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# Youth Leadership Development and Sport

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College of Technology

## Youth Leadership Development and Sport

In partial fulfillment of the requirements for the  
Degree of Master of Science in Technology

A Directed Project  
By

Jodi C Howell

April 12, 2010

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Approval Signature

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Date

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## **Executive Summary**

The youth of today need to develop leadership skills in order to enjoy greater success in their lives. Therefore, it is important there be programs that can help them cultivate their skills. By investigating successful programs and other relevant literature, I have conducted a feasibility study for a youth leadership development facility. The purpose of this facility is to help youth gain the important life and leadership skills that will enable them to be successful in the future.

## **Introduction**

From a very early age I knew I wanted to make sports my career. In particular I have always been attracted to competitive team sports. It did not seem to matter to me the context in which they were offered either, by way of recess time, physical education classes, youth leagues, or backyard games. Not only did the activities engage my strategic curiosity, but I was also able to learn valuable lessons and skills I have found useful and beneficial in later stages of my life. Through my experiences in sports over the years, the personal developmental growth and maturity experienced through my sporting activities has developed a passion for me to go further with sports as a career. Due to my association and enjoyment in such activities during my life, I feel a program designed to promote leadership development in youth is a worthwhile business career endeavor.

## **Statement of the Problem**

Today's youth need to develop leadership skills for success in life. Through their adolescent and teenage years, our youth are experiencing "problem behaviors, relationship instability, and feelings of inadequacy" (Rhodes, 2002, p. 20). Mentoring

and developmental programs could help improve upon some of these issues. This presents an entrepreneurial opportunity that can also benefit the youth participants. Therefore, a couple of questions become central. Based on the demographics for the greater Myrtle Beach, South Carolina region, is a training facility which focuses on sport specific skills and leadership development of local youth feasible? What kind of content and programming would be used in such a facility? The content and programming include an example of the daily routine and activities utilized in the facility, both on and off the court, as well as the structural design of the actual program in which the youth will be participating.

### **Significance of the Problem**

The need for positive development of our youth is critical. Based on literature review, there are specialized programs around the United States that have already recognized this need. These programs are claiming to help youth develop positive attributes using sporting activities. These programs, known as positive youth development programs (PYD), look as if they may enhance leadership and life skills of their participants. It is important to identify a correlation between sports and leadership because the numbers of youth involved in sport programs is significant. By further investigating these programs, we will be able to better adapt and utilize these specific portions of the programs that are effective to enable our participants to become more equipped to handle life situations.

### **Statement of Purpose**

By investigating the perceived effects of such programs, we can identify the significant connections between specific lessons and transferred leadership abilities of

positive leadership development. Therefore, I am interested in taking some of the most effective program activities and molding them into a plan to develop in my own facility to enhance youth development of leadership through basketball and athletic maturity. The end product of this research conducted includes a feasibility study, which consists of a regional marketing assessment and financial feasibility segment. Throughout this process I have also developed and amended a specified program curriculum for my own positive youth development program.

### **Definitions**

Attributes - “Characteristics or qualities or properties. Attributes of the leader fall into three categories: mental, physical, and emotional” (Clark, 2007, p.3)

Building - “An activity focused on sustaining and renewing the organization. It involves actions that indicate commitment to the achievement of group or organizational goals: timely and effective discharge of operational and organizational duties and obligations; working effectively with others; compliance with and active support of organizational goals, rules, and policies” (Clark, 2007, p.7)

Character - “The sum total of an individual's personality traits and the link between a person's values and her behavior” (Clark, 2007, p.10)

Empowerment - “A condition whereby employees have the authority to make decisions and take action in their work areas, jobs, or tasks without prior approval. It allows the employees the responsibility normally associated with staffs. Examples are scheduling, quality, or purchasing decisions” (Clark, 2007, p.28). In this project, employees would refer to participants.

Feedback - “The flow of information back to the learner so that actual performance can be compared with planned performance” (Clark, 2007, p.35)

Influencing - “The key feature of leadership, performed through communicating, decision making, and motivating” (Clark, 2007, p.43)

Leadership - There are many different definitions of leadership. For this study, the definition of leadership is “the process of influencing people while operating to meet organizational requirements and improving the organization through change” (Clark, 2007, p.48). Where the organization would refer to the team or program.

Positive Youth Development (PYD) - “The engagement in pro social behaviors and avoidance of health compromising behaviors and future jeopardizing behaviors” (Holt, 2008, p. 2)

Skills (Competencies) - “Those abilities that people develop and use with people, with ideas, and with things, hence, the division of interpersonal, cognitive, and technical skills” (Clark, 2007, p.2)

Sport program - An organized activity in which participants are involved in a sport activity of some kind

Youth - “Period of transition between childhood and adulthood” (Holt, 2008, p. 1). In this project, grades 5 through 12.

### **Assumptions**

The assumptions associated with this project included, the area being researched has a similar appeal as facilities in other areas of the country, states, and the globe.

Another assumption is that there is a direct correlation between sports programs and

leadership. There is a continual and increasing interest in youth leadership development programs. Also, the businesses and people that I need information from were cooperative and honest in their answers.

