

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

PRLS 411—Administration of Rec, Health and Tourism Organizations II Section DL1
3 Credits – Fall 2021

Faculty

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Prerequisites/Corequisites

PRLS 410 and 60 credit hours

University Catalog Course Description

Focuses on planning techniques for health, fitness, and recreation organizations. Covers program and organizational marketing principles and strategies; service quality assessment and organizational evaluation techniques; and organizational financing.

Course Overview

The course is a thorough review and practical application of marketing techniques and strategies utilized by professionals serving in for-profit and non-profit leisure service organizations. Instruction will include a historical examination of marketing with emphasis on service organizations. Text review, posted notes, class assignments and case studies will focus on marketing issues specific to the leisure industry, market research, target marketing/segmentation, branding, advertising and direct marketing. Students will be required to develop and present a formal marketing plan as a term project. Students are held to the standards of the George Mason University Honor Code and are expected to attend all class sections, actively participate in on-line text review and fulfill all assignments. Assignments must be turned in on the specified date due or **no credit will be given**.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available at all times from Monday, August 23, 2020 through Wednesday, December 8, 2021.

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 browsers. To get a list of Blackboard's supported browsers see:
- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - 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/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
- 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 [#] 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.

- 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

At the completion of this course, students will understand the concept of organizational marketing as it applies to for-profit and non-profit leisure service organizations. Specifically students will become familiar with the practical application of the following marketing techniques and strategies:

1. Understanding market dynamics
2. Design of a practical marketing plan for a leisure service organization
3. Market research and market segmentation
4. Organizational factors that affect service delivery
5. Advertising and cost pricing strategies
6. Community relations and outreach
7. The Grant process

Professional Standards

Upon completion of this course, students will meet the following professional accreditation standards:

2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met.

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

Required Text:

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

You can purchase the eBook through Sagamore Publishing: Cost is \$35.00

<https://www.sagamorepub.com/products/Marketing-in-Leisure-and-Tourism-eBook-License>

Other options include rental via Chegg @ \$24.49 or via Barnes and Noble @ \$37.25.

IMPORTANT: You will need some form of the textbook as there are four (4) OPEN-BOOK Tests during the semester that total 350 points of the total possible 500 points for the course for the semester.

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

Required Readings:

There are nine (9) articles from the Harvard Business Review that you will be required to read. Please follow this link – in blue below for instructions on how to access the articles listed:

<https://hbsp.harvard.edu/import/851815>

The total cost for these nine (9) articles is **\$38.25**. The link above will guide you to the payment page.

1. Balis, Janet (2020, April). Brand Marketing Through the Coronavirus Crisis. Harvard Business Review – Web Article.
2. Waldron, Ted & Wetherbe, James (2020, April). Ensure That Your Customer Relationships Outlast Coronavirus. Harvard Business Review – Web Article.
3. Holt, Douglas (2016, March). Branding in the Age of Social Media. Harvard Business Review – Article.
4. Johnson, Gregg (2020, May). Is Your Marketing Strategy Based on the Right Data? Harvard Business Review – Web Article.
5. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
6. Teixeira, Thales & Brown, Morgan (2018). Airbnb, Etsy, Uber: Acquiring the First Thousand Customers. Harvard Business Review, 1-17.
7. Christensen, Clayton M., Hall, Taddy, Dillon, Karen, & Duncan, David (2016, September). Know Your Customers’ “Jobs to Be Done”, 1-10.
8. Kim, W. Chan & Mauborgne, Renee. (2015). Chapter from: Blue Ocean Strategy, Expanded Edition. How to Create Blue Oceans and Make the Competition Irrelevant, 1. Creating Blue Oceans.
9. Dawar, Niraj. (2013). When marketing is strategy, Harvard Business Review, 101-108.

Additional Required Readings:

Weaver, Anthony G. and Harden, Alexandra L. (2015). The Honeymoon Effect: A Case Study of the Colorado Rockies and Coors Field, Journal of Facility Planning, Design, and Management, 3(1), 11-27.

Rossmann, J. Robert & Ellis, Gary D. (2012). Thoughts on experience: Introduction to the special issue, Journal of Park and Recreation Administration, 30(3), 1-6.

Jefferies, Katharine & Lepp, Andrew. (2012). An investigation of extraordinary experiences, Journal of Park and Recreation Administration, 30(3), 37-51.

Thompson, Walter. (2018). Worldwide survey of fitness trends for 2021. American College of Sports Medicine Health & Fitness Journal, 25 (1), 10-19.

Jones, Don L. (Spring 2018). Book Review: Everybody Lies: Big Data, New Data, and What the Internet Can Tell Us About Who We Really Are. Florida Recreation and Parks Association Journal. 20 – 22.

Inman, Julie. (Fall 2017). Book Review: The Starbucks Experience. Florida Recreation and Parks Association Journal. 12 – 13.

Course Performance Evaluation

Assignments

Students are responsible for all information presented in the course, including on-line lectures, notes, power points, and assigned readings. Students are expected to review the text and all posted on-line notes and complete all assignments. There will be **four (4) non-cumulative on-line tests**. The test format will be multiple choice, T&F and possibly short answer questions. *The first three tests will be fifty questions and the fourth test will be twenty-five questions.*

The term project topic and outline must be submitted for review and approval NLT October 18th . 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. **This project will require a written marketing plan for an existing organization (public or private sector).** The written plan is due not later than December 10th and should be written consistent with Chapter 4 of the Janes' text, specifically pages 80 thru 83. Written plans are expected to be at least 10 pages, double spaced type.

