

George Mason University
PRLS 410 Syllabus (003)
Administration of Sport, Recreation and Tourism Organizations I
Fall 2015

DAY/TIME: Wednesday 1:30 - 4:15 P.M.

LOCATION: Fairfax Campus, Aquia 219

PROFESSOR: Paul Gilbert, M.A.

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OFFICE HOURS: By Appointment Only

PREREQUISITES: 60 hours

COURSE DESCRIPTION: Focuses on operation and management of sport, recreation and tourism organizations. Covers management and leadership theories and techniques, problem-solving and decision making, organizational communications, design of organizational structures and budgeting.

COURSE OBJECTIVES: At the completion of this course, students should be able to:

1. Discuss management practices and principles developed and successfully used in business, industry and public agencies.
2. Discuss and be able to apply a behavioral approach to facilitating individual development within recreation, health, and tourism organizations.
3. Identify challenges affecting the management and leadership of organizations.
4. Discuss the principles of organizing, allocating and managing resources in order to provide the greatest public good.
5. Understand: budgeting, human resource management, organizational structure, marketing, pricing, innovation and other skills needed in successful organizations.
6. Develop effective communications and leadership skills.

COURSE OVERVIEW

The content of this course will be presented through lectures, and classroom participation. Students will demonstrate their comprehension of the course material through in-class and take home assignments, as well as attendance and participation. Students will be expected to adhere to the guidelines listed at the end of the syllabus, and additional policies handed out during the semester.

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**. Use laptops and/or tablets is allowed only if the content is exclusively class related.

NATURE OF COURSE DELIVERY

Face-to-face

PROFESSIONAL ASSOCIATION STANDARDS

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

7.3 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

REQUIRED READINGS

Gilbert, Paul A. (2014) High Performance Agency: The Entrepreneurial Model for Parks, Recreation and Tourism Organizations, Sagamore Publishing, Urbana IL.

Articles provided electronically:

Rainey, Hal G. (1999) *Using Comparisons of Public and Private Organizations to Assess Innovative Attitudes Among Members of Organizations*, Public Productivity and Management Review, Vol 23, No. 2, 130-149.

NRPA: Five Cutting-Edge Industry Monographs

All five research papers can be found at: <http://www.nrpa.org/Publications-and-Research/Research/Industry-Monographs/>

- **The Benefits of Physical Activity: The Scientific Evidence**
Dr. Geoffrey Godbey and Dr. Andrew Mowen
- **Measuring the Economic Impact of Park and Recreation Services**
Dr. John Crompton
- **Parks and Other Green Environments: Essential Comp. of a Healthy Human Habitat**
Dr. Frances E. (Ming) Kuo
- **Air Quality Effects of Urban Parks and Trees**
Dr. David J. Nowak and Dr. Gordon M. Heisler
- **The Rationale for Recreation Services for Youth: An Evidence Based Approach**
Dr. Peter A. Witt and Dr. Linda Caldwell

EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Exam	
#1 Mid-term	15
#2 Final	20
<i>Paper on “Vikings/Farmers” the future of Park & Recreation</i>	15
<i>Personnel Management System</i>	10
<i>Memo & presentation on positioning the agency</i>	20
<i>Class participation</i>	<u>20</u>
TOTAL	100

Papers and Primary Assignments:

Article on the future of the Park & Recreation Field – Due September 30th

- Viking/Farmers Paper – Referring to the four articles from the introduction on this theme, write your own article using this metaphor to express your thoughts on management and leadership issues in the field of Park and Recreation. Write as if this paper will be published as a follow up magazine article (approximately 1,500 words). Make references to the four essays in your paper. The most important element of this assignment is to show your independent thinking on this subject. Feel free to agree or disagree with any points made in the other essays. These essays are a dialog/discussion/debate about the future of the field and what we need to move forward. Add to that dialog. Have a clear introduction and a clear summary of your main points.

