely to keep individuals busy but to provide benefits to both the individuals and the community as a whole. The vital role recreation plays within communities is highlighted by Young and Potgieter (2004:90) who found that a lack of recreation activities reflects negatively on the community's wellness and can lead to increased negative social activities such as crime and violence.

Hurd *et al.* (2008:3) point out that although management is universal, since all managers must fulfil the same basic task to manage resources, each industry requires special skills based on what the resources are that need to be managed. Edginton *et al.* (2004:502) maintain that effective recreation management depends on the ability of managers to combine traditional core management functions with specialised knowledge of recreation service delivery. It must be comprehended that recreation managers not only have regular management tasks, but also recreation specialist tasks as part of their daily work (Kraus & Curtis, 1990:6). In this sense, Scott and Shafer (2001:323) portrayed a recreation specialist as a highly skilled and knowledgeable person, using advanced techniques, being committed to a

programme and having a keen sense of social world and setting characteristics. Therefore a lack of specialist technical knowledge regarding specific recreation facilities and programmes could have a negative effect on the efficient and effective functions of the recreation managers involved (Torkildsen, 2000:533). Furthermore, recreation managers need specialised skills to understand, identify, promote and respond to change (Edginton *et al.*, 2004:502). By understanding the influence of political, demographic, economic and social changes on recreation delivery, recreation managers can apply the different management competencies to scenarios and predict successful outcomes for programmes (Godbey *et al.*, 2001:59; Hall, 2003:5). Therefore, according to Edginton *et al.* (2004:502), recreation managers will experience increasing levels of complexity in their jobs and speciality areas if the concept of change is involved. Recreation managers need to realize the importance of “reconstructing” their management competencies and broadening their knowledge in order to function successfully in an interdependent and changing world.

In a time of change and new ways of experiencing recreation, the number of managers and subordinates employed in the recreation industry has grown substantially over the past thirty years in the United Kingdom (Torkildsen, 2000:529). This raises the question regarding efficient training and career development for these up-and-coming recreation managers, since uncertainty prevails as to whether professionals and educators in recreation are passing on to managers the knowledge and skills needed (Beland & Kapes, 2003:620) to effectively manage recreation facilities such as governmental community centres. Applicable to South Africa, provincial and local government and the recreation training institutions currently providing training and careers in recreation management may need to evaluate this issue if they are to produce competent professional recreation managers to provide quality services (Beland & Kapes, 2003:618). Furthermore, managers of community centres need to understand the importance of providing training opportunities for their staff in specific, skills building, management strategies and programming

(Young & Potgieter, 2004:96). Services delivered at community recreation centres combine a measure of professional education and research. This ensures professional programme delivery but also contributes to the next generation's preparation for careers in serving the local people (Estes, 1997:8) Recreation organizations must work towards better qualified and more efficient workers and empower professionals to network with other community centres providing them with information, knowledge and perspectives regarding successful programme delivery (Knapp & Mc Lean, 2002:26).

Goslin (2003:39) mentions that little research has been done in South Africa on recreation management and education, which highlights the increasing need for knowledge to establish and maintain future management practices. The purpose of this study is to examine the management competencies applied by recreation managers for effective management of local community centres. In addition, this study compares the gaps between the recreation managers' qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centres.

The significance of this study to the field of recreation and the management of community centres is firstly, that it will bring about a better understanding of the role community centres play within the community. Secondly, the information provided by the study will benefit the local government in providing better quipped managers to manage facilities and programmes for the communities. Thirdly, with this information, more specific training at tertiary level can be developed due to gaps being identified that may be responsible for prohibiting recreation managers from successfully performing their role as managers of community centres.

1.2 AIM AND OBJECTIVES OF THIS STUDY

1.2.1 Aim

The aim of this study was to determine the competencies recreation managers need to fulfil their duty as programme managers in community centres and to identify the gaps existing between the recreation managers' qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centres.

1.2.2 Objectives

In order to achieve the aim of this study, it was necessary:

- to determine the competencies recreation managers need to fulfil their duty as managers and supervisors in community centres; and
- to identify the gaps existing between the recreation managers' qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centres

1.3 HYPOTHESES

- Recreation managers need specific recreation-specialised management competencies to complete their duty as recreation managers in community centres.
- Gaps exist between the required and current competencies of the recreation manager to manage a community recreation centre.

Having formulated the aim, objectives and hypotheses of this study, it was important to fully describe the research methods and procedures employed in this study.

1.4 DISSERTATION LAYOUT

The dissertation is submitted in article format as approved by the North-West University's rules A.7.4 and A.8.2 for the requirements dissertations need to comply with (the rules are presented in Appendix A). The dissertation was structured as follows:

Chapter 1 comprises the problem statement, purpose of the study, the hypotheses and dissertation layout. The list of sources is presented at the end of the chapter in accordance with the guidelines of the North-West University (Harvard style).

Chapter 2 is a review of the literature applicable to this study, namely *Analysis of the skills and competencies of recreation managers*. The review of this literature was used in constructing the problem statement of the two individual articles (Chapters 3 and 4). The two articles further incorporate the research methods and results of this study. The list of sources is presented at the end of the chapter in accordance with the guidelines of the North-West University.

Chapter 3 is a research article titled *Tasks and limitations experienced by regional managers in Johannesburg*. Because there is no specific chapter on the research methodology for this study, the research article discusses the research methodology comprehensively. This article will be submitted to the "African Journal for Physical Health Education, Recreation and Dance" for consideration. Except for the page limitation, the article included is in accordance with the specific guidelines for the journal. The specific author guidelines are presented in Appendix B (Guidelines for contributors).

Chapter 4 is a research article titled *Training needs of recreation staff at recreation centres: Regional managers' perspective*.

Because there is no specific chapter on the research methodology for this study, the research article discusses the research methodology comprehensively. This article will be submitted for consideration in the "African Journal for Physical Health Education, Recreation and Dance". Except for the page limitation, the article included is in accordance with the specific guidelines for the journal. The specific author guidelines are presented in Appendix B (Guidelines for contributors).

Chapter 5 includes a brief summary of the study as well as the conclusion drawn from this study. Recommendations, limitations and implications are given for further studies on the topic relating to the study. The list of sources is presented at the end of the chapter in accordance with the guidelines of the North-West University.

1.5 SUMMARY

This chapter briefly explained what the study focuses on, namely the competencies of recreation managers at recreation centres in Johannesburg. The chapter also discussed the study's problem statement, aims, objectives, hypotheses, delimitations and dissertation layout. The literature review will be discussed in the subsequent chapter.

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SA **see** South Africa

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Chapter 2

A literature review: Analysis of the skills and competencies of recreation managers

- 2.1 INTRODUCTION
- 2.2 CONCISE HISTORICAL
PERSPECTIVE OF
RECREATION PROVISION
IN JOHANNESBURG
- 2.3 RECREATION
MANAGEMENT
- 2.4 RECREATION
MANAGEMENT TRAINING
OPPORTUNITIES
- 2.5 SUMMARY
- 2.6 REFERENCES



Recreation

Centres

2.1 INTRODUCTION

To ensure continuity it is important to review the literature of the development and purpose of community recreation centres in Johannesburg. The City of Johannesburg has many diverse recreation centres, all unique to the city. Because of the 106 recreation centres many recreation services are delivered daily and therefore the City of Johannesburg was selected for this study. Therefore the history of the origin of these centres will help the reader to understand the important function these facilities have in the communities and where the management problems of these facilities developed from. Due to the limited knowledge of the competencies needed by recreation managers at centres (Hemmersley & Tynon, 1998:225; Hurd, 2004:45; Hurd & McLean, 2004:98; McLean *et al.*, 2005:156), especially in South Africa (Goslin, 2003:36), a review of international literature later in this chapter will give an objective view of recreation managers' perceived competencies. Such an objective view will provide the researcher with a better understanding of the competencies as it may fit the manager in a South African context. With regard to future training and career development for up-and-coming recreation managers, the chapter also explains the impact of future changes on recreation managers currently working in recreation centres. In addition to this the chapter, an overview of the current existing administration system and training opportunities in recreation management in South Africa will be included.

2.2 CONCISE HISTORICAL PERSPECTIVE OF RECREATION PROVISION IN JOHANNESBURG

2.2.1. Introduction

Prior to 1994, Johannesburg was divided into eleven regions – seven had white local authorities and four had black local authorities. Post 1994, Johannesburg was divided again, into only four regions managed by a central metropolitan municipality. Thus, on account of all the tax revenues going to one tax base, the previously poor or disadvantaged regions (e.g. Soweto and

Alexandria) could receive services paid for by the tax payers of richer regions (e.g. Sandton and Randburg) (Joburg, 2010). In this regard Semenya (2008:28) reported that Johannesburg's local authorities soon had major financial problems. In relief the government reduced the number of local authorities in late 2000, Johannesburg then becoming part of the "unicities", stretching the city's boundaries, with inclusion then of Edenvale and Modderfontein (Joburg, 2010). Currently (2010) Johannesburg has seven regions (see Figure 2.2.) with the unicity's department of Sport and Recreation providing the budget and managing all seven regions' recreational services (Joburg, 2010).



Figure 2.1 The seven regions of Johannesburg (Joburg, 2010)

2.2.2. History of community recreation centres in Johannesburg

History shows that most of all community centres across the world had their beginnings as efforts from settlers, being forced by historic events, to provide recreational activities to help in improving the community's quality of life (Estes, 1997:2; Smith, 2002:1; Clover, 2004:63). This also applied to community centres in South Africa (Meyer, 1988:64).

The first foreign and local settlers arrived in Johannesburg in 1886 after the discovery of gold on the Witwatersrand. The growing population of settlers forced the government of Transvaal (the Boer Republic) to establish Johannesburg as a city, causing it to become the largest settlement in South Africa (Johannesburg, 2008). In the 1900's Johannesburg consisted of a privately owned recreation facility, not like the government-owned recreation centres we know today. With the growing number of mines opening in Johannesburg, the mines independently provided recreation facilities for their workers (Lourens & Scholtz, 1988:20). Soon after, the greed for gold quickly sparked a feud between the Transvaal's Boer government and the English settlers, leading to the Anglo-Boer War of 1899 – 1902.

During the time of the Anglo-Boer War there were few development attempts for the recreation profession (Lourens & Scholtz, 1988:20), and although Johannesburg saw little military action, the war still affected the settlers that were left behind in the city. Some rich foreign families used their houses and gardens as recreation facilities, themselves providing recreation activities they knew of. On the lawn of a house in Driefontein, German settlers played games and had picnics, relieving them of the tension during the war around them. The house was owned by a German couple who moved to Johannesburg in 1891. After 69 years this house, now known as Field and Study, still provides recreation programmes to the community and is one of Johannesburg's oldest community recreation centres (Field and Study Centre, 2010). With the closure of the mines during the time of the war, Johannesburg experienced an economic crisis. Many workers left the city to search for work elsewhere. Shortly after the war had ended, the establishment of the Health Council was declared under Proclamation 28 of 1901 (Lourens & Scholtz, 1988:17; Joburg, 2010) and the Health Council was formally appointed on 2 May 1902. The Health Council was mainly responsible for taking care of parks and swimming pools (Lourens & Scholtz, 1988:20). At that time no formal actions were taken by the Health Council towards developing government-owned recreation facilities. It was only privately owned companies that developed recreation facilities for their workers at that time. In 1920 the early Eskom, then called

Victoria Falls Power Company, provided their workers with the Heritage Conference Centre which is still open today (Heritage Conference Centre - History, 2005). By the 1930's more privately owned recreation facilities were developed in the Johannesburg area, such as Orlando Community Hall which was built in 1933 and is still being used today (Masha, 2004). Still, the local government's responsibility was only that of taking care of parks and swimming pools and it had no influence on the development or management of recreation facilities in Johannesburg.

Even if the local government only had the responsibility of taking care of parks and swimming pools, problems regarding the competencies of the caretakers started to arise. It was in 1935 that the Superintendent of Parks, Mr. McInerney, reported the need for qualified recreation personnel in these caretaking posts that were seen as specialized jobs. Only again in 1941 did the Town Council report their concern that specialized jobs had to be filled with qualified people (Lourens & Scholtz, 1988:65-89). On 28 April 1943 the Town Council declared that qualification requirements for specialized jobs had to be upheld for optimal productivity (Lourens & Scholtz, 1988:89). In 1949 the first recreation assistant was sent to Brittan with the main goal of learning organizational and administrative skills from local municipal recreation departments and how to apply it to the South African context.

By September 1969 the Town Council had the concern that productivity of recreation service providers was becoming problematic, their main concern being that the subordinates could not complete the tasks delegated to them by their superiors. As a solution, the council encouraged management, organizational and technical training and motivation for further tertiary studies for all personnel (Lourens & Scholtz, 1988:137). On 1 July 1973 the first government-owned community centre opened to the community of Johannesburg and was managed by Miss. Kort. Through the eighties recreational services became more known and while not all personnel had formal management training, on-the-job training provided them with some skills needed to maintain the productivity of the centres (Lourens & Scholtz,

1988:156). In November 1983 the City Council sought assistance from the Potchefstroom University for CHE to consult on management training for new recreation personnel as well as personnel seeking promotion to higher job levels. Unfortunately, due to poor funds, the partnership with the University came to an end in 1987 (Lourens & Scholtz, 1988:173). After 1987 other organisations and institutions might have been involved in further training for the centre's personnel.

The past hundred and eleven years since 1886 can be seen as important years for the establishment of the recreation profession in South Africa. As will be seen in the subsequent pages, there can still be argued that, even if there had been substantial growth in the recreation profession over the years, there is still a need for improving the present and future recreation professionals in South Africa.

2.2.3 The unicity's department of Sport and Recreation's management structure in the City of Johannesburg

According to Robbins (quoted by Hurd *et al.*, 2008:96), organizational structure "defines how job tasks are formally divided, grouped and coordinated". No two departments' structures are the same and neither do the structures stay the same for a long period of time (Drucker, 1999:42). It is through the adequate positioning of staff within a management structure that sufficient recreation services can be delivered to the communities (Hurd & McLean, 2004:96). Therefore, with this a better understanding of the management structure of unicity's Department of Sport and Recreation in the City of Johannesburg, the personnel responsible for recreational service delivery's competencies can be better analysed (Semenya, 2008:37).

Figure 2.3 indicates the organizational structure of the Sport and Recreation in one specific region of the City of Johannesburg. The organizational structure provides evidence of the level of management and responsibilities. Also indicated on the organizational structure is the ratio between how many facilities and personnel a single supervisor can be responsible for (Pfister &

Tierney, 2009:145). It is suggested by Kraus and Curtis (1990:34) that the number of people a manager can supervise directly be six and a maximum of ten (Hurd *et al.*, 2008:229). Therefore adjustments to the structure can also be made regarding unbalanced ratios between supervisors and personnel (Kraus & Curtis, 1990:34).