Plans will be evaluated in terms of:

1. Quality references (**at least three (3) required – from peer-reviewed journal articles – these must be highlighted in yellow**) and two (2) additional support articles for a total of five (5) at a minimum.
2. Logical plan development from organizational assessment through market research to proposed strategic action steps.
3. Plan organization, writing style and presentation. PowerPoint is a required submission for the project. The proposal needs to be typed, double-spaced with 12 Times New Roman font.
4. The proposal must include an introduction, a statement of the problem, the methodology, results, a discussion and conclusion/recommendations.

Requirements

Research Project	150
Tests:	
Test #1 Chapters 1-4	100
Test #2 Chapters 5-8	100
Test #3 Chapters 9-12	100
Test #4 Chapters 13-14	50
*Discussion Board	
Total	500

***Failure to participate in at least 75% of all Discussion Boards, responding to my posts and replies to other student's posts, will lead to a 50-point reduction in your total points.**

Research Presentation – The presentation needs to include an introduction, a statement of the problem, the methodology, sample of the results, discussion items and conclusion/recommendations. Visual support such as PowerPoint must be included.

Research Proposal – The proposal needs to be typed, double spaced with 12 Times New Roman font. The proposal must include an introduction, a statement of the problem, the methodology, results, a discussion and conclusion/recommendations.

Participation – Students must participate in Blackboard Discussions (Discussion Board) in order to respond to questions generated by the readings. Contribution will be evaluated based on the number and quality of questions asked or answered and opinions provided. **Failure to participate in at least 75% of all Discussion Boards will result in a loss of 50 points.**

Grading

A	= 460 – 500	B+	= 440 – 449	C+	= 390 – 399	D	= 300 – 349
A-	= 450 - 459	B	= 410 – 439	C	= 370 – 389	F	= 0 - 299 -
		B-	= 400 – 409	C-	= 350 – 369		

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

that delivered via Blackboard, power-points, audio-visuals, journal articles, and Harvard Business Review articles. Students are expected to actively participate in class discussions via Blackboard, and complete all assignments.

- **Assignments and/or Examinations**

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/> Students are expected to exhibit professional behaviors and dispositions at all times.

Tentative Class Schedule

Date	Topic	Class Activity/Assignment
WEEK BEGINNING		
August 23 rd	Course Introduction/Planning Reaching New Heights - Integrating Marketing	Student introductions/expectations Chapter 1
August 30 th	The Marketing of Leisure and Tourism Experiences The Quality Service Foundation <i>Assigned articles from the Harvard Business Review dealing with Marketing during the Coronavirus</i>	Chapter 2 Chapter 3
September 6 th	Enabling Marketing Action Marketing – Practical Application Test 1 Review	Chapter 4 Test 1 – MONDAY, SEPT. 13TH
September 13 th	Understanding, Developing, and Applying Marketing Research Developing the Strategy	Chapter 5 Chapter 6
September 20 th	Target Market Approaches Brand Positioning and Marketing Outcomes <i>Assigned articles from the Harvard Business Review</i>	Chapter 7 Chapter 8

	<i>dealing with Marketing during the Coronavirus</i>	
September 27 th	Marketing Plan Term Project Review Test 2 Review	Format/Design/Content Requirements Test 2 – MONDAY, OCTOBER 4TH
October 4 th	Processing Operational Decisions Term Project topic and outline due	Chapter 9 Discussion of project plan
October 11 th	Organization Offerings, Distribution, and Pricing Promotional Brand, Collateral Design and Events Term Project Outlines Due – Oct. 20th	Chapter 10 Chapter 11
October 18 th	Advertising, Public Relations, and Crisis Communication Test 3 Review	Chapter 12 Test 3 – MONDAY, OCTOBER 25TH
October 25 th	Marketing – Practical Application	Review Sample Presentation
November 1 st	Relationships: Community, Sponsorships, and Stewardship Direct Marketing: Internal and External Sales <i>Assigned articles from the Harvard Business Review dealing with Marketing during the Coronavirus</i>	Chapter 13
November 8 th	Social Media and Marketing The Grant Process Test 4 Review	Chapter 14
November 15 th	Test 4	Test 4 – MONDAY, NOVEMBER 22nd

November 24 th – 28 th	Thanksgiving Recess – No Assignment	No Assignment
November 29 th – December 6 th	Last Day of Classes – December 6 th	No Assignment
December 6 th – 7 th – Reading Days	Marketing Plan Projects Due – Friday, December 10th	Marketing Plan Projects Due – Friday, December 10th
December 13 th	Exam Period – December 8 th – 15 th	

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 collaborations, 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 <https://catalog.gmu.edu/policies/honor-code-system/>)
- 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://ds.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 or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/>.

Assessment Rubric(s):

Guidelines:

- **All work in this course should be written in the third person** using complete sentences.
- **Use subheadings** appropriate to the assignment (e.g., Introduction, Type of Facility Chosen and Why, Hedgehog Concept, ADA Compliance, References and Budget) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- **At least three (3) of your references must be research articles appearing in refereed journals. You must highlight those referred journals cited in yellow or you will not receive any credit.** Additional references providing support for significance and definitions **may** come from other literature sources. **Two (2) additional articles** will also be needed as references.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page**.

Grading:

- Overall, grading will be based on completeness of responses, clarity and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