### **Delimitations**

Some of the delimitations associated with this project were that the main focus of this facility is basketball skills development, along with the development of leadership skills. In the programs' introductory years, sports specific skills associated with other sports, such as those desired in baseball, softball, soccer, football, volleyball, etc., are not involved. This facility and its programs are for participants in grades K-12. The effectiveness of the methods used in this program to promote leadership will not be assessed in the research of this project.

### **Limitations**

The limitations associated with this project include a feasibility study, which consists of a market analysis and financial feasibility segment. This project also includes the formation of the content for a youth leadership development program. Included in the program's design are the program goals, examples of activities for on and off the basketball court activities, schedules, and projected fees.

### **Literature Review**

In the article *Intermediaries supporting sports-based youth development programs*, the technical side of the leadership programs is presented (Wicks, Beedy, and Spangler, 2007). The three programs; *Team-Up for Youth*, *Sports PLUS Global*, and *National Recreation and Park Association*, provide strategies for developing programs to enhance leadership and personal growth in youth. While each of these programs offers a



different approach to building and operating youth development programs, they all recognize the use of sports as a powerful tool for translating leadership skills to the youth. The information offered in this article provided the knowledge of the building blocks for designing a sport based youth program.

Daniel Perkins and Gil Noam (2007) investigated the findings from a summit meeting of social entrepreneurs interested in sport based youth development programs away from the school setting, in *Characteristics of sports-based youth development programs*. The fundamental features of the positive developmental settings and their importance are defined and explained. The information presented in this article helps tie together similarities from various sport based development programs. The article acknowledges why certain aspects of sports programs are important and why they are needed.

Berlin, Dworkin, Eames, Menconi, and Perkins (2007) acknowledge four successful development programs in the article *Examples of sports-based youth development programs*. Each of these programs offers distinctly different designs and content; however, the focus of each of these programs was common in wanting the youth to realize their potential and gain skills that will help them throughout their lives. Each of the programs outlined their goals, design, evaluation methods, and described how they sustain themselves. This article presented information so that the best of each program could be taken and molded it into a new sport based youth development program. The variety of drills and exercises that are used off the court to expand leadership and life skills were most helpful when considering a new program.

The article *Sports-based youth development: A global perspective*, by Jeff Beedy (2007), provides a look at sports and youth development, the opportunities available for development programs, and the ability of sports to break down barriers. Beedy (2007) discusses the potential for these programs based on the number of youth already involved in sports. The emphasis placed on the ability of sport youth development programs to transform and develop the lives of children is an aim of the proposed study.

Hellison, Martinek, and Walsh (2008) discuss the importance of the adult to child relationship, a holistic development program, and guidelines to attaining both in the article *Sport and responsible leadership among youth*. They also communicate ways to prepare our youth to become leaders, as well as how to evaluate their growth as leaders. The ideas and strategies offered in this article engaged thought process regarding the design and structure of different youth development programs.

Also from the book, *Positive youth development through sport*, is the article, *Future directions for positive youth development and sport research*. Here, Holt and Jones (2008), examine the differences between everyday sport programs and development programs with stated goals. They addressed positive and negative takeaways of sport programs. This article helped clearly define the differences between everyday sport programs and the sport development programs.

Petipas, Cornelius, and Van Raalte (2008) focus on the development and fundamental needs of a program that wants to help youth develop, using sports in the article, *Youth development through sport*. It acknowledges that the number of such programs has grown over recent years and lists the framework that helps aid the youth to develop through sports. This article also lists a couple of successful programs and notes

how they fit in with the prescribed framework. This article provides examples of how these programs can be different, yet structurally similar.

The article *Processes associated with positive youth development and participation in competitive youth sport* identifies and explains how competitive sports can help the development of adolescents (Holt and Sehn, 2008). The article looks at the processes that support the development, whereas past studies examined have been showing relationships between variables. The researchers also talked of the importance of the parent and coach relationships with the participant. It addressed what each relationship taught or promoted to the participants. This article really focused on how the relationships, structure, and delivery of the competitive sports program can affect the participant. It helped emphasize the importance of these variables.

Theokas, Danish, Hodge, Keke, and Forneris (2008) emphasize the importance of gaining 'life lessons'. The role that sports play in the learning of these skills is important. The article, *Enhancing life skills through sport for children and youth*, explains that the delivery method of these skills is important and that adolescents learn best by active learning. This is an approach of "doing rather than talking" (Theokas, Danish, Hodge, Keke, and Forneris, 2008, p.79). It also emphasizes that in order for the life lessons to be learned they must be applicable away from the sport. This article improved understanding of how to better form a program's 'life lesson' content so that adolescents can better understand and apply that knowledge later.

*Developing compassionate leadership in underserved youth*, by Martinek and Schilling (2003), outlines the program *Youth Leadership Corps*. Martinek and Schilling explain the setup, evaluation methods, and skill building activities utilized within their

program. It was helpful to find a successful development program that benefited both young campers and counselors. Their program's framework and abstract pieces could fit and be influential upon developing leadership programs.