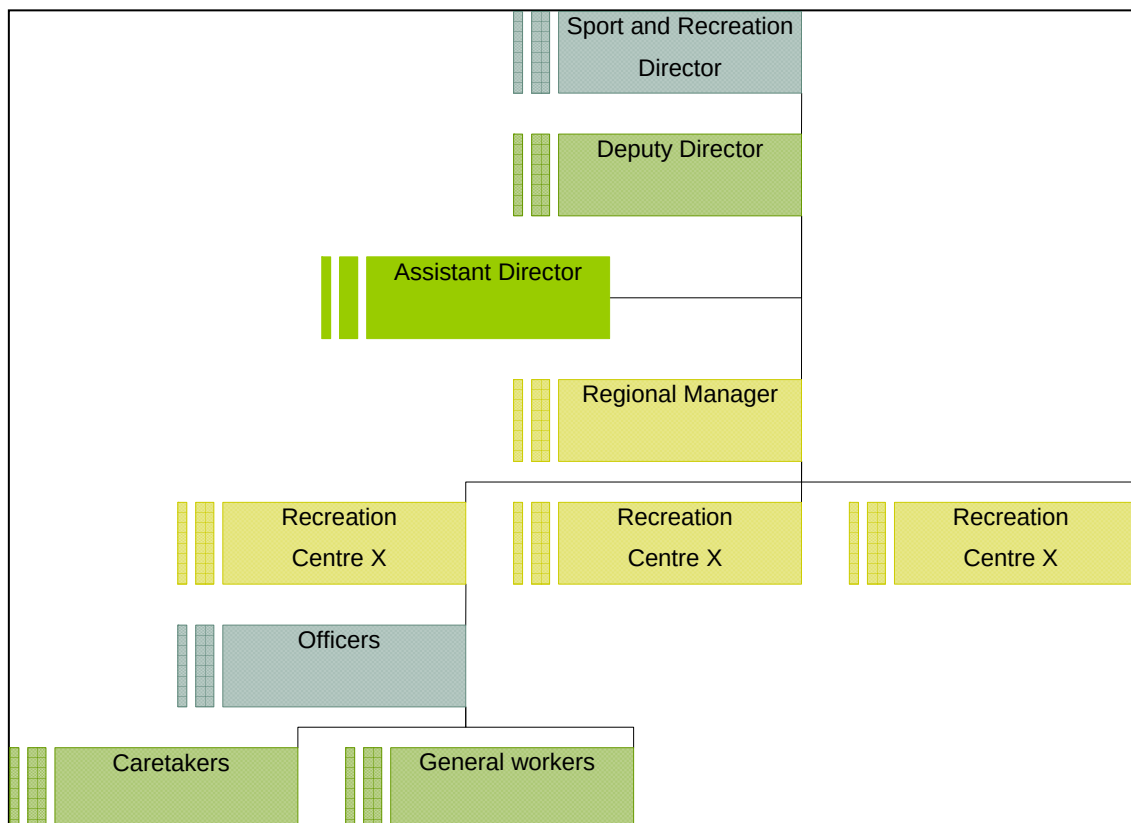


Figure 2.2 Organization structure: Sport and Recreation in a specific region of Johannesburg

However, the span of control can be influenced by certain factors such as how capable the supervisors are the commitment and skills of the people being supervised, the assigned task's level of difficulty, and the willingness to trust subordinate personnel's decision making (Kraus & Curtis, 1990:34; Lashley & Lee-Ross, 2003:22). Hurd *et al.* (2008:41) state that it is important that there has to be three levels in the management structure of every recreation service provider as indicated in Figure 2.4, in this case Johannesburg's Department of Sport and Recreation, starting from the top part of the structure to the lower level workers:



Figure 2.3 Management structure (Hurd et al., 2008:41)

- **Chief executive officers or top managers (Directors & Deputy Directors)**

The manager's duties include planning, organization structuring and other broader managerial functions (Semenya, 2008:38; Joburg, 2010).

- **Supervisors or middle managers (Regional managers)**

The managers in this level are referred to as the supervisors, and they usually have worked their way from recreation officers or centre managers (Semenya, 2008:39; Joburg, 2010). These managers' responsibility is much broader than those of a recreation officer, for example the seven regional managers have the responsibility of managing and supervising the hundred and six recreation centres in Johannesburg.

- **Direct service providers (Recreation officers)**

Recreation officers have the responsibility of managing the few personnel working at the centres, as well as programming and providing recreation services directly to the public (Semenya, 2008:39; Joburg, 2010).

Even though these three levels of managers are important to recreation service organizations, the same three levels are important to the hierarchical structure of traditional management (Hurd *et al.*, 2008:41). The assumption can be made that even though there are similarities between the management structure of recreation service providers and that of traditional businesses, the personnel needed for each level and the aim of the service provider have distinguished differences.

2.2.4 The role and function of recreation facilities in the City of Johannesburg

In a contemporary society (Estes, 1997:3-4) community centres universally have the same basic functions, namely:

- Placing the people of the community at the centre of development,
- Providing a link between local government and the people of the community,
- Assisting in the establishment of a community partnership in helping the less fortunate people in the community and providing in their needs, and
- Advancing the social, economic and political rights of formerly disadvantaged population groups and seeking more fundamental social reforms with and for the people of the communities.

Seen from a South African perspective, Sport and Recreation South Africa has committed itself to the principle of “providing positive recreation opportunities for all” (SA, 2003:10) through the use of recreation centres; therefore it places increasing pressure on the staff and managers to be efficient at their jobs (Joburg, 2010). According to Semanya (2008:67), the reason for using a facility plays an important role in how the facility is classified. Throughout Johannesburg many different recreation facilities are offered by the local government and can be classified as multiple-use facilities, such as community and recreation centres (Semanya, 2008:68). Multiple-use or multi-purpose facilities such as community recreation centres are diverse in nature and no two are identical; therefore in understanding that

recreation management is centre-specific, the centre's programs and activities influence the manager's duties. According to Russell and Jamieson (2008:128), a recreation manager uses a combination of knowledge and practical skills for programming activities at centres. Bear in mind that the programs and activities are the core business of the centres (Estes, 1997:3-4). It is thus of great importance that the programs be successfully used and delivered in the communities.

Although the unicity's Department of Sport and Recreation has already provided the City of Johannesburg with many recreation facilities such as community recreation centres, it is the issue of maintaining, operating and managing these facilities that seems to be problematic (Joburg, 2010). Problems regarding the management were identified in 2008, which revealed that 62% of municipal sport and recreation facilities in South Africa were reported to be poorly managed (SRIMP, 2008). However, in this regard, Young and Potgieter (2004:95) stated that for the Government to achieve their goal of "providing positive recreation opportunities for all", as stated in the White Paper (SA, 2003:10), recreation facilities need to be optimally managed. On the City of Johannesburg's official website, a number of problems regarding the provision, maintenance and usage of sport and recreation facilities in Johannesburg (Joburg, 2010) were identified in the Johannesburg areas:

- Personnel training is needed, empowerment through volunteer and facility management.
- Links with institutions are needed to provide co-operative management and exchanges.
- Both personnel and users need to be educated regarding how to utilise recreation facilities.

The problems stated above can only be overcome by educating and training personnel. However, it is necessary to understand the role of and competencies required by managers in order to provide suitable training and education. Therefore it is only by knowing the competencies needed by

recreation managers that recreation centres can be used to their maximum benefit (Clark, 2004:8; Hurd & McLean, 2004:96; Bacon & Pitchford, 2005:314; Joburg, 2010). Following this, attention will be given to factors that will influence the role recreation managers play as well as the competencies needed in order to be effective recreation managers.

2.3 RECREATION MANAGEMENT

2.3.1 Recreation management versus traditional management

“Recreation, parks, and leisure service managers are individuals who have responsibility and authority to provide direction to a recreation, parks, and leisure service organization and who has the ability to move toward its goals and objectives.” (Edginton et al., 2008:11)

Understanding what the term *manager* means is important in order to conceptualise the competencies associated with being a manager in the recreation industry. Hurd *et al.* (2008:3) point out that although management is universal, since all managers must fulfil the same basic task to manage resources, each industry requires special skills based on what the resources are that need to be managed. The difference between the traditional and recreational concept of management is suggested by Drucker (1999:37) to have shifted over the past era from management being just business management to management being specific to an organization. In addition to the universal resources that need to be managed in all kinds of organizations, the recreation manager has certain specific areas of job responsibilities (Kraus & Curtis, 1990:6) such as:

- Personnel management,
- Program planning and implementation,
- Fiscal management and marketing,
- Facility development and maintenance,
- Public and community relations,

- Risk management liability, and
- Management and evaluation of information systems.

Pfister and Tierney (2009:137) state that the responsibilities listed above are part of the duties and responsibilities of a manager and can be transformed into an area of recourses that need to be managed inside a recreation organization. Therefore Edginton *et al.* (2004:502) maintain that effective recreation management depends on the competency of managers to combine traditional core management functions with specialised knowledge of recreation service delivery.

2.3.2 Importance of establishing recreation managers' competencies

It is important to understand that having competencies is not the only answer to being a successful recreation manager; the importance of competencies lies in the fact that the entire organization is influenced by it (Hurd & McLean, 2004:107).

Limited knowledge of the competencies needed by recreation professionals at different levels in public recreation centres makes it difficult for up-and-coming recreation professionals, academic institutions offering recreation courses and on-the-job training to be efficient (Hurd, 2004:44). Knowing what competencies a recreation manager needs means more than only being successful at a job; evaluation, recruitment, job standards and expectations and further on-the-job training are made easy if competencies are established for each recreation management position (Hurd, 2005:47). As explained by Hurd (2004:44), competencies cannot be explained by merely listing a few skills. It is the combination of skills, knowledge and characteristics that need to be effective. Each of the above-mentioned aspects plays a crucial role in how managers can combine traditional core management functions with specialised knowledge of recreation service delivery (Torkildsen, 2000:529; Edginton *et al.*, 2004:502). There are many benefits to an organization such

as a community recreation centre if recreation management competencies are determined, as explained by Hurd (2004:48):

- **Recreation manager evaluation criteria**

Recreation centres can regard specific competencies as being aspects to be considered when creating criteria to evaluate the recreation managers on the job. These employees in return receive more knowledge and background to what recreation managers do and which competencies they need to have command over.

- **Performance benchmarks and assessment criteria for managers' readiness for the job position**

Performance benchmarks assist the up-and-coming recreation managers in comparing their knowledge and skills against the known competencies for the recreation manager's job they wish to obtain. If an employee seeks to be promoted to the next level in the organization, these benchmarks determine where (additional) training is needed.

- **Criteria for hiring recreation managers**

In the hiring process, the personnel responsible for doing the hiring could apply competencies as hiring criteria for a specific job.

- **Mentoring of staff**

In community recreation centres mentoring employees could mean that they receive on-the-job training. This can be seen as an important part of the shared knowledge and guidance older professionals give to new employees.

- **Recreation management development plan**

Community recreation centres need to plan which type of training their professionals are to receive and where money should be spent to be able to develop their employees to their full potential.

In the sense that recreation managers combine certain competencies with specialised knowledge of recreation service delivery (Edginton *et al.*, 2004:502), recreation managers could be seen as recreation specialists. Scott and Shafer (2001:323) portrayed a recreation specialist as a highly

skilled and knowledgeable person, using advanced techniques, being committed to a programme and having a keen sense of social world and setting characteristics. Therefore a lack of specialist technical knowledge regarding specific recreation facilities and programmes could have a negative effect on the efficient and effective functioning of the recreation managers involved (Torkildsen, 2000:533). Through formal and informal training recreation managers acquire the important recreation-based knowledge needed to function efficiently on the job. Knowledge of the benefits of recreation participation and of how to manage recreation opportunities or recreation facilities are essential building blocks for recreation professionals working as recreation service providers (Hurd, 2004:44). This knowledge combined with recreation management skills can be obtained through training and apprenticeship, and more practical work-related skills can rather be learned on the job (Knapp & McLean, 2002:25). Hence the recreation managers currently working in the centres can be seen as a major contributor to establishing the knowledge and skills needed for new recreation managers to perform at their jobs.

2.3.3 Specific responsibilities of recreation managers

Universally management may be viewed in terms of having only one single responsibility. Alternatively, management may be viewed in terms of multiple responsibilities and decisions that need to be made regarding specific outcomes (Wilson *et al.*, 1995:2-3). As previously stated, recreation managers have specific areas of job responsibilities (Kraus & Curtis, 1990:6). These specific responsibilities can be seen as key indicators of specific competencies recreation managers must possess in order to be effective in their jobs:

- **Personnel management:**

The involvement of supervision and management of the widely spread personnel working at recreation centres is underestimated (Mull *et al.*, 2009:139). Managing personnel entails several management responsibilities such as recruiting and selecting personnel (Torkildsen,

2000:533; Edginton *et al.*, 2004:197) – a task which is unfortunately not required to be done by recreation managers at recreation centres in Johannesburg. This in itself gives way to a number of personnel problems, such as ineffective placement of unqualified personnel in certain jobs at recreation centres. As explained by Weiskopf (1982:175), the ineffective functioning of centres is reflected directly in the employment of incompetent and unqualified personnel. This may lead to a disadvantage for the recreation managers who must work with and supervise these unqualified personnel. Even if these tasks with respect to recruiting and selecting personnel are mostly conducted by the City Councils' Department of Human Recourses, there are still smaller administrative duties that recreation managers are responsible for, such as conflict resolution, discipline, sickness and annual leave (Kraus & Curtis, 1990:188).

Other personnel management responsibilities, such as training, supervision and administration are applicable and are important daily functions of recreation managers. With regard to training aspects of personnel, the Skills Development Act of South Africa (1998) states that it is the duty of the employer to equip its personnel with the skills needed so that they can perform effectively at their assigned jobs. The South African Government has the obligation to assist skills development training opportunities so that their personnel can perform the day-to-day tasks their jobs require of them (Semenya, 2008:66). With the unicity's Department of Sport and Recreation being directly responsible for more than hundred recreation facilities in the Johannesburg area, it is reasonable to say that the training of their recreation personnel who need to manage these recreation facilities is both the government's and the supervising personnel's responsibility.

According to Mull *et al.* (2009:140), the duty of supervising tasks given to personnel and of overseeing these tasks to establish whether they are completed is one of the most crucial aspects of any organization. In line

with international literature (Kraus & Curtis, 1990:34; Torkildsen, 2000:529; Hurd *et al.*, 2008:229), the unbalanced management structure of the unicity's Department of Sport and Recreation of the City of Johannesburg may give way to problematic issues regarding the limited number of supervisors to the massive number of centre staff that need to be supervised. Supervising personnel can be seen as a mentoring process where personnel look to their superiors for help and support on tasks and other duties (Torkildsen, 2000:529; Hurd *et al.*, 2008:229). It is important to understand that two primary styles of supervision exist, namely employee-oriented and production-oriented supervision. In employee-oriented supervision the focus is on human relations, whereas production-oriented supervision focuses on the task (Kraus & Curtis, 1990:177). Therefore even if it is easy to emphasize the importance of human resource management, further knowledge of the situation the recreation centres in South Africa finds themselves in regarding different aspects affecting the skills and number of personnel must be conceptualised (Torkildsen, 2000:529; Hurd *et al.*, 2008:227).

- **Program planning and implementation**

The goals and expectations regarding recreation programs are equally important to the result of a program. The entire process of planning and delivering programs is an important skill of a recreation manager, and in line with international literature, the same process is also important to the recreation managers of recreation centres in Johannesburg, South Africa (Torkildsen, 2000:534; Edginton *et al.*, 2004:176). Hence the foundational knowledge of the development of goals, needs assessment, program planning and evaluation is an essential part of the process of program delivery and is evident in all literature regarding recreation service delivery (Edginton *et al.*, 2006:417). Even with the above-mentioned knowledge of goals, needs assessment, program planning and evaluation, it is still important to understand that each person's preference to recreation is different (Semenya, 2008:69), and no two people's choices in activities are the same. The question arises as to whether the recreation professionals

in Johannesburg understand this issue and still use this process in their recreation centres' program development. This process was specifically designed to help the recreation manager accommodate the programs according to the changing environment and keep abreast of changing needs in the community (Edginton *et al.*, 2004:200). Unfortunately there are recreation managers in Johannesburg that do not possess the necessary knowledge or program development skills to conduct or manage the programs at their recreation facilities (Semenya, 2008:63).

Some of the programs that have to be delivered at the recreation centres are specifically designed according to the goals of the Department of Sport and Recreation of South Africa (SA, 2003:10). Internationally, guidelines for programs are given to the centres in the form of checklists to help them develop recreation programs (Edginton *et al.*, 2004:207). This international literature can also be applicable to the South African context. In South Africa, guidelines for these programs are given annually in the form of score-cards from the Director of Sport and Recreation in the City of Johannesburg to the regional manager, who then gives these score-cards to the different recreation facilities across the city to then follow the program guidelines. These score-cards provide targets for recreation centres by helping them introduce specific programs for certain groups of people to the community. The effectiveness of the score-card system is still highly debatable. Essentially, international literature suggests that community recreation centres deliver a multitude of activities according to program areas developed by Edginton *et al.* (2004:212); therefore in line with this literature, the recreation centres in the City of Johannesburg must also provide various recreation activities, such as performing arts, visual arts, literary activities, self-improvement/educational activities, literary sport and games and wellness activities to the community. These activities offered by community recreation centres are not presented merely to keep individuals busy, but to provide benefits to the individuals as well as to the community as a whole (Edginton *et al.*, 2004:200). Most of the recreation centres in the different regions of Johannesburg's programs and schedules

are available on the official website of Johannesburg (Joburg, 2010), informing the public about what activities are available, when, and at which recreation centre(s) in Johannesburg.

- **Fiscal management and marketing**

The formulation and development of budgetary plans is expected of recreation managers (Kraus & Curtis, 1990:6; Hurd *et al.*, 2008:286). Even though the unicity's Department of Sport and Recreation provides the finances for the centres, in line with international literature (Mull *et al.*, 2009:130) on the fiscal duties of recreation managers, it is also the responsibility of the recreation managers in Johannesburg to prepare budgets for their recreation centres such as maintenance, operational cost, programs and temporary personnel. According to Hurd *et al.* (2008:166), the marketing responsibilities were usually not part of the job descriptions of recreation manager. Unfortunately developing, managing, and now also the marketing, are all part of recreation managers' duties in the City of Johannesburg.

