

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 610 – Recreation Administration and Planning (3 credits)
Fall 2010

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|------------------|----------------------|----------------|--|
| DAY/TIME: | TH 7:20 – 10:00 pm. | LOCATION: | RAC 2203 |
| INSTRUCTOR: | Jesse Ellis | EMAIL ADDRESS: | jellis1@gmu.edu |
| OFFICE LOCATION: | Please email or call | PHONE NUMBER: | 703-324-5626 |
| OFFICE HOURS: | By appointment | FAX NUMBER: | 703-222-9792 |

PREREQUISITES

None

COURSE DESCRIPTION

Examines recreational administration concepts regarding such areas as departmental organizations, personnel management, financing, policy development, and public relation procedures.

COURSE OBJECTIVES

Students will be able to:

1. Explain the relationship among participants, organizational management concepts, and recreational programs.
2. Identify the variety of businesses, agencies, and institutions providing recreational programs while interpreting their financing, policies development, and public relations' procedures.
3. Articulate the fundamental principles and practices required of professionals managing recreational programs.
4. Complete an in-depth investigation into and discussion of current organizations, their operations, challenges, and possible future changes in the recreation industry.

COURSE OVERVIEW

This course examines the challenges and demands facing managers of recreational programs. Through readings and observation students will acquire the skills to develop policy and effective personnel management, investigate public relations procedures, and secure financing. An in-depth investigation within the course will provide future managers with resources to function as professionals in the 21st century.

ATTENDANCE AND HONOR CODE

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

REQUIRED READINGS

There is no textbook for this class. Articles and other readings are assigned per week. Please see schedule below.

EVALUATION

This course will be graded on a point system, with a total of 100 possible points. (See the “Assignments” section below for descriptions.)

Class Participation: 50 points
Assignment 1: 5 points
Assignment 2: 5 points
Paper 1: 20 points
Paper 2: 20 points

Grading Scale

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|--------------|--------------|--------------|------------|
| A = 94 – 100 | B+ = 88 – 89 | C+ = 78 – 79 | F = 0 – 69 |
| A- = 90 – 93 | B = 84 – 87 | C = 74 – 77 | |
| | B- = 80 – 83 | C- = 70 – 73 | |

TENTATIVE COURSE SCHEDULE

Readings are to be completed prior to the class for which they are listed. You do not need to read the starred (**) articles unless you will be presenting them. All readings can be accessed through the GMU library’s e-journals or at the websites listed.

September 2: *Class Overview , Vision & Mission*

National Association of Counties. (2009). County mission, vision, and values.
(<http://www.naco.org/research/pubs/Pages/default.aspx>)

September 9: *Organization and Management Theory*

Selznick, P. (1943). An approach to a theory of bureaucracy. *American Sociological Review*, 8(1), 47-54.

Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*, 9(2), 131-146.

Hammond, T.H. (1990). The defense of Luther Gulick’s “Notes on the Theory of Organization.” *Public Administration*, 68(2), 143-173.

Mintzberg, H. (1980). Structure in 5’s: A synthesis of the research on organization design. *Management Science*, 26(3), 322-341.

Quinn, R.E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29(3), 363-377.

September 16: *Organization and Management Theory*

Gore, A. (1997). *Businesslike government: Lessons learned from America’s best companies*. (<http://govinfo.library.unt.edu/npr/library/npr rpt/annrpt/vp-rpt97/bg.pdf>)

Brookings Institution Center for Public Management. (1998). Reinventing government: A fifth-year report card. (<http://www.brookings.edu/gs/cpm/government.pdf>)

Deming, W.E. (1985). Transformation of a Western style of management. *Interfaces*, 15(3), 6-11.

Porter, T., Pickering, J., & Brokaw, G. (1995). Building high-performance organizations for the twenty-first century: Lessons from the Charleston Naval Shipyard. (<http://www.highperformanceorg.com/publications>)

Albright, T., & Lam, M. (2006). Managerial accounting and continuous improvement initiatives: A retrospective and framework. *Journal of Managerial Issues*, 18(2), 157-174.

September 23: Strategic Planning

Pennsylvania Outdoor Recreation Plan (2009). (<http://www.paoutdoorrecplan.com/downloads.htm>)

Seattle Parks and Recreation: Strategic Action Plan 2009 – 2013. (2008). (<http://www.cityofseattle.net/parks/Publications/StrategicActionPlan.pdf>)

Berry, F.S. (2007). Strategic planning as a tool for managing organizational change. *International Journal of Public Administration*, 30(3), 331-346.

Poister, T.H., Streib, G. (2005). Elements of strategic planning and management in municipal government: Status after two decades. *Public Administration Review*, 65(1), 45-56.