Hammond-Diedrich and Walsh (2006) examine a program based on Don Hellison's responsibility model. Their research was based on a case study, using a cross-age teaching method. There were fourth graders taught by 11 to 15 year old boys. The researchers used a variety of methods to collect data, including formal interviews, field notes, and lesson observations. The findings of this study suggested that it met the goals it initially was set for, including "providing advanced leadership opportunities" (Hammond-Diedrich and Walsh, 2006, p.36). This article was helpful, it showed a successful program that used a different mentoring approach which benefited both the mentors and the participants.

The article, *What exactly is a youth development program? Answers from research and practice*, addresses the elusiveness of the term youth development program (Roth and Brooks-Gunn, 2003). The concern of the researchers is that this term is being too widely used, because there are not set guidelines from which to determine whether a program is youth development or not. The emerging characteristics from a literature review include: 1. program goals, 2. program atmosphere, 3. program activities (Roth and Brooks-Gunn, 2003). Because the researchers believe that the term youth development program is too widely used, they are concerned that it may create programs that follow the approach only in name (Roth and Brooks-Gunn, 2003). After identifying these characteristics, the researchers chose successful and highly regarded programs to illustrate how these are applied with actual programs. This article was helpful in that it

was able to link some common elements of successful programs, as well as go into a little depth of what youth they served and the purposes behind them. Also, it exposed concern for the current evaluation methods used in such programs and how they are somewhat inadequate.

Hansen, Larson, and Dworkin (2003) utilized a survey to find out about experiences of adolescents across organized activities. The basic knowledge attained from this survey included the frequency and ranges of different developmental experiences that youth experienced from a single activity that they were involved. The survey asked about the youth's experiences and whether they felt that learning had occurred. The survey found that the "pattern of experiences associated with sports could be described under the heading of character building and character challenging" (Hansen, Larson, and Dworkin, 2003, p.50). This article helped compare the learning from sports to other programs, such as volunteer and church programs.

The research information in *Variations in adolescent engagement in sports and its influence on positive youth development* investigated the relationship of "sports participation and positive youth development" (Zarrett, Lerner, Carrano, Fay, Peltz, Li, 2008, p. 9). It took into account the length of participation, as well as the level of participation. This study found these two factors are important when measuring the benefits of sports with regards to adolescents. This article emphasized the importance of continuity and intensity with regards to learning within the context of sports. The way in which one works to improve their sports skills has an impact on the other skills that can be learned.

A case study by Holt, Tink, Mandigo, and Fox (2008) followed a high school soccer team consisting of 12 athletes and their coach, to evaluate what life skills, if any, were learned through their team involvement throughout a season. One of the goals of the researchers was to try to identify areas and characteristics that could be manipulated to improve the positive youth development. This study helped illustrate the different contexts and settings that sports can be placed in and still yield results.

### **Methodology**

This project utilized a qualitative research methodology approach. The output of this research information is a feasibility study, which includes a regional marketing assessment and financial feasibility segment. Also included is a systematic program structure and content for a youth leadership development program using basketball.

In order to obtain the background information necessary, the use of relevant documents and interviews were utilized to draft the project. Research of background documents and other information is significant due to the financial, legal, and other associated obligations that needed to be adhered to, understood, and included.

Background research is also important in order to compare successful programs in areas that are similar to Myrtle Beach, South Carolina.

In order to gather information about positive youth development programs already in operation, surveys were sent to five companies. The purpose of the survey was to gain a better understanding of the programs each company offered, the participants of these programs, and the size of the companies. The surveys were sent to companies identified as possessing characteristics of positive youth development programs using sports as a learning tool. These companies also resided in areas demographically similar to Myrtle

Beach, South Carolina. The United States Census website information was reviewed for relevant data based on the county in which these facilities were located. I chose to utilize this data instead of city specific demographics because in my past experiences, youth have been drawn from across the local communities. Once information was gathered from the distributed surveys, the results indicated many participants were drawn from outside of the city limits, in addition to the city in which the programs were located. Of the five youth sport and leadership programs contacted, feedback was received from three, one did not respond, and one contact refused to answer the survey.

These five specific programs were chosen not only because of their positive youth development attributes and similarity in demographical make-up, but also because I wanted to investigate a variety of information. I was interested in investigating facilities that operated exclusively with one sport at the youth level, one sport with both youth and adult levels, and multi-sport facilities offering both youth and adult activities. The facilities contacted included soccer, gymnastics, golf, and two multi sport complexes. It was believed this would be a good way to establish an enhanced overview of how each of the companies operates, rather than focusing solely on one type of program.

The conclusions drawn from the information gathered from the survey included; how successfully the income generated from the participants covered the monthly and yearly costs of the facility; how effectively the programs draw participants from a broad, county wide area; and how the majority of these companies incorporated adult leagues and utilization of the facility into their offerings to help in generating additional revenue.

I met with Mr. Ben Atkins, of Appraisals of Carolina, for help with specific financial forecasts and estimations of utilities, gas, insurance and tax rates. Mr. Atkins is

licensed in the states of North and South Carolina. Mr. Atkins was able to estimate the cost of building the facility utilizing his professional resource guide, Marshall and Swift.