- **Facility development and maintenance**

A building or structure can be seen as a benefit and provides an important role in developing recreation programs (Edginton *et al.*, 2004:205). Hence the management and maintenance of recreation facilities is a huge responsibility for recreation managers (Mull *et al.*, 2009:130). Firstly, it is important to understand what is meant by facility management. Barrett and Baldry (2003:xiii) explained facility management as “[a]n integrated approach to maintaining, improving and adapting the building of an organization in order to create an environment that strongly supports the primary objectives of that organization.”

It is important for recreation managers to have the basic knowledge of what is required to be managed in an indoor recreation centre. Main indoor areas that were designed for a specific purpose such as ballet and

indoor-sport areas require certain flooring (Mull *et al.*, 2009:34) as well as specific maintenance. Certain recreation activities need a variety of electrical systems; therefore the main service electrical panels should be adequately composed to handle computer rooms, stages and lighting systems. In line with international literature (Mull *et al.*, 2009:34-40) (even if it is not the direct responsibility of the supervising manager such as the regional manager) overseeing the personnel (who's responsibility it is to manage and maintain plumbing, heating, air conditioning, landscaping, irrigation, walkways and parking) must be done correctly.

- **Public and community relations**

Recreation managers need to communicate with the communities (Kraus & Curtis; 1990:6, Edginton *et al.*, 2004:312; Hurd *et al.*, 2008:191). The recreation managers have the responsibility to the community of promoting outreach programs, sponsoring activities and helping charities – all with a view to help the people in the community (Hurd *et al.*, 2008:191). These special cause activities need extra management and supervision from recreation managers to ensure that the centres are seen in a good light and gain support from their communities.

- **Risk management and liability**

It is of great importance that recreation managers take certain measures to reduce the possibility of participants at centres sustaining injuries (Hurd *et al.*, 2008:72). Possessing knowledge regarding safety standards and guidelines is an essential part of being a recreation manager (Spengler *et al.*, 2006:2). Risk management is a huge and complex responsibility and many recreation managers do not have the necessary training; hence a four-step risk-management process can be used by these managers to simplify the responsibility (Hurd *et al.*, 2008:73). By using the four elements, namely *identification*, *evaluation*, *treatment* and *implementation*,

the process of risk management is made easier to recreation managers (Hurd *et al.*, 2008:73).

- **Management and evaluation of information systems**

It is the responsibility of recreation managers to establish methods and procedures for evaluating programs, facility management and maintenance (Kraus & Curtis, 1990:8). Checklists and a maintenance plan are crucial in order to keep facilities up to a certain standard. Therefore recreation managers should develop and supervise these checklists and plans as a routine task (Mull *et al.*, 2009:178). Evaluation of programs needs to be a dependable method for recreation managers to establish whether programs delivered to the community are effective to the needs pre-assessment done (Edginton *et al.*, 2004:433). Supervision and management of these evaluation procedures provide the recreation managers with an information system which in turn can promote new methods and enhance everyday functions at facilities.

2.3.4 A recreation manager of tomorrow

Even after 1994, South Africa is still in a state of change (Semenya, 2008:72). Although these changes may be for the better, or not, training opportunities will still emerge for recreation managers. It is important that recreation managers be prepared to deal with future challenges (Bakes, 2000:3; Hurd, 2004:48) and that they can use future opportunities to the benefit of the centre and community. It is suggested by Hidlebaugh (1999:7) that the recreation manager should adapt to the continuing changing community he or she is surrounded by.

According to Edginton *et al.* (2004:502), a manager can either react to change passively or proactively. With the passive reaction the manager waits until change impacts the centre and then reacts to the change, whereas with the proactive approach the recreation manager reacts proactively to change and becomes a contributor to change. Hidlebaugh (1999:4) states that recreation

managers must be on the forefront of change and anticipate change in the communities, and must be proactive and flexible. Being flexible means that the recreation manager can adapt easily to change and can plan how to manage and incorporate change in the centre and in the manager's own job (Hidlebaugh, 1999:7). It has been argued by Bakes (2000:3) that managers who are more competent are more acceptable to change and will adapt more easily.

It is part of the recreational knowledge regarding the competencies of managers which helps them anticipate the changes and trends in the community (Pfister & Tierney, 2009:140). By keeping the ear to the ground and staying enlightened regarding the influence political, demographic, economic and social changes have on recreation delivery, the recreation managers can apply the different management skills to scenarios and predict successful outcomes for programmes in the future (Godbey *et al.*, 2001:59; Hall, 2003:5). It lies in the skills and knowledge of recreation managers that future changes can make or break community recreation centres. In addition, Hidlebaugh (1999:12) mentions a few changes recreation managers need to consider to prepare for the future, such as:

- The recreation managers' leadership role must be more flexible.
- Recreation managers must shift from providers to enablers.
- The important role of recreation managers in conducting and using research.
- The use of new-generation cooperation in delivering a wider range of recreation programmes and services.

It cannot be denied that even if people of the community embrace changes, they also make every effort to try to maintain things the way they were (Hidlebaugh, 1999:8). Therefore, putting a large amount of pressure on the recreation managers at recreation centres to feel they must change to be

successful in the community is essential (Bakes, 2000:2). It is then by equipping recreation managers with the skills and knowledge to be proactive to change that could make a recreation centre successful in the future.

2.4 RECREATION MANAGEMENT TRAINING OPPORTUNITIES

2.4.1 The need for recreation management training

According to Edginton *et al.* (2008:198), “training helps an organization deal with its inexperienced employees by providing them with knowledge and skills that enable them to perform at an optimal level within a short period of time”.

It seems that efficient training and career development for the existing personnel and the up-and-coming recreation managers is of great importance to all recreation organizations, including community recreation centres (Torkildsen, 2000:529; Young & Potgieter, 2004:96). In 2008 (SRIMP, 2008) it was estimated that 44% of municipal sport and recreation facilities in South Africa were poorly maintained because of the lack of human skills. It seems that training could be a major contributor to solving these problems. The question arises as to whether professionals currently working in centres, or educators in recreation are passing on to managers the necessary knowledge and skills (Beland & Kapes, 2003:620). It is still important for local government to understand the importance of providing training opportunities for the recreation personnel in specific skills, management and programming (Young & Potgieter, 2004:96). The local government and the recreation training institutions currently providing training in recreation management may need to evaluate this issue if they are to produce professional recreation managers sufficiently competent to manage recreation centres and provide quality services (Beland & Kapes, 2003:618). It cannot be expected that all recreation personnel must have or undergo formal tertiary training in recreation to be able to work in recreation centres. Therefore Torkildsen (2000:533) and Russell and Jamieson (2008:27), in international literature,

point out that different forms of training exist that can also be applicable to Johannesburg, namely Orientation or Pre-service training, In-service training and Developmental training (Edginton *et al.*, 2008:199).

- **Orientation or pre-service training**

New staff members receive orientation or pre-service training prior to starting in a specific job (Torkildsen, 2000:533; Hurd *et al.*, 2008:254). This training is important because it teaches the new staff members certain skills or knowledge and also how to fit into the new work environment. This type of training can be seen as an introduction to an organization's culture and a means to help new staff members adapt to the surroundings before formally starting in a job. Orientation training helps new members to ease into the new job, helping them feel less uncertain about what the job demands of them, skills-wise (Edginton *et al.*, 2008:199).

- **In-service training**

This is the most commonly used type of training according to international literature (Russell & Jamieson, 2008:27), because regarding the duration of employment, staff still qualify for and benefit from in-service training. Furthermore, organizations should not assume that all the staff members' skills and knowledge can be obtained at tertiary or other training beforehand. The initial skills and knowledge staff members have at their disposal must be moulded to fit the organization's job demands. In-service training can be divided into three different categories. The first is that type of in-service training that is needed to be able to use the new types of technology. The second type of in-service training helps sustain or expand certain knowledge previously obtained. The third type of in-service training helps employees to develop their skills and knowledge or to grow in the organization (Hurd *et al.*, 2008:254; Russell & Jamieson, 2008:27). According to Russell and Jamieson (2008:27), whichever type of in-service

training organizations choose to make use of, it is important that human resources must be brought up to date with new knowledge, skills and technology.

- **Developmental training**

In the long run, developmental training helps staff members grow into their potential through opportunities provided by the organizations to acquire new knowledge and learn new skills. All the different staff members, new or old and at all levels of the organizations, can benefit from developmental training. With the support of the managers or directors, all personnel can achieve the potential and, if the personnel perform to their full potential in their jobs, the organization will benefit from it (Edginton *et al.*, 2008:199).

Even though the above is stated by Edginton *et al.* (2008:199) as the types of training, tertiary training still provides a great deal of the type of training individuals seek before starting at a job at a organization. Mostly it is the post-matrices who choose or prefer tertiary training because it is easier for them to commit to three years of fulltime training, directly after finishing school. For some people who work full time (because they must pay for their own studies) tertiary training seems impossible (Young & Potgieter, 2004:96). It is impossible to say that all personnel must have, or later obtain, a degree in recreation. Realistically thinking it will be better to require staff to receive a certain types of recreation training in the form of short courses that are suitable and meet the different needs of each organization and its personnel (Young & Potgieter, 2004:96).

Because of the growth in personnel employed in the recreation field in South Africa (Young & Potgieter, 2004:96), tertiary institutions still provide the workforce with graduates each year. It is therefore important that the tertiary institutions that provide South Africa with new recreation professionals properly train their students with adequate knowledge and skills.

2.4.2 Recreation management training opportunities in South Africa

Training opportunity plays an important part in career development for the new and current personnel in the recreation industry. It cannot be argued that tertiary training is the only means of providing the necessary knowledge and skills on recreation management to personnel. Short courses, on-the-job training and tertiary training in conjunction with mentoring could provide different kinds of training opportunities, suiting different personnel currently working in community recreation centres.

As mentioned by Young and Potgieter (2004:96), previously many government personnel received informal training in community recreation by Recreation South Africa (RECSA). Unfortunately these informal training services are no longer provided (Young & Potgieter, 2004:96). This leaves a gap between the training needs and opportunities for informal training in South Africa. Currently there are a few different short courses in recreation, training and community recreation, ranging from level four to level five on the National Qualification Framework (NQF), being either a national certificate or national diploma qualification (SAQA, 2010). An NQF level six, national first degree qualification, in pure recreation in South Africa, is only provided by a few tertiary institutions.

2.4.2.1. Short courses

According to the South African Qualifications Authority, “[a] short course is a type of short learning programme through which a learner may or may not be awarded credits, depending on the purpose of the programme” (SAQA, 2005:2). However, there are a few different short courses in recreation

management currently being provided in South Africa (SAQA, 2010). Of the few recreation unit standards registered on the NQF only five can be associated with recreation management. Unit standards refer to “registered statements of desired education and training outcomes” (SAQA, 2005:2). Both formats of qualification structure, however, require the specification of learning outcomes, the latter format requiring the articulation of exit level outcomes and associated assessment criteria. These unit standards are utilised by different qualifications in levels four and five of the NQF, meaning the credits accumulated by completing each unit standard helps move the learner towards achieving a qualification. A national certificate or further education and training certificate in community recreation could be achieved by completing a number of unit standards. For each of these short courses to be valid in order to obtain a qualification, the courses and each unit standard undergo the registration process. SAQA goes a long way in ensuring that the qualifications and unit standards are provided by accredited providers of high quality education.

2.4.2.2. Tertiary training

Tertiary training starts from a level six on the NQF and can either be a National first degree or diploma. The two major qualifications are divided into undergraduate and postgraduate qualifications. Both qualifications include certificates, diplomas or bachelor’s degrees as part of an undergraduate qualification whereas the postgraduate qualification includes postgraduate diplomas, honours degree, and further studies that include master’s and doctoral degrees (Minishi-Majanja, 2009:149). Both undergraduate and postgraduate qualifications in recreation management are offered at a few tertiary institutions in South Africa. Universities and universities of technology (previously referred to as technikons) alike offer formal training in terms of national degrees in the recreation profession.

University-wise, recreation management training is provided by several universities in South Africa. Some universities merely provide recreation management as a single unit incorporated in different qualifications such as

Tourism and Sport Management. Even if several other tertiary institutions in South Africa offer single units of recreation management incorporated in their different qualifications it is still, according to Young and Potgieter (2004:97), “not sufficiently adequate to promote recreation in South Africa”. Universities such as the University of Pretoria, University of the Free State, University of KwaZulu-Natal and the University of the Western Cape all provide recreation management subjects incorporated in their Human Movement Science qualification. Today only the North-West University and the University of Venda for Science and Technology offer a pure recreation qualification (Young & Potgieter, 2004:96). At the North-West University (Potchefstroom Campus) the recreation program provides the students with a three-year program covering a multitude of different recreation-based subjects. In the first year subjects range from introductions to recreation to outdoor education, during the second year the focus is on leadership and outdoor and adventure practical work while the third year focuses more on recreation management, programming and facilitation work (NWU, 2010:160-163). When investigating the curriculum provided by the North-West University’s yearbook for 2010 (NWU, 2010:160-163), one learns that a qualification in recreation consists of a multitude of different recreation units arranged in the course of three years (appropriate time limit for an undergraduate degree). These different units help promote the student in achieving relevant skills and knowledge in order to be efficient in the work place as a recreation professional. The units were developed by considering future job opportunities for the students in the recreation areas, such as adventure leadership, recreation therapy, community development, as well as management (NWU, 2010:160-163).

The question as to whether training at a university of technology (previously referred to as a technikon) or university training is more effective has long been debated. The main debate relates to the differences in diplomas and degrees, and which is more desirable for certain jobs. It is important to understand that the difference between diplomas and degrees lies in the focus of the qualification. Diplomas are oriented to focus on job-relevance and degrees on scholastics or theory (Minishi-Majanja, 2009:150). After

1993, the government reinforced the Technikon Act 125 that gave technikons the right to provide courses enabling people to obtain degrees instead of the normal national diplomas (Van Zyl *et al.*, 2006:159). In the reinforcement of this act, the government must ensure that technikons' curricula stay relevant to the vocational demand and requirement by establishing advisory committees at different technikons throughout South Africa. The purpose of the advisory committees is to make recommendations and list concerns on academic content and career relevance. The different committees receive information for desired skills from different employers and professional bodies in certain professions. This information is advisory guidelines in terms of curriculum-to-job relevance (Department of Labour, 2003:6) and is evaluated by the advisory committees and plays an important part in balancing the academic and job-demand in the technikons. This enables the technikon students to benefit from both the academic and job-demand areas, giving them the best chance of being effective in a certain job.

Though there is no research to provide evidence that the recreation qualifications offered at tertiary institutions are more efficient than those provided by short courses, the quality of information given to a student is what makes the qualification adequate. Therefore the government ensures in the national plan for higher education that co-operation between the organizations currently working in the recreation field and tertiary training (at universities or technikons) is crucial. Future training in the fields of recreation management will be the responsibility of both the recreation industry and academia, because they rely on each other to sustain the recreation profession in South Africa.

2.4.3 Future recreation management training courses

Many reasons exist for many Africans only being able to achieve a low level of qualification. The research conducted by Minishi-Majanja (2009:149) concerning these reasons was done on people of Africa and can also be applicable to South Africans. The mentioned research explains that because of low-income jobs some employers no longer have the funds to employ

graduates. Therefore, it may seem that there is no longer motivation among employers to expect people to obtain higher education.

The answer to achieving higher education, by saving both money and time, may be short courses. What could be an answer is recreation management short courses presented to current recreation managers working in recreation centres in Johannesburg, through which their specific centres' problems and the competencies these managers already have, are addressed. Unfortunately, the lack of South African-based information regarding the recreation manager's competencies and the lack of research done in the field of recreation management, at this time hinder attempts at developing such short courses (Goslin, 2003:39). Firstly, key elements are needed to ensure these short courses are relevant to the training that is needed by the recreation managers in South Africa today. Elements such as the body of knowledge and reality-based learning must be relevant to the competencies needed by recreation managers. Hemingway and Parr (2000:139) argue the importance of an on-going relation between the research being done in the recreation field and the profession. This partnership will ensure that training institutions and industries share important information to help train students to be the efficient workers of the future.