September 30: Budget and Finance

National Association of Counties. (2009). Glossary of Public Finance Terms. (<http://www.naco.org/research/pubs/Pages/default.aspx>)

Fairfax County Budget Guidance for FY2011 and FY2012. (<http://www.fairfaxcounty.gov/dmb/>)

Fairfax County's 10 Principles of Sound Financial Management. (<http://www.fairfaxcounty.gov/finance/transparency/>)

Maynard, S., Powell, G.M., & Kittredge, W. (2005). Programs that work: A strategic plan at the core of public recreation financial management: A case study of Gwinnett County, Georgia. *Journal of Park and Recreation Administration*, 23(1), 115-128.

Kaczynski, A.T., & Crompton, J.L. (2006). Financing priorities in local governments: Where do park and recreation services rank? *Journal of Park and Recreation Administration*, 24(1), 84-103.

October 7: Budget and Finance

National Association of Counties. (2010). Going lean to save green: The role of privatization in service delivery options.

(<http://www.naco.org/research/pubs/Pages/default.aspx>)

Crompton, J.L. (2010). The commercial property endowment model for delivering park and recreation services. *Journal of Park and Recreation Administration*, 28(1), 103-111.

Irvin, R.A., Carr, P. (2005). The role of philanthropy in local government finance. *Public Budgeting and Financing*, 25(3), 33-47.

**Mowen, A. J., Kyle, G. T., & Jackowski, M. (2007). Citizen preferences for the corporate sponsorship of public-sector park and recreation organizations. *Journal of Nonprofit and Public Sector Marketing*, 18(2), 93-117.

**Mowen, A. J., Kyle, G. T., Borrie, W. T., & Graefe, A. R. (2006). Public response to park and recreation funding and cost saving strategies: The role of organizational trust and commitment. *Journal of Park and Recreation Administration*, 24(3), 72-95.

Glover, T.D. (1999). Propositions addressing the privatization of public leisure services: Implications for efficiency, effectiveness, and equity. *Journal of Park and Recreation Administration*, 17(2), 1-27.

October 14: Human Resources

Donaldson, D.K. (2006). *Hire smart: Guide for local government leaders*. Richmond, VA: Virginia Municipal League.

(<http://www.vml.org/CLAY/SeriesPDF/06HireSmart.pdf>)

Voorhees, T., Poston, S., & Atkinson, V. (2007). A blueprint for building the leadership pipeline. *Public Management*. (http://icma.org/en/icma/knowledge_network/documents)

Calo, T.J. (2008). Talent management in the era of the aging workforce: The critical role of knowledge transfer. *Public Personnel Management*, 37(4), 403-416.

Maxwell, M. (2005). It's not just black and white: How diverse is your workforce? *Nursing Economics*, 23(3), 139-140.

Foldy, E.G. (2004). Learning from diversity: A theoretical exploration. *Public Administration Review*, 64(5), 529-538.

**Mulvaney, M.A., McKinney, W.R., & Grodsky, R. (2008). The development of a pay-for-performance appraisal system for public park and recreation agencies: A case study. *Journal of Park and Recreation Administration*, 26(4), 126-156.

**Hurd, A.R. (2005). Competency development for entry level public parks and recreation professionals. *Journal of Park and Recreation Administration*, 23(3), 45-62.

**Bartlett, K.R., & McKinney, W.R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees. *Journal of Park and Recreation Administration*, 22(4), 62-80.

October 21: Performance Management

Behn, R.D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586-606.

Fairfax County. (2007). A manual for performance measurement. (http://www.fairfaxcounty.gov/dmb/perf_measure.htm)

Wang, X. (2002). Assessing performance measurement impact: A study of U.S. local governments. *Public Performance and Management Review*, 26(1), 26-43.

The Annie E. Casey Foundation. (2007). *Turning curves, achieving results: A report of the Annie E. Casey Foundation's Children and Family Fellowship*. (<http://www.aecf.org/KnowledgeCenter.aspx>)

Kaplan, R.S., & Norton, D.P. (1992). The balanced scorecard: Measures that drive performance. *Harvard Business Review*, 70(1), 71-79.

October 28: Park and Facility Planning

Wilhelm Stanis, S.A., Schneider, I.E., Shinew, K.J, Chavez, D.J., & Vogel, M.C. (2009). Physical activity and the recreation opportunity spectrum: Differences in important site attributes and perceived constraints. *Journal of Park and Recreation Administration*, 27(4), 73-91.

Oh, C., & Hammitt, W.E. (2010). Determining economic benefits of park trails: Management implications. *Journal of Park and Recreation Administration*, 28(2), 94-107.

**Kaczynski, A.T., & Havitz, M.E. (2009). Examining the relationship between proximal park features and residents' physical activity in neighborhood parks. *Journal of Park and Recreation Administration*, 27(3), 42-58.