In regards to financial questions, I met with Mrs. Judy Faircloth. Mrs. Faircloth is Building and Construction Loan Officer for Stock Building Supply in Little River, South Carolina. She was able to provide me with an estimate of the interest rates and terms of repayment that would be currently experienced with this type of loan. She also provided me with the estimate of the land purchase cost needed to build the facility.

### **Description of Business**

The physical facility being proposing would be a 37,024 square foot metal building. The interior would consist of four regulation sized high school basketball courts. The measurement of each court is 84' by 50'. The ceiling height of the building is 25', which is in compliance with NCAA regulations (Bilik and Williamson, 2008). The middle area of the building will house the restrooms and dressing areas, the main office, and storage areas. The layout can be seen in the Figure 1 below. The building will be constructed of metal, with a brick front. The price of construction includes all interior necessities, based on Marshall and Swift guidelines (B. Atkins, personal communication, March 28, 2010).



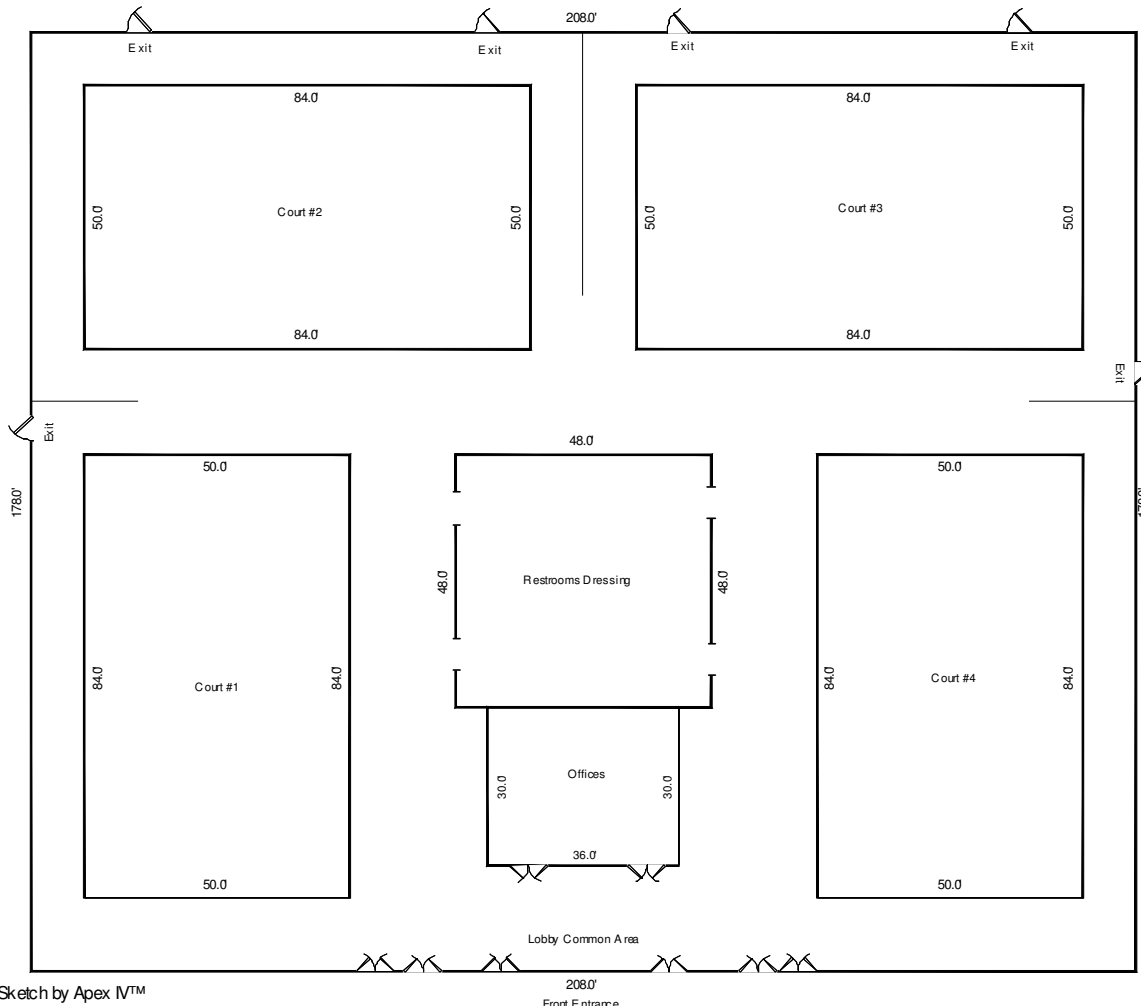


Figure 1 Facility Floor Plan

I chose what I believe to be the best of the most successful programs and formed them into my own leadership development program designed for students in grades Kindergarten through 12. The basic structure of this program consists of eight sessions of six week developmental programs. The programs would run daily for one and a half hours and meet twice a week. The cost of attending each six week session would be \$270, which is approximately \$15 an hour per participant. It is important to properly identify and designate participants to appropriate developmental stages and competition levels, therefore, the participants will be grouped by grade level as follows:

- I. K through 2<sup>nd</sup>

- II. 3<sup>rd</sup> and 4<sup>th</sup>
- III. 5<sup>th</sup> and 6<sup>th</sup>
- IV. 7<sup>th</sup> and 8<sup>th</sup>
- V. 9<sup>th</sup> through 12<sup>th</sup>

Each of these programs will meet during different days of the week. The schedule of these sessions will be arranged once the total number of participants is determined. The facility would operate Monday thru Friday from 3 p.m. to 7 p.m. In addition to offering the positive youth leadership development programs, this facility would offer individualized sport workout sessions for youth. During these sessions, the participant would be working on their basketball skill development and learning about the game of basketball.