Without the knowledge and understanding of the competencies of recreation managers and the inner-workings of each different community recreation centre, the uncertainty will always be as to whether professionals and educators in recreation are passing on to managers the knowledge and skills needed to effectively manage recreation facilities such as governmental community centres (Beland & Kapes, 2003:620). A contributor to the above-mentioned problem is the misconception existing between the working professionals and the academic training providers' understanding of the concept *recreation management* (Hemingway & Parr, 2000:139). The local government and the recreation training institutions currently providing training in recreation management may need to evaluate this issue if they are to

produce professional recreation managers sufficiently competent as recreation managers to provide quality services (Beland & Kapes, 2003:618).

In much of the international literature (Young & Myllykangas, 2006:114; Lamb, 2007:32) regarding the teaching of recreation management in a course, the concept *reality-based learning* becomes more frequently mentioned. Reality-based learning is explained by Young and Myllykangas (2006:114) as a combination of learning by doing, it is also the transferability of skills and knowledge directly from a classroom setting to the workplace. This in turn enables the student to transfer abilities to the job situation. This method could enable any training provider to look at its current method of teaching and evaluate whether enough practical work is being done by students in order for them to efficiently adapt to the real-world work situation as they would in the classroom. Unfortunately, before effective short courses can be developed and other training courses be adapted to be more effective, further knowledge of the recreation manager's competencies and work description needs to be researched.

2.5 SUMMARY

It was of great importance for a comprehensive literature study to be conducted to help present background information regarding the history of recreation management in South Africa and the problems presently experienced in this field today.

In this chapter the history of recreation in Johannesburg was explained, including the development of recreation centres in the different areas of Johannesburg. This helped to serve as background knowledge on the development era of recreation management. The different concepts regarding recreation management were discussed with the focus on the difference between traditional and recreation management. The management structure of Johannesburg's Department of Sport and Recreation was provided to show

exactly where the recreation managers are positioned within the structure and who is responsible for the different managers.

One of the most important aspects discussed in the chapter is the need for establishing the competencies of recreation managers and the future these managers will face. Therefore the chapter also provided information on training opportunities presently provided in South Africa for recreation management, exploring the different kinds of training at universities and technikons. Lastly, future training opportunity ideas were discussed, explaining how short courses could benefit the academic institutions and industries alike in the field of recreation.

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Chapter 3

Tasks and limitations experienced by regional managers in Johannesburg

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Recreation

Centres

TASKS AND LIMITATIONS EXPERIENCED BY REGIONAL MANAGERS¹ IN JOHANNESBURG

This article has been submitted for consideration in the African Journal for Physical Health Education, Recreation and Dance (AJPHERD). With the exception of the page limitation, the article included is presented in accordance with the specific guidelines for the journal. The specific author's guidelines are presented in Appendix B (Author Guidelines).

Miss. Natasha Peters*

Tel: +27 18 299 2038

E-mail: natasha.peters@nwu.ac.za

*B.A.Hons., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Corresponding author

Mr. J. Theron Weilbach**

Tel: +27 18 299 2037

E-mail: theron.weilbach@nwu.ac.za

**M.A., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Prof. Charlé du P. Meyer***

Tel: +27 18 299 1809

E-mail: charle.meyer@nwu.ac.za

***PhD., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Tasks and limitations experienced by regional managers¹ in Johannesburg

Natasha PETERS*, Theron WEILBACH* and Charlé MEYER*

**School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa. E-mail: natasha.peters@nwu.ac.za*

Abstract

The unicity's department of sport and recreation in the City of Johannesburg takes pride in overseeing their ninety-eight different recreation facilities ranging from outdoor space structures to multipurpose indoor facilities such as community recreation centres (Joburg, 2010). The aim of this research was to determine the job tasks of regional managers and the limitations they are faced with regarding the completion of their day-to-day tasks. In-depth, semi-structured interviews were individually conducted with regional managers in the City of Johannesburg (n=5) from a variety of backgrounds. Three major themes emerged from the interviews, namely the task and problems of facility management, the importance of program supervision and management with limitations and the day-to-day human resource management duties and problems. The daily tasks of facility, program and human resource management is seen as essential responsibilities and it is unfortunate that the majority of problems relating to these tasks are due to unskilled staff that need to be supervised on a daily basis. Such shortcomings among the staff put more pressure on the regional managers' daily responsibilities. It is recommended that the staff should receive training to help overcome problems they perceive in their daily work task.

Key words: recreation; recreation management; recreation centres; community centres; regional managers; competencies

¹ Regional managers are responsible for the recreation, sport and aquatic facilities and programs in the different regions of the City of Johannesburg.

INTRODUCTION

“Recreation, parks, and leisure service managers are individuals who have responsibility and authority to provide direction to a recreation, parks, and leisure service organization and who have the ability to move toward its goals and objectives.” (Edginton, Hudson, Lankford & Larsen, 2008)

The importance of providing recreation services is highlighted by Young and Potgieter (2004) who found that a lack of recreation activities reflect negatively on the community's wellness and can lead to increased negative social activities such as crime and violence. However, recreation service delivery in Johannesburg is challenging since Johannesburg is a unique city in every way – a society consisting of a multitude of diverse people spread across the 1 664km² piece of land, making this city the “world class African city”, the slogan so proudly stated (Joburg, 2010). In the early years of South Africa, the City of Johannesburg was divided into eleven parts or regions. Soon after the election of 1994, the new government stretched the city's boundaries, including parts of Edenvale and Modderfontein to the city's areas and turning Johannesburg into part of the “unicities”. Under the control of the unicity, the council divided Johannesburg into the current seven regions, as indicated in Figure 2.2, which are now managed by a central metropolitan (Joburg, 2010).

Each region's sport, recreation and aquatic programs are supervised and managed by one single regional manager for each region. The regions of the City of Johannesburg stretch from the northern parts of Midrand to the southern part in Orange Farm. The unicity's department of Sport and Recreation's responsibility is to provide the budget and manage all seven regions' recreational services (Joburg, 2010). Although the department has already provided the unicity of Johannesburg with many recreation facilities, it is the issue of maintaining, operating and managing these facilities that seems problematic (Joburg, 2010). A study in 2008 revealed that 62% of municipal sport and recreation facilities in South Africa were reported to be poorly managed (SRIMP, 2008). If this is true, the Government's goal of “providing

positive recreation opportunities for all” (SA, 2003) cannot be achieved without a proper investigation to what prohibits the recreation facilities from being optimally managed (Young and Potgieter, 2004).

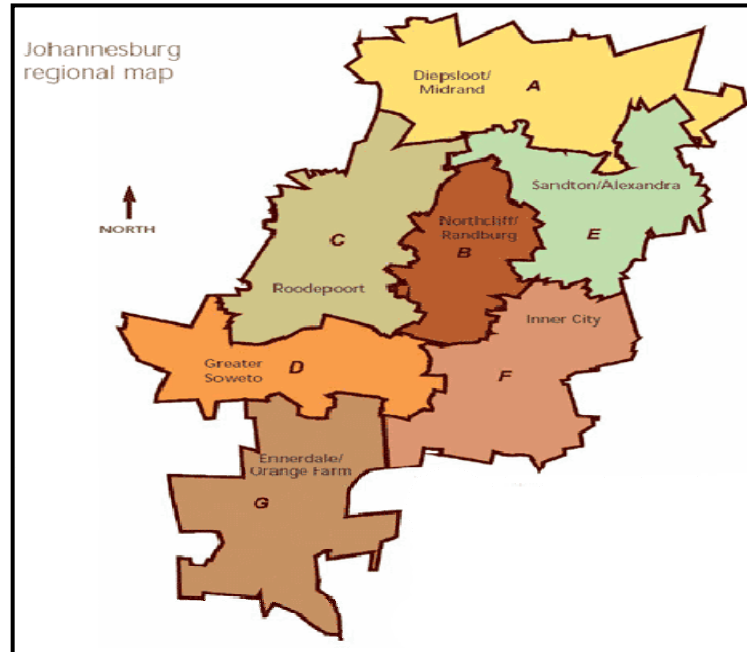


Figure 3.1 – The regions of Johannesburg (Joburg, 2010)

As Hurd, Barcelona and Meldrum (2008) argue, the positioning of staff can affect the efficient and effective delivery and management of recreation services, and this can possibly be one of the factors that influence recreation delivery by the City of Johannesburg. Based on Johannesburg’s unique setting, with each region presenting unique programming and management challenges (Semenya, 2008), communities’ regional managers play important roles in understanding the influence of political, demographic, economic and social changes on recreation delivery at the centres they supervise (Godbey, Sasidharan, Yarnal & Yarnal, 2001; Hall, 2003). Therefore in order to position the right staff members in the right position within an organization, the job and tasks of recreation managers and specifically regional managers, need to be analysed. Firstly, it must be comprehended that regional managers not only have regular management tasks, but also recreation specialist tasks as part of their daily work (Kraus & Curtis, 1990). In this sense, Scott and Shafer (2001) portrayed a recreation specialist as a highly skilled and knowledgeable person, using advanced techniques, being committed to a programme and having a

keen sense of social world and setting characteristics. Although this statement gives a broad overview of the competencies needed by recreation managers, the lack of research regarding the tasks of regional managers makes it difficult to anticipate the problems and limitations they are faced with in their jobs.

Fortunately, Hurd's *et al.* (2008) understanding that "management is universal" is applicable to this investigation, since all managers must fulfil the same basic task to manage resources, each industry requires special skills based on what the resources are that need to be managed. The regional manager, both as a manager and as a recreation specialist, is faced with certain specific areas of job responsibilities (Kraus & Curtis, 1990) such as personnel management, program planning and implementation, fiscal management and marketing, facility development and maintenance, public and community relations, risk management liability and the management and evaluation of information systems. However, in terms of recreation delivery in the City of Johannesburg, how these recreation specific resources are managed is still unknown, and apart from a few studies (Lourens & Scholtz, 1988; Semenya, 2008), scientific research in this field is limited.

Therefore the aim of this study is to determine the job tasks of regional managers and the limitations they are faced with regarding the completion of their day-to-day tasks. The results of this study will firstly help give a better understanding of what exactly regional managers do in their profession as recreation professionals. Secondly, the results will add to the body of knowledge regarding recreation management and ensure that the future training of recreation professions is adequate, and that they are capable of doing what is expected of them in a recreation profession. Thirdly, through objective perspectives, the study will help the regional managers understand where problematic issues in their jobs are and how these can be overcome.

RESEARCH METHODS

Design

Due to the limited knowledge of the competencies needed by recreation managers at centres in Johannesburg a qualitative research design was used for this study (Hemmersley & Tynon, 1998; Goslin, 2003; Hurd, 2004; Hurd & McLean, 2004; McLean, Hurd & Jensen, 2005). To help better understand the task and competencies of regional recreation managers, the study used a qualitative research method known as semi-structured interviews (De Vos, 2005; Veal, 2006). This qualitative research method gave the researcher an in-depth look into the day-to-day tasks of regional recreation managers and gave a better understanding of the competencies applied by these managers to achieve success in their occupation (Pitchford & Bacon, 2005).

Participants

The City of Johannesburg has many diverse recreation centres, all unique to the city. Because of the 106 recreation centres many recreation services are delivered daily and therefore the City of Johannesburg was selected for this study. The seven regional recreation managers of the City of Johannesburg were identified for the study. From this group, an availability sample was used, consisting of five regional recreation managers (n=5) with academic achievements at different levels, who were willing to participate in the study. The multi-cultural sample group consists of three female and two male managers. Although the sample size seems small, Marshall (1996) explained that a small sample size used for qualitative research is appropriate provided the research questions are adequately answered. All the staff members were employed as fulltime regional managers by the City Council to oversee the recreation, sport and aquatic facilities and programs in determined regions.

Data collection materials and procedures

Permission was obtained from the Ethics Committee of the North-West University (NWU-00072-10-S1) as well as the regional managers (see Appendix

C) before initiating the study. Information gathered through a literature overview aided in the compilation of the interview schedule (see Appendix D). The seven regional managers were contacted telephonically and electronically via email to explain the study and asked for their participation in the study. Only five of the seven regional managers responded to the emails and voicemails. Again, the researcher personally contacted the five regional managers telephonically to make sure they were willing to participate in the study and that they fully understood its purpose. The researcher and the individual regional managers jointly decided on a date, time and location for the interviews. Interviews were conducted by the researcher herself. After having obtained the permission from the participants to do so, one interview per manager was conducted and recorded. The interviews were conducted at the offices of each manager. This setting was best suited for the managers and researcher and was the location where the participants felt most comfortable and where interruptions were minimal. Managers were asked to set aside 30 to 45 minutes for the interviews and were given a free choice as to whether or not they wished to participate and were allowed to withdraw from the study at any stage. Permission to record the interviews were given before the commencement of each interview, giving the researcher adequate time to make field notes and be more attentive during the interviews. The recordings were transcribed following the interviews (see Appendix E). Data was collected until no new information was provided by the managers; thus when the saturation point was reached (Morse, Barrett, Mayan, Olsen & Spies, 2002; Strydom & Delport, 2005). The researcher analysed the data, and information gained from the research was dealt with anonymously and confidentially. Data originally collected from the research was not altered.

Analysis & Validity

The goal of this study was to determine the day-to-day tasks and limitations of recreation managers. The data analysis guidelines were followed, as explained by De Vos (2005), by using eight simple steps to ensure the qualitative data analysis maintained its scientific meaning. The eight steps include planning for recording of data, collecting the data, managing the data, reading and writing

memos, generating themes, categories and patterns, coding the data, testing the emergent understanding, searching alternative explanations and writing the report. Interviews were transcribed personally by the researcher, giving her a better insight into emerging themes in the data (De Vos, 2005).

For this study to be valid, four criteria have been met, namely credibility, transferability, dependability and confirmability (De Vos, Strydom, Fouché & Delport, 2005). Credibility refers to the manner in which the researcher has ensured that the subject was accurately described and was done by literature control. Transferability demonstrates that the findings of a certain sample group are applicable to another population presumed to be similar to the first. Transferability was enhanced by triangulating multiple data sources. Dependability refers to how the researcher attempts to stabilise the data in changing conditions and over time. Due to problematic issues regarding the stability of data over time, caution should be taken by other researchers that attempt to replicate this qualitative research study. The final criterion, confirmability, refers to the objectivity of the researcher and whether the results can be confirmed by another. The confirmability was improved by verifying the interview schedules, interview transcripts and field notes.

RESULTS AND DISCUSSION

Available literature facilitated the coding of the materials. This process resulted in the densification of one overarching category namely **the day-to-day tasks and limitations regional managers face in their jobs**. The category will be discussed by means of statements made by the participants and relevant literature to support these statements. The letters **(A-E)** will represent the different participants in the following discussion.

The everyday tasks and limitations regional managers face in their jobs.

From the discussions three themes emerged regarding the tasks and limitations regional managers face in their jobs, namely ***the task and problems of facility management, the importance of program supervision and management as***

well as the limitations and the day-to-day human resource management duties and problems. The themes will subsequently be discussed as depicted in Figure 2.3.

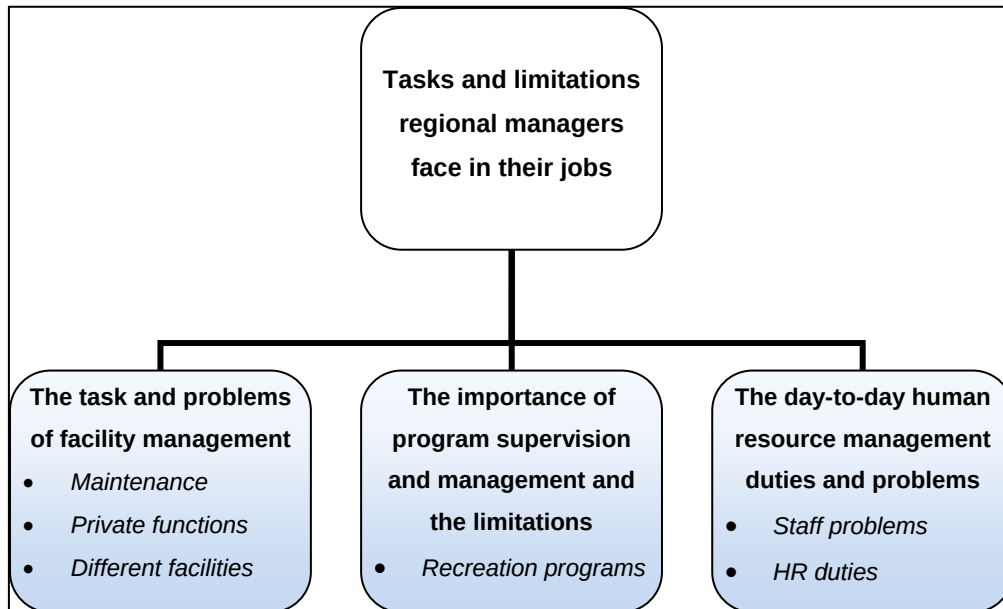


Figure 3.2 Discussion of themes.