Hypothetical Personnel Management System – Due November 4th

- Develop an organizational chart for a fictional organization (public or private). The chart should easily fit on one 8 x 11" page. Depending on the size of your organization, boxes may represent "work" at the individual job level or as a grouping of jobs. If your organization is very large, you may choose to represent a division or department of the organization; please specify if this is the case and provide a brief overview of where this division/department fits into the overall organizational structure.
- Organizational Chart Narrative:
 - Explain which of the four structures discussed in class (Functional, Divisional, Matrix, Network, or a combination of these) best represents your organization's structure. Explain why that is the most efficient and effective way for your organization to get work done. Consider: Is your organization dynamic or stable? How much diversification is there in the organization's businesses, products, customers and/or locations? Who should make strategic decisions? How much does the organization rely on lower level employees to be creative and autonomous in decision-making?
 - Provide any additional background information necessary to explain how your business is organized for action. Ensure that all critical business functions (administration, finance, HR, sales, marketing, and similar), as well as service and production, are clearly represented in the organizational chart OR described in the narrative

The Job Description

Select one position from your organizational chart and create a job description for that position. Pick a position that supervises a minimum of 3 people and reports to a supervisor. You should use job descriptions from existing organizations for ideas about format and content. This will require independent research on your part. Evaluation is based on both comprehensiveness of content and how strongly you demonstrate that the job description matches your organization's needs.

The Interview

Design interview questions that will help determine each candidate's suitability for the position. The interview questions should relate directly to the needs of the organization and the requirements outlined in the job description (above). Include a minimum of 10 questions to be asked of applicants in a structured interview.

References/Bibliography

Demonstrate research and use of course and outside resources. Provide footnotes and bibliography, including reference information from your model organizations and professional consultant; in other words, document where you obtained information to support your writing.

General guidelines

- Do not repeat assignment instructions verbatim. You may use headings to separate the sections.
- Use present tense in your narrative, except when discussing future plans.
- Narrative should be "business professional".
- Do not copy information.
- APA style (i.e. typed, double-spaced, size 12 font with 1-inch margins)
- This paper should be 3-6 pages in length.

Budget Memo Repositioning Your Organization – Due November 18th

- Positioning Paper - Write a memo as if you are the Director of Parks and Recreation for a local government in your area. You have been told that this will be a tight budget year. However using data from at least two of the research papers discussed in this chapter reposition your agency and make a case for your high value proposition. Close with asking the Mayor and Council for a 10% increase in your budget. Tie your request to the greater good your department can do in the community with greater resources. This should be a 3 page paper in memo format. In class you will give a short oral presentation on this memo.

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

R = reading assignment to be complete before that class A = Other assignments due at that class

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	Sep. 2nd	Introduction to class & Organizational Life Cycle	R: Introduction (pg 1 – 24)
	Sep. 9th	Organizational Structure & Mission/Momentum	R: Organizational Structure (pg 25 – 35) & Supplemental material on Blackboard
	Sep. 16th	NO Class	
	Sep. 23rd	Mission/Momentum & Strategic Planning	R: Mission/Momentum, Strategic Planning (pg 36 – 51)
	Sep. 30th	Management vs. Leadership	A: Viking/Farmer Papers R: Review Viking/Farmer Essays from the introduction
	Oct. 7th	Innovation & Pricing	R: Innovation, Pricing (pg 52 – 85)
	Oct. 14th	Marketing & Partnering	R: Marketing, Partnering (86 – 108)
	Oct. 21st	Individual Differences & Hiring the Best Review for Midterm	A: Complete and bring to class personality test R: Human Resources/Individual Differences/Hiring (pg 109 – 129)
	Oct. 29th	Hiring & keeping the best, MID-TERM EXAM	R: Hiring the Best, Keeping the Best & Training
	Nov. 4th	Keeping and Training the Best, & Performance based compensation	A: Personnel Management System R: Training & Performance based compensation (pg 130 – 143)
	Nov. 11th	Disciplinary Action & Budgeting & Land Acquisition	R: Disciplinary Action & Budgeting, Land Acquisition (pg 144 – 174)
	Nov. 18th	Positioning	A: Positioning Paper & Presentation R : Creating a Brighter Future & Positioning (pg 182 – 197)
	Nov. 25th	NO Class - Thanksgiving	
	Dec. 2nd	Vision for the Future & Comparing public & private sectors	R: Vision for the future (pa 182 – 203) Rainey, Hal G. (1999) Using Comparisons of Public and Private Organizations to Assess Innovative Attitudes Among Members of Organizations
	Dec. 9th	Governance & Leadership	R: Governance (pg 175 – 181) Leadership (pg 204 – 211)
	Dec. 16th	FINAL EXAM	

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

Campus Resources

- 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/>].
- 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/>].
- 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>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

