

GEORGE MASON UNIVERSITY
 School of Recreation, Health and Tourism
 PRLS 411—Administration of HFRR Organizations II (3) Section 002
 Spring 2012

DAY/TIME:	Mon, 4:30 – 7:10 p.m.	LOCATION:	203 Occoquan Building
INSTRUCTOR:	Ronald L. Carmichael	EMAIL:	rcarmic1@gmu.edu
OFFICE LOCATION:	Occoquan Building, 217H	ADDRESS:	
OFFICE HOURS:	By Appointment	PHONE NUMBER:	703-993-8484
		FAX NUMBER:	703-993-8360

PREREQUISITES: PRLS 410 and 60 credit hours

COURSE DESCRIPTION: A comprehensive course focusing on planning techniques for health, fitness, recreation, and other leisure service organizations. Discussion includes program and organizational planning with emphasis on service delivery through a marketing approach, quality assessment and organizational evaluation techniques, and organizational financing.

COURSE OBJECTIVES: At the completion of this course, students will meet the following professional accreditation standards for the **Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**:

8.12.01	Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting community development. <i>Content includes: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.</i>
8.12.02	Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting economic development. <i>Content includes: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.</i>
8.14.04	Ability to implement the following principles and procedures related to planning for individual, group, and community quality of life: Marketing of programs/events. <i>Content includes: advertising, publicity, sales promotion, pricing, positioning, personal selling, and public relations.</i>
8.18	Understanding of the fundamental principles and procedures of management. <i>Content includes: Organization philosophy, goals, and objectives; planning systems; policy and procedure formulation.</i>
8.21	Understanding of the principles and procedures of budgeting and financial management. <i>Content includes: Financing, accountability, and fiscal policies.</i>
8.22	Understanding of the principles and procedures related to agency marketing techniques and strategies. <i>Content includes: consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.</i>

COURSE OBJECTIVES (cont.):

7A.01	Understanding of and ability to apply both traditional and innovative techniques of financial management, including revenue generation and accountability, pricing of services, cost analysis and financial forecasting.
7A.02	Understanding of the management role, including, strategic planning and implementation and decision making.
9A.01	Understanding of and ability to apply organizational and political techniques to foster meaningful and principled relationships with boards, commissioners, staff; governmental, non-profit and private organizations; and the public to enhance leisure service opportunities.
9A.02	Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.
9A.04	Understanding of the economic impact of leisure service programs upon the general economy.
9A.05	Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved.

REQUIRED READINGS:

Janes, Patricia Click (2006). *Marketing in Leisure and Tourism: Reaching New Heights*. Venture Publishing.

Other readings as assigned throughout semester. Required readings will be posted on Blackboard, accessible at courses.gmu.edu.

NATURE OF COURSE DELIVERY

Face to Face

EVALUATION:

Students are responsible for all information presented in the course, including that delivered through guest lectures, audio-visuals, and handouts. Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments.

Assignments are posted on Blackboard and must be turned in at the beginning of class on the specified date due or no credit will be given. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the instructor prior to the due date will be given consideration for exception.

It is recommended that students retain copies of all written work submitted.

Requirements

Class Participation and Attendance (includes homework and in-class assignments)	100
Assignments (complete 7 + extra credit)	175
Tests (3 @ 75 points each)	225
Total:	500

Grading Scale

A	=	460 – 500	(94-100)
A-	=	450 – 459	(90-93)
B+	=	440 – 449	(88-89)
B	=	410 – 439	(84-87)
B-	=	400 – 409	(80-83)
C+	=	390 – 399	(79-78)
C	=	370 – 389	(74-77)
C-	=	350 – 369	(70-73)
D	=	300 – 349	(60-69)
F	=	0 – 299	(0-59)

ASSIGNMENTS:

#1 - Consider a “critical issue” in your life that required you to make a difficult, non-programmed, decision.

1. What were your objectives? What alternatives did you identify? What potential consequences of your decision were you able to identify? What were the “unknown” factors (if any)?
2. Were others involved in the decision making process? How did this help or hinder coming to a decision?
3. Which decision making model most closely represents the process you used?