The task and problems of facility management

The greater part of the regional managers interviewed for this research study stated that the task of facility management is one of the core functions of regional managers' job description: "*Facility management, huge component of our work. Uhm. So, I would need to ensure that we have repairs and maintenance budget, cause we have to apply, comply with a HISA [Health Informatics for Southern Africa] regulation, safety regulation uhm... public liability and so on*" (D). The Government spends large amounts of money on the recreation facilities, as D described in the following statement: "...people are responsible for, if you look at current market value, buildings in excess of ten million rand." The incomes of facilities are not only from program delivery as many recreation facilities are rented for functions and this makes the management of the facility so much more important, as explained by D: "...people who use it for private functions, parties and so on, they pay. So, they sign contracts, so we have a contractual liability towards these people. They

signed to use a facility that is in good order." This puts more pressure on the regional managers' daily tasks because, as **E** emphasizes: *"... I do the inspection of the facilities..."*. Regional managers have to take responsibility personally to ensure that facilities people pay for are clean and well-maintained.

Some of the regional managers, as expressed by **A**, must manage more than just recreation centres in their region: *"...I am in charge of all the sport facilities, all the community halls and swimming pool."* All these different facilities also resort under the supervision of the regional managers and with each facility comes the same management responsibility as described by **B**: *"...we do the budgets, we look at the budget, inquiries, is there money for maintenance, painting at recreation centres and sporting facilities, emergency water pipes burst, uhm, emergency geyser burst, that sort of things. Then we have to get orders out to our facility management section to do that maintenance for us."* These tasks become problematic when the regional managers have to work with unskilled staff as **C** described this predicament: *"...we even have staffs that are unable to complete a report, and they are managing a facility."*

It is evident from the statements quoted above that managing and maintaining recreation facilities are major responsibilities of recreation managers and this is in line with literature, for instance as indicated by Hurd *et al.* (2008) and Mull, Beggs and Renneisen (2009). Recreation facility management requires effective coordination between the facility and staff (Mull *et al.*, 2009), and the fact that there is only a limited number of regional managers to the huge number of facilities that need to be coordinated puts more pressure on the ability to coordinate their staff and centres. The regional managers must also coordinate a multitude of different things in order for the centres to function optimally. Aspects such as the renting of halls for a secondary income need pre-inspection, and due to unskilled personnel it becomes an additional responsibility. Because of the multitude of things that need to be coordinated at the different facilities, the regional managers need skilled staff so that specific

tasks can be coordinated to the staff and therefore equalise the huge responsibility of managing a vast number of facilities (Mull *et al.*, 2009).

The regional managers are responsible for recreation, sport and aquatic facilities in their areas and this correlates with the international literature that suggests that recreation managers must obtain knowledge of the diverse nature of facilities (Mull *et al.*, 2009). Each different facility has its own coordination requirements such as budgeting, and even formulation and development of budgetary plans for maintenance are expected of recreation managers (Kraus & Curtis, 1990; Hurd *et al.*, 2008). Hence it is unfortunate that the responsibility of development of budgetary plans rests solely on the regional managers and that there are not enough skilled staff to help and take responsibility for their own centres' budgeting (Pitchford & Bacon, 2005; Young & Myllykangas, 2006). This aspect alone adds to the already existing problems of regional managers regarding the supervision and management of the facilities and the maintenance thereof.

The importance of program supervision and management and the limitations

Throughout the interviews the supervision and management of programs provided at recreation centres were emphasised: “...we must manage programs. Every facility must have programs.” (C). The responsibility of the regional managers regarding the programs was explained by D: “...I am obviously responsible for strategically managing programs uhm, in the region.” There is a multitude of programs delivered at any given time at the centres: “We have to run community programs, the on-going programs, not even a once-off program, daily programs, after-school programs, school holiday programs...” (E). The fitting statements by C: “I felt that there was more to recreation than people just coming there, and sometimes hungry children coming to play fingerboard or table-tennis...” and by E: “...we do have programs to develop you, programs to, you know, to sharpen your, whatever skill you have, programs to, you know, to keep you away from the bad elements like drugs,

like, you know, being involved in, in alcohol, or being involved in early sex ...” reminds one of the crucial role recreation programs play in communities.

Unfortunately, even this duty seems to have its problems and limitations according to **A** who explained that *“I try and run programs, I try and do sporting activities, but because of the shortness of staff I am struggling at the moment.”* The shortage of staff in turn results in the use of unskilled staff as expressed by **E**: *“We have to use general workers, who are not trained, you know, to run programs, who are not trained...”* Not only is under-qualified staff and a shortage of staff a daily problem, but the community setting alone has its problems as described by **C**: *“...we don’t do needs-identification and assessment, and it is scary because everybody knows we should do it...”*. Needs-identification and assessment are crucial and essential methods of programming because of the diverse communities, as expressed by **A**: *“...each area is different...”* Regional managers should be thoroughly aware of this aspect because, as explained by **D**, *“...I have to keep staff abreast of new programs, uhm. See to it that they train; see to it that programs are relevant to what the community wants...”*

In line with Mull *et al.* (2009), the above-mentioned accounts clearly indicate that supervision and management of programs at facilities are very high priorities to regional managers. In order for recreation centres to be successful, they must deliver a multitude of different programs, according to Edginton’s (Edginton, Hudson, Dieser & Edginton, 2004) program areas, such as performing arts, visual arts, literary activities, self-improvement/educational activities, literary sport and games and wellness activities. The responsibility of the managers regarding program management becomes even more important when it is understood how crucial these kinds of recreation activities are for preventing risky behaviour (Everett, Chadwell & McChesney, 2002). Also, the basic knowledge of the development of goals, needs assessment, program planning and evaluation is an essential part of program delivery and is evident in all literature regarding recreation service delivery (Edginton, Degraaf, Dieser

& Edginton, 2006). Unfortunately a lack of these important concepts of program delivery contributes highly to unwanted programs and activities and unused facilities (Edginton *et al.*, 2004). Furthermore, managers of community centres need to understand the importance of providing training opportunities (Young & Potgieter, 2004) for their staff and of keeping them informed about specific programs and activities. This will ease the tasks of regional managers in that they then only supervise the programs rather than do the programming for each centre.

The day-to-day human resource management duties and problems

As expressed by the participants, and substantiated by literature (Kraus & Curtis, 1990; Hurd *et al.*, 2008; Pfister & Tierney, 2009), the task of human resource management by the regional managers is problematic and forms part of their daily responsibilities. This issue regarding how large the human resource components are was elaborated on by **D**: *“...HR [Human Resources] issues, yes, I have uhm, with the centres, physical centres are forty-two, you can imagine the huge staff component, so we have staff-issues on a regular basis.”* Again the topic of staff shortage was mentioned by **A**: *“...I am very short staffed, we are only working at a fifty percent capacity at the moment.”* This is not to mention other problems regarding human resources such as unskilled staff as **B** expressed: *“...some of our people can’t even write.”* Incompetence of staff seems to be a general problem with all the regional managers’ personnel, as **C** stated: *“They can’t complete a report, they can’t spell properly, they can’t take minutes properly. So, my work is made much more difficult because that comes in, I’ve got to correct, I’ve got to edit minutes that are taken at a meeting or a report, like we ask for a holiday program and we’ve got to sit with that person and do it with that person. So, yes a lot, there’s a large number of people who are in sport and recreation and they don’t even understand what, they don’t know what they are supposed to know.”* The seriousness of this problem is clearly illustrated by **D**: *“...I am particularly sitting with a staff-component, where probably twenty-five percent of the people are effective.”* These are worrisome figures.

Yet another emphasis was on the administration duties of human resources, which are universal to all managers [not necessarily in recreation organisations], that take up a huge amount of regional managers' time. Such duties include *"...making sure that we adhere to conditions of service and so on, you know, so month end is the paperwork, the drudgery of submission of leave-forms and overtime and et cetera, et cetera..."* (D). Unfortunately these simple tasks are made difficult because of different factors that cannot be prevented *"...the illnesses that goes around, with HIV and AIDS uhm, yes, we do have quite a lot of HR [Human Resources] issues and that's quite a strong component..."* (D) and even *"Any strike affects us in a major way..."* (D). All these issues affect the daily human resource tasks of regional managers in an enormous way.

According to Mull *et al.* (2009), and from the statements quoted above, it is apparent that it is underestimated how much is involved in the supervision and management of the widely spread personnel working at recreation centres. The participants' clear perceptions about their staff's lack of skills and knowledge for the job they were hired for (Semenya, 2008) give a worrisome result, as the possibility exists that an organization is only as strong as its weakest employee. In the management of human resources it is distressing to think that seventy five percent of people in South Africa's labour force are regarded as ineffective and inefficient at performing their jobs (Semenya, 2008). The fact that certain regional managers manage up to forty-two centres in their area gives way to problematic issues regarding the limited number of supervisors to the massive number of centre staff that have to be supervised (Kraus & Curtis, 1990; Hurd *et al.*, 2008; Pfister & Tierney, 2009). For the hundred and six recreation centres in the Johannesburg area, there are only seven supervising regional managers that seem to make this structure completely unbalanced. Regarding the organisational structure, it is only through a further evaluation of the department's goals that adjustments can be made by rearranging the structures to suit the department's goal achievements more effectively (Hurd *et al.*, 2008). Unfortunately, within the City of Johannesburg the administration procedures

are of a very diverse nature and are mostly conducted by the department of human resources. Still, in line with Kraus and Curtis (1990), there are smaller administrative duties regional managers are responsible for such as conflict resolution, discipline, sickness and annual leave.

CONCLUSION

From the study it emerged that the everyday tasks and limitations regional managers face can be categorised into three main themes. The first are related to the tasks and problems experienced during facility management. Secondly, regional managers identified the importance of program supervision and management and the limitations faced regarding these tasks. Thirdly, the day-to-day human resource management duties of the regional managers and problems they perceive also became clear. These themes compare favourably with what is explained in the literature. The daily tasks of facility, program and human resource management is seen as essential responsibilities and it is unfortunate that the majority of problems relating to these tasks are due to unskilled staff that need to be supervised on a daily basis. The lack of skilled personnel has an impact far beyond facility, programme and human resource management. Firstly, in line with Hurd *et al.* (2008), it is the duty of regional managers, who are supervisors, to focus on the overall goals of their organisation and not only on the day-to-day functions. Unfortunately, in general consensus, the regional managers explained that because the staff are incompetent to perform their day-to-day functions the supervising staff (the regional managers) can no longer focus on their duties; instead they have to do the jobs of their staff as well as their own. Therefore it may be that in the long run, because of a lack of strategic planning by the regional managers, the centres will no longer be able to remain sustainable for future service delivery. It became evident from the literature that a lack of strategic planning directly affects the growing potential of organisations (Mull, Bayless & Jamieson, 2005; Hurd *et al.*, 2008). Secondly, according to Mull *et al.* (2005), management that places emphasis on taking charge and directing something to happen is an out-

dated approach. New approaches to management should focus on leadership where management influences its human resources to reach desired goals. Unfortunately it seems that the management philosophy of recreation centres in Johannesburg is forced to resort to the out-dated traditional approach of supervisors supervising their staff to ensure that their tasks are completed. The reason for this could be that supervisors cannot depend on their staff to accurately complete their tasks because they are not capable of performing. The problem stated above could lead to problematic issues in the future when the supervising staff can no longer adapt to future trends in management philosophies and will stay dormant with the older philosophy that may seem out of date and could hinder the centres from growing. Thirdly, it is important to understand that in order for recreation centres to be sustainable in the future, staff must be able to provide that which customers expect. For centres to have a future, staff should possess the necessary skills to meet changing demands for comprehensive service delivery (Crompton, 2009). Furthermore, with other departments such as human development, health and education also competing for funding, the recreation service delivery may not be able to compete fully with incompetent staff and may lose their position in the community, with the community being deprived of recreational benefits. It cannot be denied that such shortcomings among the staff put more pressure on the regional managers.

It is only by further investigation regarding how unqualified staff affects the effectiveness of regional managers that the need for qualified staff can be understood more fully. The limitations of the present study are that only regional managers in Johannesburg were used; therefore the results cannot necessarily be generalized to all recreation management professionals. By conceptualizing the study as the beginning of a broad area of recreation centre management, the author suggests that further research be done concerning the problems raised in this study.

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Chapter 4

Training needs of recreation staff at recreation centres: Regional managers' perspective

- ARTICLE AND AUTHOR INFORMATION
- ABSTRACT
- INTRODUCTION
- RESEARCH METHODS
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 - Participants
 - Data collection materials and procedures
 - Analysis & Validity
- RESULTS AND DISCUSSION
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Recreation

Centres

TRAINING NEEDS OF RECREATION STAFF AT RECREATION CENTRES: REGIONAL MANAGERS' PERSPECTIVE

This article has been submitted for consideration in the African Journal for Physical Health Education, Recreation and Dance (AJPHERD). With the exception of the page limitation, the article included is presented in accordance with the specific guidelines for the journal. The specific author's guidelines are presented in Appendix B (Author Guidelines).

Miss. Natasha Peters*

Tel: +27 18 299 2038

E-mail: natasha.peters@nwu.ac.za

*B.A.Hons., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Corresponding author

Mr. J. Theron Weilbach**

Tel: +27 18 299 2037

E-mail: theron.weilbach@nwu.ac.za

**M.A., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Prof. Charlé du P. Meyer***

Tel: +27 18 299 1809

E-mail: charle.meyer@nwu.ac.za

***PhD., Recreation Science, School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa.

Training needs of recreation staff at recreation centres: Regional managers'¹ perspective

Natasha PETERS*, Theron WEILBACH* and Charlé MEYER*

**School of Biokinetics, Recreation and Sport Science, North-West University (Potchefstroom Campus), South Africa. E-mail: natasha.peters@nwu.ac.za*

Abstract

A study in 2008 revealed that 44% of municipal sport and recreation facilities in South Africa were reported to be poorly maintained because of the lack of necessary skills (SRIMP, 2008) and poorly trained staff. It seems that training could be a major contributor to solving this problem. The aim of this qualitative research was to determine the training needs of recreation staff as perceived by the regional managers. In-depth, semi-structured interviews were individually conducted with regional managers from a variety of backgrounds in the City of Johannesburg (n=5). Two integrative categories emerged that accentuated the need for training of recreation staff at recreation centres in relation to the relevant literature. The first related to the necessity of training opportunities for staff at recreation centres, whereas the second focussed on who is responsible for the funding of training opportunities. The results suggest that staff do not possess the basic recreation knowledge and that, in turn, may lead to unnecessary work pressure on the supervising staff. In the local government procedures are already in place that could help the staff if they needed funding for further training. By working with each specific centre's problems and training needs, as well as with each individual employee's competencies, the short courses could be designed to specifically help better equip the staff member and help evaluate where further training is needed.

Key words: recreation training; recreation centres; regional managers; training needs

¹ Regional managers are responsible for the recreation, sport and aquatic facilities and programs in the different regions of the City of Johannesburg.

INTRODUCTION

“Training helps an organization deal with its inexperienced employees by providing them with knowledge and skills that enable them to perform at an optimal level within a short period of time.” (Edginton, Hudson, Lankford & Larsen, 2008)

In 2008 (SRIMP, 2008) it was estimated that 44% of municipal sport and recreation facilities in South Africa were poorly maintained because of the lack of necessary skills by the personnel and it is possible that training of these personnel could be a major contributor to solving this problem. Efficient training and career development for the existing personnel and the up-and-coming recreation managers is of great importance to all recreation organizations, including community recreation centres (Young & Potgieter, 2004; Torkildsen, 2000). Therefore the question arises as to whether the government-employed recreation managers currently working in recreation centres are passing on to personnel the knowledge and skills needed to function in their jobs (Beland & Kapes, 2003), and whether the personnel are afforded the opportunity to acquire knowledge and training elsewhere. In order to produce professional recreation personnel competent to manage recreation centres and develop quality services (Beland & Kapes, 2003), the importance and benefits of providing training opportunities for the personnel currently working in recreation centres must be realised by the local government (Young & Potgieter, 2004). Furthermore, it is also of cardinal importance that the local governments' method of providing training in recreation management skills be evaluated.

