

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 610 – Recreation Administration and Planning (3 credits)  
Fall 2011

DAY/TIME:	TH 7:20 – 10 pm	LOCATION:	RAC 2203
INSTRUCTOR:	Jesse Ellis	EMAIL ADDRESS:	<a href="mailto:jellis1@gmu.edu">jellis1@gmu.edu</a>
OFFICE LOCATION:	Please email or call	PHONE NUMBER:	703-324-5626
OFFICE HOURS:	By appointment	FAX NUMBER:	703-803-8598

### **PREREQUISITES**

None

### **COURSE DESCRIPTION**

Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations 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: 35 points  
Reaction Questions: 15 points  
Assignment 1: 5 points  
Assignment 2: 5 points  
Paper 1: 15 points  
Paper 2: 25 points

## Grading Scale

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 1: Class Overview, Vision & Mission*

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

### *September 8: 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. **Read through Section II (p. 152) only.**

Mintzberg, H. (1980). Structure in 5’s: A synthesis of the research on organization design. *Management Science*, 26(3), 322-341. **Read through p. 330 only.**

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. **Start reading at the beginning of Section 3 (p. 369).**

### *September 15: Organization and Management Theory*

Gore, A. (1997). *Businesslike government: Lessons learned from America’s best companies*. (<http://govinfo.library.unt.edu/npr/library/nprprt/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>) **Read Sections 2, 4, and 5 only.**

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 22: Strategic Planning*

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.

**Be sure to read the articles before reviewing the strategic plans below.**

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>)

*September 29: 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](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 6: 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 13: 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.

Crompton, J.L. (2010). Eleven strategies for reducing negative responses to price increases for public park and recreation services. *Journal of Park and Recreation Administration*, 28(3), 114-146.

#### October 20: Performance Management

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

Crompton, J.L. (2010). Measuring the economic impact of park and recreation services. Ashburn, VA: National Recreation and Park Association.  
(<http://www.nrpa.org/Content.aspx?id=4381>)

Fairfax County. (2007). A manual for performance measurement.  
([http://www.fairfaxcounty.gov/dmb/perf\\_measure.htm](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 27: 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.

\*\*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 3: 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 10: 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.)

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

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

### November 17: 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>)

National Recreation and Park Association. (2011). From interest to commitment: The citizen connection: A white paper summary of an open forum at the 2010 NRPA Congress. ([http://nrpa.org/uploadedFiles/Explore\\_Parks\\_and\\_Recreation/Research/From%20Interest%20to%20Commitment-WhitePaper-Final.pdf](http://nrpa.org/uploadedFiles/Explore_Parks_and_Recreation/Research/From%20Interest%20to%20Commitment-WhitePaper-Final.pdf))

\*\*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.

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

*November 24: No Class – Thanksgiving*

*December 1: 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 8: Special Topic To be Determined*

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

## **ASSIGNMENTS**

### ***Class Participation***

Time in the classroom will be approximately 20 percent lecture and 80 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. (It will help if you prepare some discussion questions to get the ball rolling.) 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.

### ***Reaction Questions***

Each class, turn in three questions that you have in reaction to the assigned readings. The questions should be well thought-out and include a few sentences to set the context and background for your question. Here's an example:

Crompton claims that public recreation departments must position themselves to compete with other agencies for funding. But that seems contrary to best practice, which indicates that agencies must partner to truly achieve their intended outcomes. Could repositioning, while perhaps a smart resource development tactic, in fact have a negative impact on the community the agency is supposed to be serving?

The assignment is for three questions per week, not per reading. You can submit multiple questions per reading, and a single question could cover multiple readings.

You do not need to submit reaction questions on the weeks when you submit Assignments 1 and 2.

### ***Paper 1: Organizational Structure and Management***

The Town Council of Recland, USA, has just approved the creation of a new Recreation and Parks Department for the next fiscal year. As an expert in recreation administration and organizational management, you have been hired as a consultant to develop the new agency's organizational structure. Develop an organizational chart for the new agency and discuss the reasoning behind your choices. Be sure to draw from the organizational management literature we have read and discussed. Key points you'll want to highlight include: chain of command, division of labor, methods to incorporate elements of high performing organizations, and how the organization is structured to ensure quality services and motivated employees.

Although labor does not need to be divided by the type of service, the Town Council is mandating that the agency offer the following services:

- Land acquisition and park development;
- Park, trail, and athletic facility operations and maintenance;
- Recreation center operations, to include fitness facilities, classes for all ages, and summer camps;
- Senior centers and teen centers that focus on the specific needs of those populations;
- Services for people with disabilities;
- Sports leagues for youth and adults; and
- Other services, if it is determined they are needed.

According to the 2010 Census, Recland has a population of 25,115. The racial and ethnic composition of the population is 24.4% non-Hispanic white, 47.8% non-Hispanic black, 0.4% Native American, 3.1% Asian Indian, 6.1% other Asian, 0.1% Pacific Islander, 0.4% non-Hispanic reporting some other



race, 3.8% reporting two or more races, and 15.5% Hispanic or Latino of any race. This contrasts with 2000, when there were 19,960 people. The 2000 racial makeup was 52.24% White, 34.50% African American, 0.38% Native American, 6.89% Asian, 0.21% Pacific Islander, 2.30% from other races, and 3.47% from two or more races. Hispanic or Latino of any race were 6.24% of the population.

There are 8,931 households, of which 26.7% have children under the age of 18, 33.9% are married couples living together, 13.3% have a female householder with no husband present, and 48.1% are non-families. 37.4% of all households are made up of individuals and 5.2% have someone living alone who was 65 years of age or older.

The age distribution is 22.0% under the age of 18, 8.6% from 18 to 24, 42.9% from 25 to 44, 19.7% from 45 to 64, and 6.7% who are 65 years of age or older. The median age is 34 years. The median income for a household in the city is \$49,415, and the median income for a family is \$58,552. About 4.3% of families and 6.4% of the population are below the poverty line, including 7.8% of those under age 18 and 6.4% of those age 65 or over.

A recent youth survey indicated that 3% of high school students identified themselves as members of a gang, although there have been several high-profile gang-related violent incidents in the past year. The rates of heart disease and obesity are higher in Recland than in other neighboring jurisdictions and than in the county as a whole.

If your concentration is not Recreation Administration, please see me and we can determine another type of organization to write about.

Formatting: Times New Roman, 12 point font, double spaced, 1" margins, double-sided  
Suggested length: 8 – 12 pages

Due: October 20

### ***Paper 2: Strategic Plan***

Develop a five-year strategic plan for the Recland Recreation and Parks Department (or the organization you wrote about in your first paper). Include the following sections:

- A. Background
  - a. Basic information on Recland
  - b. Basic information on Recland Recreation and Parks
- B. Strategic Plan Initiatives
  - a. Financing and resource development
  - b. Performance management as a means of improving services
  - c. Citizen participation in planning and policy development
  - d. Workforce development
  - e. Organizational structure and management
  - f. Partnerships to better serve constituents

For each initiative area, include at least three specific actions, each with an objective and a plan to measure performance. Using the readings from this semester and other sources, discuss the rationale behind your choices. Describe how actions are developed to achieve effectiveness, efficiency, equity, or some combination of the three.

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

Suggested length: 20 – 25 pages

Due: December 17 (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 it's written like this, your grade will be effected. Don't rely on spell check alone; 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. In my experience, students who take advantage of this opportunity rarely get less than an A on their papers.
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*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/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.



*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/>].

**OTHER USEFUL CAMPUS RESOURCES:**

UNIVERSITY LIBRARIES: "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>