20 points

#2 - Read a strategic plan that relates to Recreation, Health, and/or Tourism. Answer the following:

- 1) Describe the plan you chose (who - what organization and where located, what - brief list of plan contents, when - origin and duration of plan).
- 2) Discuss two (2) things about the plan content or presentation that either relate to (confirm or contradict) points we've discussed in class.
- 3) Who, in your opinion, is the intended audience (who did you think this plan was written for)? Cite at least two (2) examples in the plan that justify your opinion. (eg. employees, customers, stakeholders, owners, other)

25 points

#3 - Demonstrate your understanding of organizational planning by developing your own strategic career plan.

Using the processes we've discussed in this class, develop a plan for yourself that is sufficiently detailed to provide direction for your career decisions over the next 5 years.

30 points

#4 – Find a government, foundation, or corporate grant offering that might be of interest to an organization that specializes in offering Recreation, Health, Tourism or related services. Prepare a paper that includes a description of the grant, who is eligible to receive the grant, what the granting organization requires from the applicant, a description of the application process, and how the granting organization will evaluate the grant proposals.

30 points

#5 – Describe the single most memorable leisure experience you've ever had. What characteristic of the experience made it most memorable? What was it about the time, place, others who shared the experience, things that may have preceded or followed the experience that contributed to its memorable character?

20 points

Note: Remaining assignments based on one organization – choose carefully.

#6 – Select an RHT (Leisure) organization. Conduct a Competitive Assessment and one additional of the following assessments: organizational, market, global or industry.

25 points

#7 – For the organization you selected in Assignment #6, select four target markets. Create a brand mapping process for each. Generate a list of possible offerings for each target market. 25 points

#8 – For the organization you selected in Assignment #6, brainstorm at least ten components of the Marketing, Promotional and Communication Mix. Take the list and identify where each item would be place in the MPC model.

25 points

POLICIES:

- All students are held to the standards of the George Mason University Honor Code.
- **Computers are allowed in class for taking lecture and discussion notes only. Faculty reserves the right to revoke this privilege at any time during the semester.**
- All other electronic devices and sound emitting devices shall be turned off during class.

COURSE SCHEDULE

DATE	TOPIC	READINGS*
January 23	Course Introduction; Organizational Planning	
January 30	Organizational Planning Due – Assignment #1 Monday, Feb. 6th	pp. 153-155 (SWOT Analysis), pp. 197-201 (Marketing Objectives), Assigned Readings
February 6	Organizational Planning; Financing	Assigned Readings
February 13	Financing Due – Assignment #2 Monday, Feb. 20	Assigned Readings
February 20	Financing; Test Review Due – Assignment #3 Monday, Feb 27	Assigned Readings
February 27	Test #1 Marketing Overview, Experiential Marketing	Due 10/7: Ch. 1, Ch. 2 pp. 29 (“From Products . . .”) – 42
March 5	Quality Service	Ch.3 pp. 45-50, 56-60, 62 (“...Service Strategy”) - 68
March 19	Marketing Planning; Market Research Due – Assignment #4 March 26	Ch. 4, 5 Assigned Readings
March 26	Marketing Strategy; Target Marketing	Ch. 6 (pp. 135-152), Ch. 7 (pp. 157-162 up to “Various Approaches ...”, 167 “Types of ... -179), Assigned Readings
April 2	Brand Development; Test Review Due - Assignment #5 April 9	Ch. 8 (pp. 183-197)
April 9	Test #2 Promotional and Communication Plans Due - Assignment #6 April 16	Ch. 9
April 16	Promotional and Communication Plans Due - Assignment #7 April 23	Ch. 10, 11, 12
April 23	Promotional and Communication Plans; Test Review;	Ch. 13, 14
April 30	Test #3 Due - Assignment #8 (extra credit) April 30	

***Please note that readings should be done by the first date of the week listed unless otherwise specified. In addition, several other reading assignments are required. These will be posted on Blackboard no less than one week prior to their due date.**

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



STUDENT EXPECTATIONS:

- ✚ All students are held to the standards of the George Mason University Honor Code [for details, see <http://www.gmu.edu/catalog/9798/honorcod.html>].
- ✚ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Resources and inform the instructor, in writing, at the beginning of the semester [for procedures & details, see <http://ods.gmu.edu>]
- ✚ Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>)
- ✚ Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- ✚ Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- ✚ Students are expected to exhibit professional behaviors and dispositions at all times.

OTHER USEFUL CAMPUS RESOURCES:

- UNIVERSITY LIBRARIES: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- UNIVERSITY POLICIES: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- Students with Disabilities: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the instructor.
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT:

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.