Furthermore, it is important to understand that for some people, fulltime employment acts as a barrier to tertiary education (Young & Potgieter, 2004). It is impossible to say that all personnel must have, or later obtain, a degree in recreation science, because they must pay for their own studies and therefore cannot quit their jobs to study fulltime. A more realistic approach to staff development will be to require staff to receive a certain type form of recreation training in the form of short courses that could be suitable for the different

needs of each organisation and its personnel (Young & Potgieter, 2004). According to the Skills Development Act (1998), it is the duty of the employer to equip its personnel with the skills needed so that they can perform at their assigned jobs. Local government has the obligation to provide or facilitate skills development training-opportunities so that their personnel can perform the day-to-day tasks their jobs imply (Semenya, 2008). Through providing sufficient budgetary opportunities the local government can ensure funds are available for personnel training. It is important to understand that in order for recreation centres to be sustainable in the future; their staff must be able to provide that which customers expect. For centres to have a future, staff should possess the necessary skills to meet changing demands for comprehensive service delivery (Crompton, 2009). These skills can only be obtained through training and experience (Hurd, 2004). It is the duty of supervising staff involved with personnel management to invest in their staff from the beginning of recruitment and to invest in their training opportunities and career growth (Mull, Bayless & Jamieson, 2005). It must be comprehended by supervising staff, such as regional managers, what the training needs of staff are in order for them to invest in their staff's training and development (Mull *et al.*, 2005).

Based on the importance of personnel training for the development of recreation managers that can meet the changing demands of service delivery, the aim of this article is to investigate the training needs of recreation staff working at recreation centres as perceived by the regional managers. The results of this study will firstly add knowledge to the recreation academics regarding training needs for recreation staff working at recreation centres. Secondly, the results will contribute to a better understanding regarding what training opportunities are needed by staff at recreation centres. Thirdly, the information will help with future development of training courses to assist the local government's staff working at recreation centres.

RESEARCH METHODS

Design

Due to the limited knowledge regarding the training needs of recreation managers at centres in Johannesburg, a qualitative research design was used for this study (Hemmersley & Tynon, 1998; Goslin, 2003; Hurd, 2004; Hurd & McLean, 2004; McLean, Hurd & Jensen, 2005). To help better understand training needs of recreation staff at recreation centres, as perceived by regional recreation managers, the study used a qualitative research method known as semi-structured interviews (De Vos, 2005; Veal, 2006). This qualitative research method gave the researcher an in-depth look into the perceptions of regional recreation managers regarding the training needs of their staff at recreation centres.

Participants

The City of Johannesburg has many diverse recreation centres, all unique to the city. Because of the 106 recreation centres many recreation services are delivered daily and therefore the City of Johannesburg was selected for this study. The seven regional recreation managers of the City of Johannesburg were identified for the study. From this group, an availability sample was used, consisting of five regional recreation managers (n=5) with academic achievements at different levels, who were willing to participate in the study. The multi-cultural sample group consisted of three female and two male managers. Although the sample size seems small, Marshall (1996) explained that a small sample size used for qualitative research is appropriate, provided the research questions are adequately answered. All the staff members were employed as fulltime regional managers by the City Council to oversee the recreation, sport and aquatic facilities and programs in determined regions.

Data collection materials and procedures

Permission was obtained from the Ethics Committee of the North-West University (NWU-00072-10-S1) as well as from the regional managers (see Appendix C) before initiating the study. Information gathered through a

literature overview aided in the compilation of the interview schedule (see Appendix D). The seven regional managers were contacted telephonically and electronically via email to explain the study and were asked for their participation in the study. Only five of the seven regional managers responded to the emails and voicemails. Again, the researcher personally contacted the five regional managers telephonically to confirm that they were willing to participate in the study and that they fully understood its purpose. The researcher and the individual regional managers jointly decided on a date, time and location for the interviews. Interviews were conducted by the researcher herself. After having obtained the permission of the participants to do so, one interview per manager was conducted and recorded. The interviews were individually conducted at the offices of each of the managers. This setting was best suited for the managers and the researcher and was the location where the participants felt most comfortable and where interruptions were minimal. Managers were requested to set aside 30 to 45 minutes for the interviews and they were given a free choice as to whether or not they wished to participate, and they were allowed to withdraw from the study at any stage. Permission to record the interviews were given before commencement of each interview, giving the researcher adequate time to make field notes and be more attentive during the interviews. The recordings were transcribed following the interviews (see Appendix E). Data was collected until no new information was provided by the managers; thus when the saturation point was reached (Morse, Barrett, Mayan, Olsen & Spies, 2002; Strydom & Delpont, 2005). The researcher analysed the data, and information gained from the research was dealt with anonymously and confidentially. Data originally collected from the research was not altered.

Analysis & Validity

The goal of this study was to determine the training needs of recreation staff at recreation centres as perceived by regional recreation managers. The data analysis guidelines were followed, as explained by De Vos (2005), by using eight simple steps to ensure the qualitative data analysis maintained its scientific meaning. The eight steps include planning for recording of data,

collecting the data, managing the data, reading and writing memos, generating themes, categories and patterns, coding the data, testing the emergent understanding, searching alternative explanations and writing the report. Interviews were transcribed by the researcher personally, giving her a better insight into emerging themes in the data (De Vos, 2005).

For this study to be valid, four criteria have been met, namely credibility, transferability, dependability and confirmability (De Vos, Strydom, Fouché & Delpont, 2005). Credibility refers to the manner in which the researcher has ensured that the subject was accurately described and was done by literature control. Transferability demonstrates that the findings of a certain sample group are applicable to another population presumed to be similar to the first. Transferability was enhanced by triangulating multiple data sources. Dependability refers to how the researcher attempts to stabilise the data in changing conditions and over time. Due to problematic issues regarding the stability of data over time, caution should be taken by other researchers that attempt to replicate this qualitative research study. The final criterion, confirmability, refers to the objectivity of the researcher and whether the results can be confirmed by another. The confirmability was improved by verifying the interview schedules, interview transcripts and field notes.

RESULTS AND DISCUSSION

Available literature facilitated the coding of the materials. This process resulted in the densification of two overarching categories, namely ***the necessity of training opportunities for staff at recreation centres***, and secondly ***the funding of training opportunities***. The overarching categories will be discussed by means of statements made by the participants and relevant literature to support these statements. The letters **(A-E)** will represent the different participants in the following discussion. The categories and themes will subsequently be discussed as depicted in Figure 4.1.

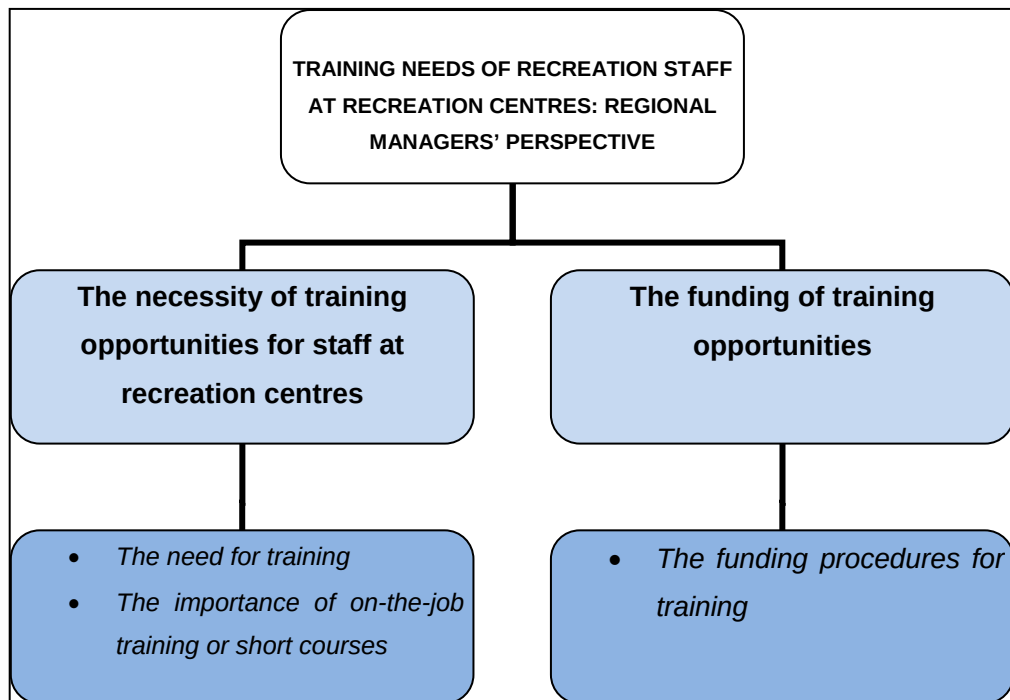


Figure 4.1 Discussion of categories and themes.

The necessity of training opportunities for staff at recreation centres

From the discussions two themes emerged regarding the necessity of training for staff at recreation centres, namely *The need for training* and *The importance of on-the-job training or short courses*. The themes will subsequently be discussed.

The need for training

It seems that efficient training and career development for the existing personnel and the up-and-coming recreation managers is of great importance to all recreation organizations, including community recreation centres (Young & Potgieter, 2004; Torkildsen, 2000). It is therefore disturbing that it is estimated by **D** that “...I am particularly sitting with a staff component where probably twenty-five percent of the people are effective.” Because of staff shortage experienced in the City of Johannesburg “...I am very short staffed, we are only working at a fifty percent capacity at the moment.” (**A**), it is upsetting that the few staff members available are not able to fully function in their jobs. It seems that education of staff is a general problem with all the

regional manager's personnel, as expressed by **B**: *"...some of our people can't even write" and C "They can't complete a report, they can't spell properly, they can't take minutes properly. So, my work is made much more difficult because that comes in, I've got to correct, I've got to edit minutes that are taken at a meeting or a report, like we ask for a holiday program and we've got to sit with that person and do it with that person. So, yes a lot, there's a large number of people who are in sport and recreation and they don't even understand what, they don't know what they are supposed to know."*

Even more upsetting is the fact that there are staff that do not understand what the term *recreation* means, as explained by **E** *"...most of the people don't know what is recreation... We don't know what is recreation, because we do not know how to draw the line between sport and recreation and aquatics."* A reason for this lack of recreation knowledge could be a lack of strategic placement of staff qualified in recreation as mentioned by **D** *"...this unfortunately is the dumping ground for the city. And they are just appointed as an officer, today they call the rec [recreation] officer and tomorrow they call them, you know, an officer. One of my staff member told me the other day, she is a finance person, she doesn't want, she doesn't like this programming... and she says: I don't like it, I wanted to do... and I asked her now why did you come and work in this direction? "Well, I got the job here". You know, so a lot of my staff is not qualified rec [recreation] officers."* Another possible reason for the lack of knowledge regarding recreation is described by **D** *"...a lot people also start off with a different degree. And people think anyone can manage a rec [recreation] centre, it seems so simple all you have to do is wait for the people and answer the phone, you know. It seems quite simple. I am sitting with a lot of staff who don't have rec [recreation]...knowledge."* This alone could cause numerous problems regarding unwanted training and unmotivated staff.

As stated by Russell and Jamieson (2008), the staff at recreation organisations determine the success and failure of programmes. It was also

explained by Weiskopf (1982) that local recreation agencies' ineffective functioning is reflected directly in their bad choices of employing incompetent and unqualified professionals. This is clearly reflected in the regional managers' statements about their staff's lack of skills and knowledge necessary for the job they were hired for. Staff at all different company levels are the most important asset to the recreation agencies (Edginton, Hudson, Dieser & Edginton, 2004). It is therefore important that skilled workers be hired for the different job positions. From the problems stated by the participants, it seems that training could be a major contributor to solving these problems. Therefore the local government and the recreation training institutions currently providing training in recreation need to evaluate these problems stated if they are to produce recreation professionals sufficiently competent to manage recreation centres and provide quality services (Beland & Kapes, 2003). Unfortunately, due to some managers' limited finances and time, it cannot be expected that all recreation personnel must have or undergo formal tertiary training in recreation to be able to work in recreation centres. In these instances short courses or on-the-job training could be more acceptable requirements.

The importance of on-the-job training or short courses

No specific training method could be traced in the literature that best suits all recreation staff (Edginton *et al.*, 2008) and it lies in the perception of the supervising staff, such as regional managers, to determine whether their staff needs training and even more important, what form of training would be best for their personnel. Even if training is available, as stated by the participants, it is not necessarily applicable to the needs regional managers perceive to be important for their staff "...here in local government they never get the correct training..." as described by **C**. Therefore, in response to questions regarding the type of training the participants think is best for their staff, one participant replied: "... I think short courses, that is accredited that as they go along, so that it's not so overwhelming... that after a while it's like, wow, if I have this and that then the other, then I have actually... earned a diploma." (**D**). The answer regarding short courses was also emphasised, namely by **E**: "Short

courses and on the job-training, yes!" The benefits of this type of training are indicated by the following remark: *"...[t]hat on a given day we are going to have a two-day workshop or even a five-day thing, where we take staff away and we just have training, hands-on training of different activities you can do."*

(D)

Training comes in different forms, according to Edginton *et al.* (2008). In-service training is the most commonly used type of training and whichever type of in-service training organisations choose to make use of, it is important that personnel must be brought up to date with new knowledge, skills and technology. In much of the international literature (Young & Myllykangas, 2006; Lamb, 2007) regarding the teaching of recreation management in a course, the concept of reality-based learning becomes more frequently mentioned. Reality-based learning is explained by Young and Myllykangas (2006) as a combination of learning by doing, with an emphasis on the transferability of skills and knowledge directly from a classroom setting to the work place which in turn enables the student to transfer the acquired abilities to the job situation. This method could enable any training provider to look at their current method of teaching and evaluate whether enough practical work is being done by students in order for them to efficiently adapt to the real-world work situation as they would in the classroom. This method of training could be highly beneficial to recreation staff in the South African setting. Unfortunately, the reality lies within the limited resources the recreation centres have available, as issues regarding fiscal and budgetary problems directly affect personnel hiring and further training of current staff (Hurd, Barcelona & Meldrum, 2008).

The funding of training opportunities

From the discussions above, the second category emerged, namely that regarding the funding of training opportunities for staff at recreation centres. This category will be discussed next.

The funding procedures for training

As previously stated, it can no longer be expected by recreation organisations that all recreation personnel must have or undergo formal tertiary training in recreation to be able to work in recreation centres. In terms of the Skills Development Act (1998) it is the duty of the local government to equip their staff with the skills needed so that they can perform at their assigned jobs. Therefore the local government must provide means of training opportunities. According to Young and Potgieter (2004), previously many government personnel received informal training in community recreation by Recreation South Africa (RECSA). Unfortunately these informal training services are no longer provided (Young & Potgieter, 2004). In the local government procedures are already in place that could help the staff if they needed funding for further training, as **B** explains: *“...usually the council pays for that course, if you register it correctly, do the paperwork through the human resources, that is the one scenario. The other scenario is when you get an invitation through our head office, that is [Deputy Director] and the other colleagues, the other deputy directors. If we get an invitation from them, it is paid for by council. If you want to go on your own for a degree or whatever, you register with council, there is a, what do they call it, there is a uhm...any way, there is a facility where they can register and then council will pay for that.”*

The question arises as to whether the recreation staff jumps at this opportunity and whether there are courses they can benefit from. Unfortunately, the training provided seems not to be fitted for the needs of the staff *“...the department pays for training, but the training is so uhm... disjointed you know, that they’ll say okay people, look... the training that is good that I found is the training for you normal uhm...house of things, your fire fighting and first aid and your evacuation warden, you know that kind of training and we try and send all the staff, in fact we always asked them: please cant we, can every, everybody need to first aid and fire fighting.”* and *“...we provide them with evacuation training and uhm... the other stuff, we sometimes your IT work, they might go and, go and learn some program but*

uhm... it's a like a one-day course or a three-day course and then the staff come back and they don't have a computer. So, they forget about it..." (C).

One of the regional managers explained how specific training helped her as a recreation officer working at a recreation centre "...So *uhm, as a rec [recreation] officer I uhm, I mean, I just, I've become an aerobics instructor, because I wanted to have aerobics at my centres so I went for the training..."*

(D). This specific type of training enables the recreation staff to not only provide certain programs at their own centres but also to teach other staff how to do these types of programs at other centres.