Within each of the youth leadership development program levels, there will be a focus on specific and progressive skill development, as well as teaching the importance of goal setting for each individual. Due to start-up expenses, this program will not include superfluous things such as player rankings, honors or championships, which often involves status glorification for the parents and can overshadow a program's purpose. The focus will remain on the individual learning leadership and building relationships which will effectively serve them both on and off the court. The activities within each of these levels intensify as the participants grow and evolve year by year.

The basic structure of daily activities would begin with a physical warm up. This allows the instructor/coach to inform the participants of the daily goals, coordinate the mental focus of the participants, and properly prepare the group for the activities in which they will participate. Subsequently, the participants will be directed to go to an on court

activity or to an off court leadership workshop. The on court group will learn and participate in a basketball skills practicum involving an active-learning experience. The different grade levels have different drills, games, and activities in which they participate, while working to develop both their basketball and life or leadership skills. The off court group will participate in various character and team building activities such as working on self development or hearing from a guest speaker. After participation in both on and off court activities, the final portion of the day will be dedicated to the cool down. All of the groups are gathered together and the instructor/coach engages interactive conversation with the participants and recaps the daily activities and goals. This program will also take advantage of the occasion to foster the older participants' leadership abilities by having them help in leading and modeling for the younger participants.

Additional revenue generating programs could also be implemented. These programs could include: middle and high school leagues/tournaments, AAU tournaments, adult leagues/open gyms, summer camps, day camps, and 3-on-3 tournaments.

### **Feasibility Analysis**

#### **Regional Market Assessment**

The potential customers for the Myrtle Beach, South Carolina area include the population of Horry County. Other potential customers would include vacationing visitors of the Myrtle Beach area. The potential customers who are visiting the Myrtle Beach area would be more geared toward the youth sport day camps or summer camps. Participants in the programs will be in the range of Kindergarten to 12<sup>th</sup> grades.

The competition for participants in the Myrtle Beach area includes programs which offer youth sports, but not necessarily positive youth leadership development

programming. The City of Myrtle Beach, the City of North Myrtle Beach, Grand Strand YMCA, and Horry-Georgetown Soccer Club are the “traditional” youth sport programs in the area. Other companies include: For the Love of the Game, LLC and Stars of Tomorrow. These two companies operate predominately in the realm of baseball and softball. One additional competitor would be the Sports Zone, located in Little River, South Carolina. The Sports Zone is an all-sport facility, where they offer both adult and youth leagues and/or open gym access.

The projected pricing of the six week youth development program would be \$270 per participant. The individualized lessons would run \$30 for a half hour session. The other previously suggested additional income generators could also bring in solid revenue, however, since I am investigating a youth leadership development program, these would not be immediately implemented. I do feel I would be able to conveniently add such programs to the offerings of this facility.

### **Financial Feasibility**

The initial capital for financing the building of this facility would come from investors. I would approach leaders of large companies and inquire about their interest in sponsorship within the facility. Sponsoring could include, but is not limited to, logos on the court, scoreboard, wall banners/signage, league title sponsorship and or scholarships. These companies might include: Pepsi, Coke, Nike, Adidas, or other large local or regional corporations. In order to secure sponsorship of the building and courts, corporate partners would be required to donate a predetermined amount of money. This is one area that could generate a major portion of the needed revenues to finance the construction of the building. The other needed funds would come from private investors.

Once the business is operating, the sources of income would include the fees generated from program participation and individual lessons. There are various other basketball offerings that could be instigated that could generate additional revenue. Competitions such as 3-on-3 tournaments, shooting clinics, high school leagues, middle school leagues, and AAU tournaments are a few of these offerings. Opportunities for facility rental for corporation workshops, retreats or seminars are other possible intriguing avenues to research.

The total loan amount that would be needed for this facility would be slightly over \$3.2 million. As seen in Table 1 below.

Table 1

*Loan Amount*

Land and Facility	\$	3,770,555.30
20% Down Cash	\$	(754,111.06)
Subtotal	\$	3,016,444.24
Approx. Interest Payment to be made during construction period-not included in loan	\$	106,000.00
Taxes, Insurance, Salaries, Legal, Utilities, & Other	\$	255,807.60
Total Loan Amount	\$	3,272,251.84

Per Mrs. Faircloth, 7% would be considered a fair interest rate for this type of project in today's market. She stated that a 20-30% cash investment on the part of the owner would be a requirement from the lender based on the total cost of the project (J. Faircloth, personal communication, March 30, 2010). For this study, I will use 20% for my calculations.

