

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism**  
PRLS 410 – Administration of Sport, Recreation and Tourism Organizations I  
Three Credits, Fall 2017  
Wednesday 1:30 - 4:15 P.M.  
Fairfax Campus, West 1008

**Faculty:**

<b>Instructor:</b>	<b>Paul Gilbert</b>
<b>Office Hours:</b>	<b>By Appointment</b>
<b>Phone Number:</b>	<b>703-785-5083 (cell)</b>
<b>Email:</b>	<b>pgilbert@nvrpa.org</b>

PREREQUISITE(S): 60 hours or permission of instructor.

**University Catalog 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. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**Course Overview:**

This Course is foundational to understanding organizations and how they work. Whether public, private, or non-profit organizations have common traits and dynamics. Some succeed at achieving their mission, and some do not. This course will examine what makes organizations perform at their best and achieve their missions. From structure, planning, personnel, budgets, marketing, political positioning, and leadership, students will gain insights to help them navigate and succeed in numerous kinds of organizations during their careers.

**Course Delivery Method:**

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. Syllabus, class presentations and other assignments will be listed on Blackboard (Bb).

Students 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 of a laptop and/or tablet is allowed only if the content is exclusively class related.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least #1 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives:**

This course is designed to enable students to do the following:

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.

### **Professional 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 Texts:

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

## Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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

- **Assignments and/or Examinations:**

**Article on the future of the Park & Recreation Field – Due September 20st**

- 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 1st**

- 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 15th**

- 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:**

#### **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		

## **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

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

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	Aug. 30	Introduction to Class & Organizational Life Cycle	R: Introduction (pg 1 – 24)
	Sep. 6	Organizational Structure	R : Organizational Structure (pg 25 – 35) & Supplemental reading material on Blackboard
	Sep. 13	Mission/Momentum & Strategic Planning	R : Mission/Momentum, Strategic Planning (pg 36 – 51)
	Sep. 20	Management vs. Leadership	<b>A : Viking/Farmer Papers</b> R : Review Viking/Farmer Essays from the introduction
	Sep. 27	<b>NO CLASS</b>	
	Oct. 4	Innovation & Pricing	R : Innovation, Pricing (pg 52 – 85)
	Oct. 11	Marketing & Partnering	R: Marketing, Partnering (86 – 108)
	Oct. 18	Individual Differences & Hiring the Best Review for Midterm	<b>A: Complete and bring to class personality test</b> R: Human Resources/Individual Differences/Hiring (pag 109 – 129)
	Oct. 25	Hiring & Keeping the Best, <b>MID-TERM EXAM</b>	R: Hiring the Best, Keeping the Best & Training
	Nov. 1	Keeping and Training the Best, & Performance Based Compensation	<b>A : Personnel Management System</b> R : Training & Performance Based compensation (pg 130 – 143)
	Nov. 8	Disciplinary Action & Budgeting & Land Acquisition	R : Disciplinary Action & Budgeting, Land Acquisition (pg 144 – 174)
	Nov. 15	Positioning	<b>A : Positioning Paper &amp; Presentation</b> R : Creating a Brighter Future & Positioning (pg 182 – 197)
	Nov. 22	<b>NO CLASS - Thanksgiving</b>	
	Nov. 29	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
	Dec. 6	Governance & Leadership	R: Governance (pg 175 – 181) Leadership (pg 204 – 211)
	Dec. 13	<b>FINAL EXAM</b>	

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any PRLS 410 course is required to complete this common assignment. This is the “Personnel Management System” due on November 1, 2017.

**PRLS 410 RUBRIC - SEMESTER PROJECT ASSIGNMENT  
Create and Profile a Fictional SRT Organization**

<i>COAPRT 7.03 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</i>	<b>Outstanding</b>  100 %	<b>Competent</b>  75 – 99%	<b>Minimal</b>  50 – 74%	<b>Unsatisfactory</b>  0-49%
Content Areas – 20-40% each (standards are “per section”)	Includes all required elements; demonstrates understanding of each element	Missing one required element OR does not fully demonstrate understanding of up to two elements	Missing 1-2 required elements AND/OR does not fully demonstrate understanding of up to three elements	Missing two or more required elements AND/OR does not demonstrate understanding of the content area subject
Evidence of Research – 20 %	References at least two model organizations in content and bibliography/footnotes; Cites additional sources to support content	References at least two model organizations OR one model organization and additional sources	References at least one model organization OR additional sources	No references
Presentation – up to 10% deduction	Follows format and general guidelines as stated in assignment instructions	Follows format but does not follow general guidelines in one area	Follows format but does not follow general guidelines in one area	Follows format but does not follow general guidelines in one area
Grammar and spelling – up to 10 % deduction	Uses correct grammar and spelling	Infrequent grammar or spelling errors	Frequent grammar and spelling errors; does not interfere with conveyance of meaning	Frequent grammar and spelling errors that interfere with content delivery

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.





## 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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**