Training opportunity plays an important part in career development for the new and current personnel working in the recreation centres. It cannot be denied that for people who work fulltime (because they must pay for their own studies) tertiary training seems impossible (Young & Potgieter, 2004). Still, staff cannot be denied further training (Mull *et al.*, 2005). It is apparent that the budgetary problems are partially to blame for poor training opportunities in Johannesburg. Even if the local government could not develop training courses for their staff themselves, there are a few different short courses in recreation management currently being provided in South Africa (SAQA, 2010). Of the few recreation unit standards registered on the NQF, only five can be associated with recreation management. However, help could be given from academia to help develop specific training opportunities as needed by local government. Therefore future training of staff in the fields of recreation management will be the responsibility of both the local government and academia, because both rely on each other to sustain the recreation profession in South Africa.

CONCLUSION

It emerged from the study that the perspective of regional managers for training needs of staff working at recreation centres can be divided into two main categories. The first related to the necessity of training opportunities for staff at recreation centres, whereas the second focussed on who is responsible for the funding of training opportunities. The staff's need for basic

recreation training is unquestionable. The staff's lack of basic knowledge of recreation in turn will have certain implications for the organisation. Some of the major implications may be seen as program failure and poor management (Russell & Jamieson, 2008). As quoted by Mull *et al.* (2005), "...the quality of personnel directly influences the quality of program...". This statement, within the context of the findings from this study, has far-reaching implications. Firstly, programming is one of the basic recreation skills needed by recreation professionals. Therefore, in order for centres to have a future, staff should possess the necessary programming skills to meet changing demands for comprehensive service delivery, especially regarding recreation programs (Crompton, 2009). Unfortunately it may be that in the long run, due to a lack of programming skills of staff, the centres will no longer be able to remain sustainable for future service delivery. Secondly, staff's poor management skills directly affect their supervising staff. It is the duty of supervisors to focus on the overall goals of their organisation and not only on the day-to-day functions that their staff is mainly responsible for. It cannot be expected of supervising staff to do the jobs of their staff simply because they lack the necessary skills to do it themselves. This in turn has major long-term effects on the recreation centres.

The statement made concerning the staff's inability to understand the term *recreation* may in fact be caused by organisations' bad choices regarding employment or the lack of setting clear criteria for job positions. This may lead to unqualified staff getting hired without possessing the necessary skills for actually doing the job they were hired to do. Without setting clear job criteria and without thorough interviews to test the interviewee's knowledge, especially with respect to recreation-specific knowledge, there will be no guarantees that the employee will be fit for the job (Mull *et al.*, 2005). It is only with clearly stated job criteria and the employment of a recreation-skilled employee that the organisation can determine what specific training the new employee needs or will need to advance in the future. If the organisation makes more effort in creating better job criteria and conducts more effective interviews, better equipped staff can be hired, making the problem of a limited

number of staff less problematic, because the few staff the organisation has, then are all effective.

In terms of the type of training needs it cannot be denied that the answer to training for already employed personnel, saving both money and time, may be short courses. Recreation-specific short courses presented to current recreation employees working in recreation centres in Johannesburg could be an answer to the problem. By working with each specific centre's problems and training needs, as well as with each individual employee's competencies, the short courses could be designed to specifically help better equip the staff member and help evaluate where further training is needed.

Although the findings of this study provide an interesting perspective on the training of recreation professionals, certain limitations should be highlighted. Firstly, only regional managers in Johannesburg were used for this study; therefore the results cannot necessarily be generalized to all recreation management professionals. It is possible that other cities have better policies in place. Secondly, because the study focussed on the training needs of recreation managers as perceived by the regional managers, it is possible that certain training needs, as experienced by the recreation managers themselves, were not identified in the study. However, due to the lack of research done in the field of recreation management, seen from a South African perspective, the current findings will help in reducing the difficulties associated with the development of short courses, as identified by Goslin (2003). By conceptualizing the study as the beginning of a broad area of research, within the field of recreation centre management, the authors suggests that further research be done concerning the problems raised in this study including interviews with not only regional managers but also rec. managers.

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Chapter 5

Summary, conclusions and recommendations

5.1 SUMMARY

5.2 CONCLUSIONS

5.3 RECOMMENDATIONS

5.3.1. Implications for further studies

5.3.2. Limitations

5.4 REFERENCES

Recreation



Centres

5.1 SUMMARY

For the purpose of this study the management competencies applied by recreation managers for effective management of local community recreation centres were investigated. In addition, this study compared the gaps between the recreation managers' skills and the requirements for successfully providing the public with quality recreation opportunities in community recreation centres. Chapter 1 gave a brief discussion of the problem statement, which assisted in configuring the research question and hypotheses of the study.

In Chapter 2, a comprehensive literature study was conducted to help present background information on the history of recreation management in Johannesburg from the appointment of the Health Council on the second of May 1902, until the first recreation centres started to emerge throughout the City of Johannesburg. In this mentioned chapter the appointment of the first recreation manager at a recreation centre in Johannesburg was explained, including when the first recreation assistant was sent to Brittan to learn organisational and administrative skills from local municipal recreation departments and how to apply it to the South African context. This helped to serve as background knowledge of the development era of recreation management, especially in the recreation centres in Johannesburg. The different concepts regarding recreation management were discussed with the focus on the difference between traditional and recreation-specific management (see Chapter 2). Such differences include responsibilities that are specific to recreation management such as facility, program and human resource management (Kraus & Curtis, 1990:6). The management structure of unicity's department of Sport and Recreation in the City of Johannesburg was provided to show exactly where the recreation managers are positioned in the structure and who is responsible for the different staff members. One of the most important aspects discussed in the chapter is the need for establishing the competencies in regard to future training of recreation managers and the future changes these managers will face. Hidlebaugh

(1999:4) states that recreation managers must be at the forefront of change and have to anticipate change in the communities, and must be proactive and flexible even if it means that the managers have to undergo further training. Therefore the chapter also provided information on training opportunities presently provided in South Africa in the field of recreation management, exploring the different kinds of training at universities and universities of technology (previously known as technikons). However, a few different short courses in recreation management are currently being presented in South Africa (SAQA, 2010). Of the few recreation unit standards registered on the NQF only five can be associated with recreation management. Lastly, future training opportunity ideas were discussed, explaining how short courses could benefit the staff members working at community recreation centres with the help of both the academic institutions and industries in the field of recreation.

This dissertation was submitted in article format, as approved by the Senate of the North-West University; therefore two articles (Chapters 3 and 4) were included.

5.2 CONCLUSIONS

According to Kraus and Curtis' (1990:6) research on recreation management, in addition to the universal resources that need to be managed in all kinds of organisations, the recreation manager has certain specific areas of job responsibilities such as personnel management, program planning and implementation and facility development and maintenance. Pfister and Tierney (2009:137) state that the responsibilities listed above form part of the duties and responsibilities of a manager and can be transformed into an area of resources that needs to be managed inside a recreation organisation.

The above-stated responsibilities are in line with what is indicated in the first article titled ***“Tasks and limitations experienced by regional managers in Johannesburg”***, which points out that the daily tasks of facility, program and human resource management is seen as responsibilities essential to regional

managers. Given the problems stated by the regional managers relating to these tasks, it is unfortunate that the majority are due to unskilled staff that need to be supervised on a daily basis. As stated in the literature (Weiskopf, 1982:175), the lack of skilled personnel has an impact far beyond facility, programme and human resource management. From the results of Article 1, three major problems emerged. Firstly, in line with Hurd *et al.* (2008:141), it is the duty of regional managers, who are supervisors, to also focus on the strategic planning of their organisation and not only on the day-to-day functions. Therefore, because of a lack of strategic planning by the regional managers, the centres will no longer be able to remain sustainable for future service delivery. Secondly, it seems that the management philosophy of recreation centres in Johannesburg is forced to resort to the out-dated traditional approach of managers supervising their staff to ensure that their tasks are completed (Mull *et al.*, 2005:32). This may lead to problematic issues in the future when the supervising staff can no longer adapt to future trends in management philosophies. Thirdly, it is important to understand that in order for recreation centres to be sustainable in the future, staff must be able to provide that which customers expect. For centres to have a future, staff should possess the necessary skills to meet changing demands for comprehensive service delivery (Crompton, 2009:88). Therefore, from these findings, the following hypothesis, as stated in Chapter 1, is accepted in full:

- Hypothesis 1: Recreation managers need specific recreation-specialised management competencies to complete their duty as recreation managers in community centres.

As explained by Weiskopf (1982:175), the ineffective functioning of centres is reflected directly in the employment of incompetent and unqualified personnel. This may lead to a disadvantage for the recreation managers, such as regional managers, who must work with and supervise these unqualified personnel daily. Therefore the importance and benefits of providing training opportunities for these unqualified personnel currently working in recreation centres must be realised by the local government (Young & Potgieter,

2004:96). The local government has the obligation to provide or facilitate skills development training opportunities so that their personnel can perform the day-to-day tasks their jobs imply (Semenya, 2008:66).

From the second article titled “***Training needs of recreation staff at recreation centres: Regional managers’ perspective***”, it is evident that, as previously stated by Weiskopf (1982:175), the impact unskilled personnel has on the responsibility and functioning of their supervising goes far beyond facility, programme and human resource management. From the results of Article 2, two main problems were indicated by the regional managers. The first problem indicated is their staff’s lack of basic knowledge of recreation. This in turn will have certain implications for the organisation. Some of the major implications may be seen as program failure and poor management (Russell & Jamieson, 2008:164). Other problems that were also mentioned were the staff’s inability to understand the term *recreation*. This may in fact be caused by the organisations’ bad choices regarding employment or the lack of setting clear criteria for job positions (Mull *et al.*, 2005:227). Therefore it is only by clearly stating job criteria and employing a recreation-skilled employee that the organisation can determine what specific training the new employee needs or will need to advance in the future. In terms of the type of training needs it cannot be denied that the answer to training for already employed personnel, saving both money and time, may be short courses (Hurd *et al.*, 2008:254; Russell & Jamieson, 2008:27). By working with each specific centre’s problems and training needs, as well as with each individual employee’s competencies, the short courses could be designed to specifically help better equip each staff member and help evaluate where further training is needed. Therefore, as concluded from the findings, the final hypothesis, as stated in Chapter 1, is accepted in full:

- Hypothesis 2: Gaps exist between the required and determined competencies of the recreation manager to manage a community recreation centre.

5.3 RECOMMENDATIONS

5.3.1 Implications for further studies

The results from this study emphasise the importance of further research regarding the competencies and training needs of recreation managers in Johannesburg, as there clearly is a shortage of literature on this research theme (Goslin, 2003:40). Future studies should not be limited to the regional managers, but also include managers at the other management levels.

The study also gives rise to questions regarding the gaps that exist between the required and determined competencies of the recreation manager at recreation centres. Although the findings indicate that there is a major need for personnel training, research regarding specific training courses and context is wanting. It is recommended that future research should focus on:

- The development of recreation management training to overcome gaps perceived by managers at community recreation centres in Johannesburg.
- The effect of changes in communities on recreation centres and how to understand, identify, promote and responding to change to stay sustainable.

5.3.2 Limitations

The limitations experienced during this study were the following:

- A small number of subjects were included for the study; therefore the findings cannot necessarily be generalized. Although the sample size seems small, Marshall (1996:523) explained that a small sample size used for qualitative research is appropriate if the research questions are adequately answered. Therefore it is suggested that future research make use of quantitative studies to determine what competencies recreation managers in different management levels use in their daily jobs. Triangulation using questionnaires, literature and the results from

interviews may determine a broader insight into the management competencies used daily by recreation managers.

- Only regional managers in Johannesburg were used for this study; therefore the results cannot necessarily be generalized to all recreation management professionals at different recreation institutions.

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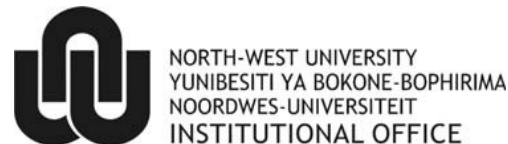
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APPENDIX A

General Academic Rules



A.7 Masters' degrees

A.7.1 Admission to the University

Prospective postgraduate students must apply for admission to the University in accordance with the procedures in the *Manual for Postgraduate Studies* and in line with the faculty-specific admission requirements.

To qualify for admission to a masters' programme, a student must be in possession of an honours degree in an appropriate field or its equivalent as approved by the Senate, as well as comply with any other requirements prescribed in the rules of the faculty offering the masters' degree. In certain fields a student with a four-year undergraduate degree may be considered for admission to a masters' programme as prescribed by the relevant faculty rules.

A.7.2 Structure of the qualification

A.7.2.1 For a masters' degree a minimum of 180 credits is required, of which at least 96 credits must be at level 8.

A.7.2.2 Unless decided otherwise by the research director or entity leader in consultation with the school director, a student for a masters' degree must follow an approved curriculum offered within the appropriate research entity/faculty, or as otherwise offered by the university. In the case of a study undertaken outside a research entity, an appropriate faculty approval structure should be used to approve the study.

A.7.2.3 In the case of a curriculum requiring examination papers as well as a minidissertation, the latter, must, unless provided otherwise in the faculty rules, entail at least 30, but not more than 64 credits. In such a curriculum the minidissertation must in every case represent at least 25% of the total number of credits.

A.7.2.4 In the case of a curriculum requiring examination papers as well as a dissertation, unless a different prescription is contained in the faculty rules for such a curriculum, the dissertation must comprise at least 50% of the total number of credit points.

A.7.2.5 In a case where a student is allowed to submit a dissertation or minidissertation in the form of (a) published research article(s) or unpublished manuscript(s) in article format, or a research report or a concert series or an exhibition, or a composition portfolio, the dissertation or mini-dissertation must be so structured that it will still in all respects comply with the requirements for such a document.

APPENDIX B

Authors Guidelines

The African Journal for Physical, Health Education, Recreation and Dance (AJPHERD) is a peer-reviewed journal established to:

- i) provide a forum for physical educators, health educators, specialists in human movement studies and dance, as well as other sport-related professionals in Africa, the opportunity to report their research findings based on African settings and experiences, and also to exchange ideas among themselves.
- ii) afford the professionals and other interested individuals in these disciplines the opportunity to learn more about the practice of the disciplines in different parts of the continent.
- iii) create an awareness in the rest of the world about the professional practice in the disciplines in Africa.

GENERAL POLICY

AJPHERD publishes research papers that contribute to knowledge and practice, and also develops theory either as new information, reviews, confirmation of previous findings, application of new teaching/coaching techniques and research notes. Letters to the editor relating to the materials previously published in AJPHERD could be submitted within 3 months after publication of the article in question. Such letter will be referred to the corresponding author and both the letter and response will be published concurrently in a subsequent issue of the journal.

Manuscripts are considered for publication in AJPHERD based on the understanding that they have not been published or submitted for publication in any other journal. In submitting papers for publication, corresponding authors should make such declarations. Where part of a paper has been published or presented at congresses, seminars or symposia, reference to that publication should be made in the acknowledgement section of the manuscript.

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SUBMISSION OF MANUSCRIPT

Three copies of original manuscript and all correspondence should be addressed to the Editor-In-Chief:

Professor L. O. Amusa Tel: +27 15 9628076

Centre for Biokinetics, Recreation Fax: +27 15 9628076/9628035

and Sport Science, University of Venda for E-mail: amusalbw@yahoo.com

Science and Technology, P. Bag X5050,

Thohoyandou 0950

Republic of South Africa

Articles can also be submitted electronically, i.e. via e-mail attachment. However, the corresponding author should ensure that such articles are virus free. AJPHERD reviewing process normally takes 4-6 weeks and authors will be advised about the decision on submitted manuscripts within 60 days. In order to ensure anonymity during the reviewing process authors are requested to avoid self-referencing or keep it to the barest minimum.

PREPARATION OF MANUSCRIPT

Manuscripts should be type written in fluent English (using 12-point Times New Roman font and 1½ line-spacing) on one side of white A4-sized paper justified fully with 3cm margin on all sides. *Guidelines for Authors* 317

In preparing manuscripts, MS-Word, Office 98 or Office 2000 for Windows should be used. Length of manuscripts should not normally exceed 12 printed pages (including tables, figures, references, etc.). For articles exceeding 10 typed pages US\$ 10.0 is charged per every extra page. Longer manuscripts may be accepted for publication as supplements or special research reviews. Authors will be requested to pay a publication charge of US\$ 350.0 to defray the very high cost of publication. The pages of manuscripts must be numbered sequentially beginning with the title page. The presentation format should be consistent with the guidelines in the publication format of the American Psychological Association (APA) (4th edition).