Also, during the construction phase of the project, an approximate interest payment of \$106,000 would need to be paid. For this study I used a conventional 15 year

mortgage calculator to calculate my projected payments. Mrs. Faircloth warned that this would only be a benchmark as most lenders would probably do a different type of a loan which would require some form of balloon payment at the end of five years (J. Faircloth, personal communication, March 30, 2010).

As seen in Table 2, the average cost of monthly salaries, not including taxes, would be around \$9,500. Other monthly bills and expenses would run around \$5,500. Therefore the variable costs for this facility would run somewhere around \$15,000 a month (B. Atkins, personal communication, March 28, 2010).

Table 2

*Variable Costs*

Employees	Number	Pay Rate/Hour	Avg. Monthly Hours	Monthly Paycheck	Extended Monthly Pay
Operational Service Worker (OSW)	1	\$16.34	80	\$1,307.20	\$1,307.20
Custodian	2	\$10.31	40	\$412.40	\$824.80
Facility Manager	1	\$44.02	90	\$3,961.80	\$3,961.80
Recreation Attendants	3	\$8.40	40	\$336.00	\$1,008.00
Coaches/Instructors	8	\$8.40	35	\$294.00	\$2,352.00
Approximate Total Salaries Monthly:					\$9,453.80 <sup>a</sup>
Monthly Utilities					
(Gas, Electricity, Water, Trash, and Telephone/Internet)		\$5,000.00			
Monthly Other					
Advertising		\$225.00			
Cleaning Supplies		\$200.00			
Total				\$5,425.00	

<sup>a</sup> figure before taxes

The fixed costs associated with this facility can be found in Table 3. Since I have projected all other bills and expenses on a monthly basis, I have also broken down these

annual fixed costs to a monthly total. As indicated below, the average costs of these expenses would be a little under \$6,500 each month (B. Atkins, personal communication, March 28, 2010).

Table 3

*Fixed Costs*

	Monthly Cost
Insurance	\$ 3,333.33
Legal & Professional Services	\$ 1,000.00
Real Estate Taxes	\$ 2,105.17
<b>Total</b>	<b>\$ 6,438.50</b>

A moderately calculated projection of participation numbers based on the population figure obtained from survey data that was collected can be seen in Table 4. There are about 35,000 school aged children located in Horry County, South Carolina, and I will use this number to show different scenarios for projected cash flow (Howell, Positive Youth Development). The revenue generated from the youth leadership development program can be seen based on differing amounts of participants involved in each session

Table 4

*Projected Participation*

Percentage of Population	Number of Participants	Revenue generated based on eight, six week sessions @ \$270.00/per participant
1%	350	\$ 94,500.00
2%	700	\$ 189,000.00
3%	1050	\$ 283,500.00
4%	1400	\$ 378,000.00
5%	1750	\$ 472,500.00

Based on my calculations, an average of 300 participants per session would be required to break even annually. As seen from Table 4, this is less than 1% of the school aged population in Horry County.

### **Conclusion**

Based upon my findings throughout the research conducted and the analysis that followed, I feel that opening and operating a youth sport leadership development program is simply not feasible in the Myrtle Beach, South Carolina, area at this time. Although I feel that the concept of positive youth development through sports can have a tremendously positive affect on youth development, I do not believe the current market would consistently allow for this facility, operating solely through a positive youth development basketball program, to be built and thrive. Based on the current economic environment, I believe the risks to be too great for this type of an investment in this area.

There are a couple of alternatives that could be considered, such as adding other basketball related activities. These could include: 3-on-3 tournaments, shooting clinics, high school leagues, middle school leagues, adult leagues, summer mini-camps, and AAU tournaments. Another option worth considering is an addition of volleyball programming. Similar to basketball, volleyball has the potential to include: high school leagues, middle school leagues, AAU tournaments, adult leagues, summer mini-camps, and specialty camps. The costs associated with the purchase of the additional equipment for adding this sport are insignificant when considering the potential revenue that could be generated for this facility. These two additions would allow for the facility to operate on a Monday thru Friday schedule. One final alternative that may be worth investigating would be to work with a pre-existing youth sports program in the Myrtle Beach, South



Carolina, area to implement some form of positive youth development programming into their already successful business.

**Time Action Plan**

<b>Activity</b>														
Review of the literature														
Selection of resources														
Presentation of proposal to committee														
IRB approval														
Data collection														
Analysis of the collected data														
Feasibility analysis														
Creation of feasibility report														
Development of youth development program curriculum														
Interacting with major professor to finalize the final report														
Committee review of final report														
Final examination														
Make final edits														
Submit final directed project report to COT Graduate Studies Office														
	Oct 14	Nov 1	Nov 14	Dec 1	Dec 14	Jan 1	Jan 14	Feb 1	Feb 14	Apr 7	Apr 12	Apr 12	Apr 14	Apr 23