**Evenson, K.R., Aytur, S.A., Rodriguez, D.A., & Salvesen, D. (2009). Involvement of park and recreation professionals in pedestrian plans. *Journal of Park and Recreation Administration*, 27(3), 132-142.

Cervero, R. (2007). Models for change: Lessons for creating active living communities. *Planning Magazine*. (<http://www.activelivingresearch.org/alr/resourcesearch/resourcesforpolicymakers>)

Robert Wood Johnson Foundation. (2010). Economic benefits of open space, recreation facilities, and walkable community design research synthesis. (<http://www.activelivingresearch.org/resourcesearch/summaries>)

Robert Wood Johnson Foundation. (2010). Parks, playground, and active living research synthesis. (<http://www.activelivingresearch.org/resourcesearch/summaries>)

November 4: Partnerships

National Association of Counties. (2009). County health and county park and recreation department partnerships to create active, healthy counties. (<http://www.naco.org/research/pubs/Pages/default.aspx>)

Mowen, A.J., Payne, L.L., Orsega-Smith, E., & Godbey, G.C. (2009). Assessing the health partnership practices of park and recreation agencies: Findings and implications from a national survey. *Journal of Park and Recreation Administration*, 27(3), 116-131.

Makopondo, R.O. (2006). Creating racially/ethnically inclusive partnerships in natural resources management and outdoor recreation: The challenges, issues, and strategies. *Journal of Park and Recreation Administration*, 24(1), 7-31.

**Mowen, A.J., Everett, P.B. (2000). Six questions to ask when screening corporate partners. *Journal of Park and Recreation Administration*, 18(4), 1-16.

Glover, T.D. (1999). Municipal park and recreation agencies unite! A single case analysis of an intermunicipal partnership. *Journal of Park and Recreation Administration*, 17(1), 73-90.

November 11: Policy Development

Rossell, C.H. (1993). Using multiple criteria to evaluate public policies: The case of school desegregation. *American Politics Quarterly*, 21(2), 155-184.

Hall, J.L., & Jennings, E.T. (2010). Assessing the use and weight of information and evidence in U.S. state policy decisions. *Policy and Society*, 29(2), 137-147. (This journal is not available as an e-journal. You can access the article through the ScienceDirect database.)

Kuipers, J. (2008). The local and the national in a diverse county: Objectification as a social and policy process. *Linguistics and Education*, 19(3), 206-210.

Cooper, C.A., & Nownes, A.J. (2003). Citizen groups in big city politics. *State and Local Government Review*, 35(2), 102-111.

Geong, M. (2007). Local political structure, administrative capacity, and revenue policy choice. *State and Local Government Review*, 39(2), 84-95.

**Morandi, L. (2009). The role of state policy in promoting physical activity. *Preventive Medicine*, 49(4), 299-300.

**Davis, P., & West, K. (2009). What do public values mean for public action? Putting public values in their plural place. *The American Review of Public Administration*, 39(6), 602-618.

November 18: Public Participation

Checkoway, B., Allison, T., Montoya, C. (2005). Youth participation in public policy at the municipal level. *Children and Youth Services Review*, 27(10), 1149-1162.

National Association of Counties. (2010). Citizens in action: Tools for gaining input. (<http://www.naco.org/research/pubs/Pages/default.aspx>)

**Hunt, L.M., Robson, M., Lemelin, R.H., & McIntyre, N. (2010). Exploring the acceptability of spatial simulation models of outdoor recreation for use by participants in the public participation process. *Leisure Sciences*, 32(3), 222-239.

Rixon, D. (2010). Stakeholder engagement in public sector agencies: Ascending the rungs of the accountability ladder. *International Journal of Public Administration*, 33(7), 347-356.

**Brody, S.D., Godschalk, D.R., & Burby, R.J. (2003). Mandating citizen participation in plan making: Six strategic planning choices. *Journal of the American Planning Association*, 69(3), 245-264.

November 25: No Class – Thanksgiving

December 2: Marketing

Kaczynski, A.T. (2008). A more tenable marketing for leisure services and studies. *Leisure Sciences*, 30(3), 253-272.

Kaczynski, A.T., & Crompton, J.L. (2004). Development of a multi-dimensional scale for implementing positioning in public park and recreation agencies. *Journal of Park and Recreation Administration*, 22(2), 1-27.

Borrie, W.T., Christensen, N., Watson, A.E., Miller, T.A., & McCollum, D.W. (2002). Public purpose recreation marketing: A focus on the relationships between the public and public lands. *Journal of Park and Recreation Administration*, 20(2), 49-68.