Title page:

The title page of the manuscript should contain the following information:

Concise and informative title.

Author(s') name(s) with first and middle initials. Authors' highest qualifications and main area of research specialisation should be provided.

Author(s') institutional addresses, including telephone and fax numbers.

Corresponding author's contact details, including e-mail address.

A short running title of not more than 6 words.

Abstract

An abstract of 200-250 words is required with up to a maximum of 5 words provided below the abstract. Abstract must be typed on a separate page using single line spacing, with the purpose of the study, methods, major results and conclusions concisely presented. Abbreviations should either be defined or excluded.

Text

Text should carry the following designated headings: Introduction, materials and methods, results, discussion, acknowledgement, references and appendices (if appropriate).

Introduction

The introduction should start on a new page and in addition to comprehensively giving the background of the study should clearly state the problem and purpose of the study. Authors should cite relevant references to support the basis of the study. A concise but informative and critical literature review is required.

Materials and Methods

This section should provide sufficient and relevant information regarding study participants, instrumentation, research design, validity and reliability estimates, data collection procedures, statistical methods and data analysis techniques used. Qualitative research techniques are also acceptable.

Results

Findings should be presented precisely and clearly. Tables and figures must be presented separately or at the end of the manuscript and their appropriate locations in the text indicated. The results section should not contain materials that are appropriate for presentation under the discussion section. Formulas, units and quantities should be expressed in the *systeme 318 Guidelines for Authors*

internationale (SI) units. Colour printing of figures and tables is expensive and could be done upon request authors' expense.

Discussion

The discussion section should reflect only important aspects of the study and its major conclusions. Information presented in the results section should not be repeated under the discussion. Relevant references should be cited in order to justify the findings of the study. Overall, the discussion should be critical and tactfully written.

References

The American Psychological Association (APA) format should be used for referencing. Only references cited in the text should be alphabetically listed in the reference section at the end of the article. References should not be numbered either in the text or in the reference list.

Authors are advised to consider the following examples in referencing:

Examples of citations in body of the text:-

For one or two authors; Kruger (2003) and Travill and Lloyd (1998). These references should be cited as follows when indicated at the end of a statement: (Kruger, 2003); (Travill & Lloyd, 1998).

For three or more authors cited for the first time in the text; Monyeki, Brits, Mantsena and Toriola (2002) or when cited at the end of a statement as in the preceding example; (Monyeki, Brits, Mantsena & Toriola, 2002). For subsequent citations of the same reference it suffices to cite this particular reference as: Monyeki et al. (2002).

Multiple references when cited in the body of the text should be listed chronologically in ascending order, i.e. starting with the oldest reference. These should be separated with semi colons. For example, (Tom, 1982; McDaniels & Jooste, 1990; van Heerden, 2001; de Ridder et al., 2003).

Reference List

In compiling the reference list at the end of the text the following examples for journal references, chapter from a book, book publication and electronic citations should be considered:

Examples of journal references:

Journal references should include the surname and initials of the author(s), year of publication, title of paper, name of the journal in which the paper has been published, volume and number of journal issue and page numbers.

For one author: McDonald, A.K. (1999). Youth sports in Africa: A review of programmes in selected countries. *International Journal of Youth Sports*, 1(4), 102-117.

For two authors: Johnson, A.G. & O'Kefee, L.M. (2003). Analysis of performance factors in provincial table tennis players. *Journal of Sport Performance*, 2(3), 12-31.

For multiple authors: Kemper, G.A., McPherson, A.B., Toledo, I. & Abdullah, I.I. (1996). Kinematic analysis of forehand smash in badminton. *Science of Racket Sports*, 24(2), 99-112.

Examples of book references: *Guidelines for Authors* 319

Book references should specify the surname and initials of the author(s), year of publication of the book, title, edition, page numbers written in brackets, city where book was published and name of publishers. Chapter references should include the name(s) of the editor(s) and other specific information provided in the third example below:

For authored references: Amusa, L.O. & Toriola, A.L. (2003). *Foundations of Sport Science* (1st ed.) (pp. 39-45). Mokopane, South Africa: Dynasty Printers.

For edited references: Amusa, L.O. and Toriola, A.L. (Eds.) (2003). *Contemporary Issues in Physical Education and Sports* (2nd ed.) (pp. 20-24). Mokopane, South Africa: Dynasty Printers.

For chapter references in a book: Adams, L.L. & Neveling, I.A. (2004). Body fat characteristics of sumo wrestlers. In J.K. Manny and F.O. Boyd (Eds.), *Advances in Kinanthropometry* (pp. 21-29). Johannesburg, South Africa: The Publishers Company Ltd.

Example of electronic references:

Electronic sources should be easily accessible. Details of Internet website links should also be provided fully. Consider the following example:

Wilson, G.A. (1997). Does sport sponsorship have a direct effect on product sales? *The Cyber-Journal of Sport Marketing (online)*, October, 1(4), at <http://www.cad.gu.au/cjsm/wilson.html>. February 1997.

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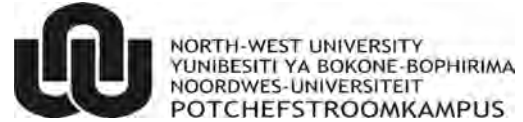
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APPENDIX C



School for Biokinetics, Recreation and Sport Science

Tel: (018) 299-2038

Fax: (018) 299-1808

Email: 20137753@nwu.ac.za

Dear Area Manager

PERMISSION TO CONDUCT STUDY

Thank you for speaking with me about the Study of the Competencies of recreation managers at recreation centers in Johannesburg. I am seeking your help to conduct this study with selecting recreation managers at recreation centers in your region. I also would like you to complete a questionnaire and have a one-on-one interview with me.

The Study of the Recreation Managers is to determine the competencies that recreation managers need to fulfill their duty as program managers in community centers and to identify the gaps that exist between the recreation manager's qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centers.

If you agree, I will work with you to identify recreation managers at recreation centers in your region, two managers whom I may have a quick interview with and other managers who may complete the questionnaire. If you decide that both you and the recreation managers in your region may participate, I will need a letter of permission. The letters can be sent to me at: 20137753@nwu.ac.za or faxed at (018) 299-1808. I will need your letter by 28/05/2010. Please contact me if you have any questions.

Thank you for your interest in this important study. I believe that it will benefit the field of recreation management in our country. Together, we can learn more about how recreation managers can more effectively deliver the communities with quality recreation opportunities at centers. I will look forward to hearing from you concerning this request.

Yours sincerely

Natasha Peters

APPENDIX D

Interviewer: Natasha Peters

Interviewee:

INTERVIEW SCHEDULE

➤ AIMS OF THE STUDY

The aim of this study is to determine the competencies that recreation managers need to fulfill their duty as program managers in community centers and to identify the gaps that exist between the recreation manager's qualifications and the requirements for successfully providing the public with quality recreation opportunities in community centers.

➤ INTRODUCTION

- Researcher and Interviewer
- Permission to record interview

➤ INTERVIEW QUESTIONS

1. Can you please tell me, how the management structure of Johannesburg's department of sport and recreation looks like and where your job fits it.

1.1 What does your job entails?

1.2 What management competencies, do you think, you use every day?

1.3 Regarding management competencies, what do you feel is the biggest problem you are faced with?

>In your own job?

>In the centers you manage/supervise?

1.4 What do you think about the statement that: recreation managers should have knowledge about recreation in order to be a recreation manager or manage recreation centers?

1.5 Research has show that the most common problem we are faced with today in recreation centers are under qualified personnel, what is your opinion about this statement?

1.6 Could you explain to me how the management of the recreation centers in your area work?

>How does the score cards-system work?

2. Do you have any formal training in recreation management?

>If you do, did it prepare you for your job?

>If you don't, what training do you have and did it prepare you for your job??

2.1 Would you wish to have further training in recreation management?

2.2 Do you know about any recreation management training opportunities in South Africa?

2.3 In regard to further training of recreation managers, who would pay for your further training?

2.4 If you should choose: what sort of training do you think would be most effective for recreation managers?

>In terms of: degrees, diplomas, on the job training or short courses.

➤ SUMMARY

APPENDIX E

Transcribe Interview with staff.

A list of codes will be used in order to protect the identity of the participants as required by the Ethical Committee of the North-West University.

Transcribe Interview with staff [E]:

<u>WHO</u>	<u>WORDS</u>
Interviewer (I)	Uhm. I just have a few questions. Is there may be a chance you could explain to me how the structure of the department, Johannesburg's department of sport and recreation looks like and where your job fits in?
Respondent (R)	Oh, it is a long hierarchy. Okay, it starts with. I am going to talk about the, our department not whole city...
I	Yes...
R	It is the ED [Executive Director] at the top, executive director at the top for sport, recreation and aquatics, then our director, I don't know whether you what me to mention their names or just the hierarchy?
I	Yes, just the hierarchy.
R	Okay, then the director.
I	Who, who is the director at this moment?
R	It is (a), (a)...
I	(a)?
R	Yes, the director, then the DD [Deputy Director], you know comes in, deputy directors and then okay, we used to have regional managers, but they faded that out I don't know okay, I don't know the reason but they faded that out, so it's the DD [Deputy Director], deputy directors, then the area managers, it used to be the

	regional managers then the area managers, that's where I come in as a area manager for recreation and then okay, we have the rec [recreation] officers below us. Rec [recreation] officer, no before rec [recreation] officer we got the ops [operations] managers, operation managers, below us. Then we do have the recreation officers, the facility managers, and the okay, the caretakers, the general workers...
I	General workers?
R	Yes.
I	And you are one of the area managers?
R	Yes, I am one of the area managers.
I	Of region (b) ?
R	Of region (b) , recreation.
I	Can you tell me, explain to me what you have to do every day?
R	Uhm. I am doing admin.
I	Lots of admin?
R	Lots and lots of admin. And I do the inspection of the facilities, I go the facilities to check if the programs are in place, to check the welfare of the staff, to, to write the important minutes, the reports and all that things, the score-cards and you know. But mainly to check if the programs are running in our facilities, because most of the times the people don't even know what the rec [recreation], the rec [recreation] facilities are there for. The rec [recreation] facilities are there for the programs not for the bookings only. But in the past, we used to think that the rec [recreation] facilities are just for the weddings, you know, the parties and, but only to find that: that is not the case. We have to run community programs, the ongoing programs, not even a ones-off program, daily programs, after- school programs, school holiday programs, and a whole lot of, you know, programs, that you know, deals with the developmental, of holistically, holistic developmental, you know, of our , our children, that, that's basically what we do. We take our children from our streets we say: come, we do have programs to develop you, programs to, you know, to sharpen your, whatever skill you have, programs to, you know, to keep you away from away from the bad elements like: drugs, like, you know, being involved in, in alcohol, or

	being involved in early sex, you know, sex whatever. You know, we, we, deal with a child in totality.
I	Yes.
R	Educationally, mentality, physically, you know all this.
I	And from a small age as well?
R	From a small age.
I	Yes.
R	Because in the past we used to have, what you'd call a...uhm... Butt Huts.
I	Oh yes, I have heard about this.
R	In region (c) we still have Butt Huts, but we don't have Butt Huts in (b) . And those Butt Huts, we produced you know, leaders today out of the Butt Huts, because we used to have crèches in the Butt Huts, the after crèches we'd have after-school programs for those that are attending school. And then we produced leaders, leaders, Botsho Bosomos, they come from; you know our hands, our hand at the Butt Huts. We didn't have hall like now, recreational facilities like now, then we used to do outreach programs for those areas that don't have, but, don't have facilities, but even now we are doing it, but that one it was more, more intense because we'd didn't have facilities.
I	<i>Ja</i> [Yes in Afrikaans]
R	So basically it's all about child development, child development, child development.
I	And uhm... The, the centres play such an enormous part in the community and what do you think is the biggest problem in your own job and in the centres today?
R	Uhm. In my own job, okay. In, irrespective of, okay, the lack of equipments, but we are striving really, we are striving to do what we can with the little that we have. Because we do have budget constraints, but we don't say because we don't have a budget to do one, two, and three or to do programs, we are sitting down. No, we are doing it irrespective of those difficulties we are doing the programs, we are running, we are doing the events, we are keeping our children, you know, you know alive. We are keeping our children, you know, busy. That is our challenges: budget, budget, it's the, it's the main, you know, the constraint. But we are not saying we are going

	not doing, we are doing something about the child, even if it is like that. And then the, when it comes to facilities, accessibility, in most cases you will find that, okay. Here in (d) , how many facilities do we have? It's this one, then (e) and then uhm... (f) , four... we only have three recreation, you know, centres for the whole park. So, children from uhm...
I	Because there are different extensions, because I found on the GPS, there is almost ten extensions of (d) .
R	Yes. Children from (g) , they don't have the facilities, so what we should do, we should reach out to that children and one other challenge you find, okay, transport.
I	Yes.
R	But we do, we do reach out, you know, at them even if, okay, we've got transport constraints, we don't say there is nothing we can do, we have to, and we have to.
I	And any problems you think regarding the facilities, the managers at the facilities?
R	Skills uhm. Its' the round pegs in the square pegs. We don't have well trained, you know, facility managers really. We don't have them; most of our facilities are managed by general workers, because of staff shortages.
I	Yes.
R	We have to use general workers, who are not trained, you know, to run programs, who are not trained to write reports, we write reports for them, you know, cause he will bring you know, brings, okay, something, he will just scribble something but we have to construct it into a well, you know...
I	Formulated report.
R	<i>Ja, ja</i> [Yes, yes in Afrikaans]. So, our challenges are they don't have adequate skills that are our challenges. And then most of the time, they will think their duty is to do bookings only, but now, but it has becoming... we are inculcating, you know, this thing of you are not there for...
I	Admin?
R	For admin only, you have to run the programs, but we are getting, but it is difficult because they are general workers, sometimes in a facility it is there is a general worker alone, who runs the programs, who run the... he must see to, to the place is

	clean, who must see that the bookings are done. So, it's a whole lot of stuff, challenges that we are faced with. Then even okay, the office equipment, basic office equipment they don't have, they don't have basic office equipment. This is way I am saying, we are forced to write reports for them, they write you know, and then we, we should compile those reports, we, they don't have basic, even the telephones, they don't have telephones. So, they are using their own cell phones.
I	And the bills, what about the bills? Do they have to pay out of their own salary?
R	No, no, no, they are not subsidised, so in most cases. If I have a landline like this, I'll use it to call my staff in their cell phones and then what, what is going to become of the bill ...
I	Yes.
R	...at the end of the month? The bill will be this size, and I will be asked questions: why is your bill this size is so, so huge? Forgetting that my staff doesn't have landlines and they are using their own telephone, cell phones.
I	Cause I have read somewhere that in the literature that they say that in, uhm. For a recreation manager to effectively manage a centre they have to have knowledge about recreation. Do you think this is true?
R	Ja, it is true. It is true, because really, without knowledge you, how are you going to implement, you know, the programs, how are you going to run the programs effectively and efficiently if you don't have knowledge of what recreation all entails. It is difficult, sometimes but no, I will tell you out of ...
I	Okay, I just want to ask you a few uhm, questions. Uhm. Regarding your, your training, do you have any formal training in recreation?
R	No, I don't have any formal training in recreation. We use to have in the past, I don't know happened, okay. We, at RAU [University of the Witwatersrand], we used to have uhm... courses on recreation, it is not even recreation it's sport management, not even recreation per say, so it will be just a small element of recreation but we were doing sport admin, but no recreation, no, no, no, not in recreation. Not in recreation.
I	And if you would have, in your personal opinion if there was an opportunity for uhm, your centre managers to have training, do you think the most effective training would be degree training, diploma training, short courses or on the job-training?

R	I think short courses and on the job training, because I, I don't think it would be, not for longer than...
I	Yes.
R	Short courses and on the job-training, yes!
I	Uhm. I've, we got a few interviews and every other area manager or recreation officer said that they had a degree in something else, some have a degree in drama, and then they... my question is: do you think an extra skill like arts and crafts, and arts and culture would affect the recreation officer to give that skill to the community, do you think it is beneficial that they have other skills as well?
R	<i>Ja</i> [Yes in Afrikaans], it is, it is, <i>ja</i> [Yes in Afrikaans]. It is, it is. Most of, most of the people don't know what is recreation.
I	Yes.
R	Really, we don't know, don't let me. We don't know what is recreation, because we do not know how to draw the line between sport and recreation and aquatics.
I	Yes, because there aren't barriers put in to place, to explain exactly this is the definition of this one, the definition of this one... Okay, thank you very much, that is all of my questions.