**Tables**

Table 1

*Loan Amount*

Land and Facility	\$ 3,770,555.30
20% Down Cash	\$ (754,111.06)
Subtotal	\$ 3,016,444.24
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Approximate Total Salaries Monthly:					\$9,453.80 <sup>a</sup>
Monthly Utilities					
(Gas, Electricity, Water, Trash, and Telephone/Internet)	\$5,000.00				
Monthly Other					
Advertising	\$225.00				
Cleaning Supplies	\$200.00				
Total	\$5,425.00				

<sup>a</sup> figure before taxes

Table 3

*Fixed Costs*

	Monthly Cost
Insurance	\$ 3,333.33
Legal & Professional Services	\$ 1,000.00
Real Estate Taxes	\$ 2,105.17
<b>Total</b>	<b>\$ 6,438.50</b>

Table 4

*Projected Participation*

Percentage of Population	Number of Participants	Revenue generated based on eight, six week sessions @ \$270/per participant
1%	350	\$ 94,500.00
2%	700	\$ 189,000.00
3%	1050	\$ 283,500.00
4%	1400	\$ 378,000.00
5%	1750	\$ 472,500.00

Table 5

*Amortization and Mortgage*

Loan Amount	\$3,272,251.84
Annual Interest Rate	7.00%
Number of Years	15
Periods per Year	12
<b>Payment per Period</b>	<b>\$29,411.92</b>

Table 6

*Equipment*

	Price	Quantity	Total
Basketball Goals	\$ 5,412.00	8	\$ 43,296.00
<b>Basketballs</b>			
Men's	\$40.26	10	\$ 402.60
Women's	\$25.87	30	\$ 776.10
Youth	\$25.87	10	\$ 258.70
Scoreboards	\$2,749.99	4	\$ 10,999.96
Shot Clocks (2)	\$2,297.00	4	\$ 9,188.00
Ball Racks	\$77.00	4	\$ 308.00
Bleachers	\$838.00	8	\$ 6,704.00
Benches	\$186.00	8	\$ 1,488.00
<b>Total</b>			<b>\$ 73,421.36</b>

Table 7

*Break-Even Analysis*

	Sales volume per period (units)	Sales price per unit	Fixed costs per period	Variable costs	Total costs	Total sales	Net profit (loss)
Year 1	0	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ -	(\$608,750.68)
Year 2	280	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 75,600.00	(\$533,150.68)
Year 3	560	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 151,200.00	(\$457,550.68)
Year 4	840	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 226,800.00	(\$381,950.68)
Year 5	1120	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 302,400.00	(\$306,350.68)
Year 6	1400	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 378,000.00	(\$230,750.68)
Year 7	1680	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 453,600.00	(\$155,150.68)
Year 8	1960	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 529,200.00	(\$79,550.68)
Year 9	2240	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 604,800.00	(\$3,950.68)
Year 10	2520	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 680,400.00	\$71,649.32
Year 11	2800	270	\$ 608,750.68	\$ -	\$ 608,750.68	\$ 756,000.00	\$147,249.32

Table 8

Proforma Profit and Loss

Proforma Twelve-month profit and loss projection

	Fiscal Year Begins Jan-10												YTD %			
	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10				
Revenue (Sales)	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	756,000	100.0
5000115-6 WK																
1% population 350/session																
Total Revenue (Sales)	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	756,000	100.0
Cost of Sales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Cost of Sales	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Gross Profit	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	94,500	100.0	756,000	100.0
Expenses:																
Salary expenses	9,454	10.0	9,454	10.0	9,454	10.0	9,454	10.0	9,454	10.0	9,454	10.0	9,454	10.0	94,534	113.46
Supplies (office and operating)	200	0.2	200	0.2	200	0.2	200	0.2	200	0.2	200	0.2	200	0.2	2,000	0.3
Advertising	225	0.2	225	0.2	225	0.2	225	0.2	225	0.2	225	0.2	225	0.2	2,200	0.4
Accounting and legal	1,000	1.1	1,000	1.1	1,000	1.1	1,000	1.1	1,000	1.1	1,000	1.1	1,000	1.1	12,000	1.6
Mortgage Payment	28,412	31.1	28,412	31.1	28,412	31.1	28,412	31.1	28,412	31.1	28,412	31.1	28,412	31.1	332,943	46.7
Utilities	5,000	5.3	5,000	5.3	5,000	5.3	5,000	5.3	5,000	5.3	5,000	5.3	5,000	5.3	60,000	7.9
Insurance	3,333	3.5	3,333	3.5	3,333	3.5	3,333	3.5	3,333	3.5	3,333	3.5	3,333	3.5	40,000	5.3
Taxes (real estate, etc.)	2,105	2.2	2,105	2.2	2,105	2.2	2,105	2.2	2,105	2.2	2,105	2.2	2,105	2.2	25,262	3.3
Total Expenses	50,729	53.7	50,729	53.7	50,729	53.7	50,729	53.7	50,729	53.7	50,729	53.7	50,729	53.7	606,751	80.5
Net Profit	43,771	46.3	43,771	46.3	43,771	46.3	43,771	46.3	43,771	46.3	43,771	46.3	43,771	46.3	447,249	59.5