**Johnson Tew, C.P.F., & Havitz, M.E. (2002). Improving our communication: A comparison of four promotion techniques. *Journal of Park and Recreation Administration*, 20(1), 76-96.

**Bright, A.D. (2000). The role of social marketing in leisure and recreation management. *Journal of Leisure Research*, 32(1), 12-17.

Crompton, J.L. (2008). Evolution and implications of a paradigm shift in the marketing of leisure services in the USA. *Leisure Studies*, 27(2), 181-205.

December 9: Technology and e-Services

Ressler, S. (2009). The rise of Gov 2.0: From GovLoop to the White House. *The Public Manager*, 38(3), 10-13.

Coursey, D., Norris, D.F. (2008). Models of e-government: Are they correct? An empirical assessment. *Public Administration Review*, 68(3), 523-536.

Tolbert, C.J., & Mossberger, K. (2006). The effects of e-government on trust and confidence in government. *Public Administration Review*, 63(3), 354-369.

Note: Faculty reserves the right to alter the schedule as necessary.

ASSIGNMENTS

Class Participation

Time in the classroom will be approximately 10 percent lecture and 90 percent discussion. The class will be a success only if everyone fully participates. In other words, read all of the assigned readings and come to class ready to discuss them. Don't be afraid to ask questions and to challenge each other – and me. Consider everything in the context of what it means for practice. Do all of this and you should earn a good participation grade.

Assignments 1 and 2

Choose one of the starred (**) articles from the list of readings above. Prepare a one-page (single spaced) review of the article, concluding with a paragraph on your thoughts regarding the article's practical implications. Provide copies of your review to all classmates and be prepared to lead a discussion in class on the article after presenting an overview to the class. You will do this twice over the course of the semester; you will sign up for articles to present during the first week of class.

Paper 1: Issues in Public Recreation and Parks Administration

Formatting: Times New Roman, 12 point font, double spaced, 1" margins, double-sided
Suggested length: 10 – 15 pages

Interview a top administrator (i.e., director or deputy director) in a public recreation department. I would be happy to set you up with someone if you prefer. The interview should consist of two basic questions: 1) "What are the top three issues currently facing your agency?" and 2) "What do you think the top three issues facing your agency will be 10 to 20 years from now?" Issues can be administrative (e.g., workforce diversity) or programmatic (e.g., obesity prevention) in nature. Describe the issues and how the agency is dealing with them or plans to deal with them. Based on the scholarly literature, what else should the agency be thinking about as they plan to deal with these issues? How can you (or the administrator) explain the changes (or lack of change) in the issues over time?

Due: October 21

Paper 2: Case Study

Reread the *Seattle Parks and Recreation Strategic Action Plan 2009-2013*. Based on the plan, analyze SPR in regards to three of the topics listed below. You are not limited to the strategic plan as a source of information on SPR.

Topic Choices:

1. Financing and resource development
2. Performance management as a means of improving services
3. Citizen participation in planning and policy development
4. Workforce development
5. Organizational structure and management
6. Partnerships to better serve constituents

Paper Structure:

1. Overview of SPR, including basic organizational and financing information (e.g., who governs it, how is it financed, where is it in the city structure, what are its major programs/services)
2. Topic A
 - a. What are SPR's major initiatives around this topic?
 - b. What does SPR hope to accomplish as a result?
 - c. How do these initiatives relate to the concepts we discussed and read about in class?
 - d. Are the initiatives designed to achieve effectiveness, efficiency, equity, or some combination of the three? How so?
3. Topic B – same questions
4. Topic C – same questions
5. Your reflections: How well is SPR positioned for success? Based on all we've discussed and read, what is your overall reaction to SPR's strategic plan? What will it take for them to succeed? Do you see any inherent barriers to their success?

Formatting: Times New Roman, 12 point font, double spaced, 1" margins, double-sided

Suggested length: 20 – 25 pages

Due: December 15 (by email)

Some Notes About Papers:

- Remember to cite all sources using APA format. A good resource on citation formatting can be found at <http://library.duke.edu/research/citing/workscited/>.
- The suggested lengths are suggestions only. Turning in an eight page paper won't count against you, in and of itself. If you can coherently and effectively make your point in that amount of space, you should earn a good grade. Likewise, if your paper is 30 pages, isn't too verbose, and stays on topic, the length won't affect your grade. But the suggested lengths are likely to be about right for a good paper.
- Grammar and spelling are important. Even if your paper is making a good argument, if its written like this, your grade will be effected. Don't rely on spell check a lone; it's not perfect. Be sure to proofread your paper.
- If you email me a draft of your paper by Monday before the class before it's due (i.e., 10 days before it's due), I'll review it and provide comments and suggestions to you at that week's class.



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- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
 - ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
 - ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu>]
 - ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>