### Figures

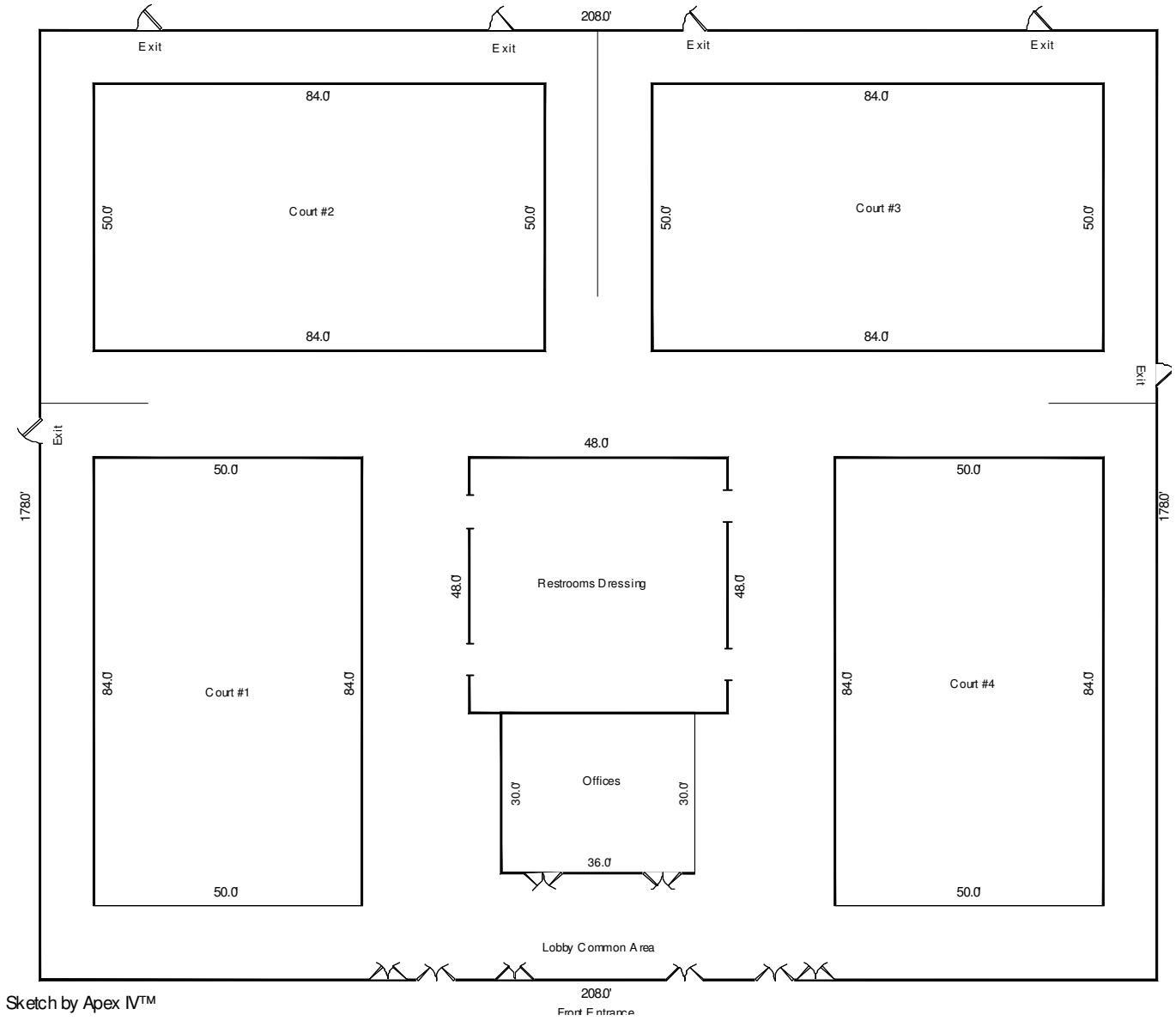


Figure 1 Facility Floor Plan

**Survey Instrument**

HUMAN RESEARCH PROTECTION PROGRAM  
INSTITUTIONAL REVIEW BOARDS

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**To:** RODNEY VANDEVEER  
YONG 444

**From:** RICHARD MATTES, Chair  
Social Science IRB

**Date:** 02/24/2010

**Committee Action:** **IRB Review Not Required**

**IRB Protocol #:** 1002008971

**Study Title:** Youth Leadership Development and Sport

Thank you for your submission. We have reviewed the above-referenced project and determined that it does not meet the definition of human subjects research. Consequently, it does not require IRB review and approval. If the research project changes scope such that it may become human subjects research in the future, please contact us.



1. What is the size of the facility in which you operate?
2. What are the different program offerings at your facility?
3. What is the length of each program daily? Total?
4. What is the average number of participants in each program you offer?
5. What is the populous make-up of your participants? (How large of an area do you draw from)
6. Rank the types of advertising your program utilizes? (Rank highest at the top) In what types of advertising do you invest?
  - Newspaper Advertisements
  - Television Commercials
  - Radio Commercials
  - Billboards
  - On-Line Advertisements
  - Other
7. What are the funding requirements for your facility each month?
8. What activities/special amenities are offered at this facility that the others do not physically offer?

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