

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 410 – Administration of Recreation Health & Tourism Organizations I (002)
SPRING 2012

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|------------------|------------------------------------|---------------|----------------------|
| Day/Time: | T/R 1:30 - 2:45 PM | Location: | PW-BRH 256 |
| Instructor: | Elizabeth Coberly | Email: | ecoberly@gmu.edu |
| Office Location: | N/A | Phone Number: | 540-837-9398 9am-8pm |
| Office Hours: | T/R 1:00-1:30 PM By Appointment | Fax Number: | N/A |

PREREQUISITE(S): 60 hours.

COURSE DESCRIPTION: Focuses on operation and management of health, fitness, and recreation services 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 (RHT) organizations.
3. Identify problems affecting the management and operation of organizations and the delivery of recreation, health, and tourism services.
4. Discuss the principles of organizing, allocating and managing organizational resources in order to provide equitable delivery of recreation, health, and tourism services.
5. Apply budgeting principles and techniques to developing and managing operational budgets of RHT organizations.
6. Describe the barriers to effective communications and strategies for communicating in a multicultural society.

COURSE OVERVIEW: The course will mainly consist of lectures with student completing the Management Training Exercises and exams to show comprehension and mastery of the material.

PROFESSIONAL ASSOCIATION STANDARDS: Further, upon completion of this course, students will meet the following professional accreditation standards from the *National Recreation and Parks Association-Council on Accreditation of Parks, Recreation, Tourism and Related Professions* (NRPA/COAPRT)

7A.02 Understanding of the management role, including organizational behavior and relationships, politics of organizations, strategic planning, policy

- development and implementation, decision making, cooperative problem solving and managing conflict.
- 7A.03** Understanding of the relationship of business, society and the economy, including the role of the entrepreneur.
- 7B.04** Understanding of and ability to apply both traditional and innovative management, including development of budgets for operations and capital improvements, revenue generation and accountability, pricing of services, cost analysis and financial forecasting.
- 8.08** Understanding of the importance of maintaining professional competence and the available resources for professional development. *Content to consider: The importance of credentialing and contributing to the advancement of the profession. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs, and service via leadership positions in professional organizations. Competence in the provision of professional services and programs as an asset to the community and the prevention of consumer harm may also be addressed.*
- 8.12:02** **Economic development.** *Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.*
- 8.16** Ability to use various leadership techniques to enhance individual, group, and community experiences. *Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.*
- 8.18** Understanding of the fundamental principles and procedures of management. *Content to consider: Organization philosophy, goals, and objectives; planning systems; policy and procedure formulation; governance and oversight; power and politics; organizational design and structures; and information technology management.*
- 8.19** Understanding of principles and procedures of human resource management. *Content to consider: Human resource planning and staffing, compensation, staff development, labor relations and collective bargaining, conflict resolution and negotiation, decision-making models, employment law, grievance management, and workplace diversity.*
- 8.20** Understanding of the principles and procedures of supervisory leadership. *Content to consider: Interpersonal communication; motivation, managing employee performance; supervisory leadership; discipline and separation; ethics and standards of conduct; managing volunteers, part-time, and seasonal staff.*
- 9A.02** Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.

NATURE OF COURSE DELIVERY: Face-to-face.

REQUIRED READINGS: Edginton, C., Hudson, S., Lankford, S., Larsen, D. (2008). *Managing Recreation, Parks, and Leisure Services; An Introduction (3rd Edition)*. Sagamore Publishing, LLC.

Blanchard, K., Johnson, S. (1982). *The One Minute Manager*. William Morrow.

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

| Requirements | Percentage Points |
|--|-------------------|
| 3 Exams at 12 % Each | 36% |
| Management Training Exercises & Presentation | 44% |
| Class Participation (pop quizzes, paper/pencil exercises, professional dress, etc.) | 10% |
| Reading Project paper based on the extra reading of your choice | 10% |
| Total | 100% |

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 | |

ASSIGNMENTS:

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work.

Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

All assignments are due at 1:30PM, the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead. Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

Assignment Summaries

READING PROJECT

Each student will choose a book on one of the course topics (leadership, operation, management, decision making, organizational communication, organizational structure, and budgeting). Before the due date, each individual student will have read the book and will compose an original 2-8 page composition or an engaging single page flyer or brochure listing the most important points of the book. If you choose the paper, it must be in APA style that includes: 1) a title page, 2) a summary of the book and what you learned from the book, 3) at least one specific point that can be applied to what you have learned in class this semester, 5) why you think the book or topic is important to the recreation field, 6) what impact the book has had on you or how you can use the information you learned in your future career, 6) why you think another student should read the book, and 7) an APA style citation. You must also cite any articles you used to support your theories about the information in the book. If you choose the handout or brochure, it must be attractive to the eye, be targeted toward your fellow students to convince them to read the book, and promote the wisdom you gleaned from your reading of the book.

Sample Books:

- A Career with Meaning: Recreation, Parks, Sport Management, Hospitality, and Tourism by Cheryl A Stevens et al
- The Business & Politics of Sports by Evan Weiner
- Campus Recreation: Essentials for the Professional by NIRSA
- Delivering Happiness: A Path to Profits, Passion, and Purpose by Tony Hsieh
- Destination Branding for Small Cities by Bill Baker
- Financial Management 101: Get a Grip on Your Business Numbers by Angie Mohr
- Geocaching: Hike & Seek with Your GPS by Erik Sherman
- Lead Like A General by Paul Gilbert
- Official Study Guide for the Certified Park and Recreation Professional Examination by NRPA
- The Seven Habits of Highly Effective People by Stephen R Covey
- Strengths-Based Leadership by Tom Rath
- Talking from 9 to 5: Women and Men at Work by Deborah Tannen
- Tongue-Tied America: Reviving the Art of Verbal Persuasion by Robert Sayler and Molly Shadel
- Tribal Leadership: Leveraging Natural Groups to Build a Thriving Organization by Dave Logan, John King, & Halee Fischer-Wright
- Type Talk: The 16 Personality Types That Determine How We Live, Love, and Work by Otto Kroeger

MANAGEMENT TRAINING EXERCISES

During the course of the class, you will complete several management training exercises. Each phase is dependent upon your work in the preceding phase and you will have until the due date to complete the project. Full assignment details are located at the end of the syllabus.

TENTATIVE COURSE SCHEDULE:

| DATE | | TOPIC | READING | ASSIGNMENT DUE | |
|------|----------|-------|---|---|-----------------|
| T | January | 24 | Introduction & Syllabus | | |
| R | | 26 | Recreation, Parks, and Leisure Services in the 21 st Century | Chapter 1 | |
| T | | 31 | The Evolution of Management Theory and Practice | Chapter 2 | |
| R | February | 2 | Values, Mission, Goals, and Policy | Chapter 3 | |
| T | | 7 | Organizing and Structuring Recreation, Parks, and Leisure Services | Chapter 4 | |
| R | | 9 | Daniel Bureau, Children's Program Coordinator for Loudoun County Parks Recreation and Community Services | | |
| T | | 14 | Test I | | MTE #1 |
| R | | 16 | Managerial Leadership and Motivation | Chapter 6, The One Minute Manager | |
| T | | 21 | Human Resources | Chapter 10 | |
| R | | 23 | Planning for Recreation, Parks, and Leisure Services | Chapter 7 | Reading Project |
| T | | 28 | Julie Johnson, Certification Coordinator for the National Recreation Park Association (NRPA) | | |
| R | | March | 1 | Ethics: Human / Social, Community, and Environmental Responsibilities | Chapter 5 |
| T | | | 6 | Decision Making and Problem Solving | Chapter 8 |
| R | 8 | | Promoting Collaboration and Cooperation | Chapter 9 | MTE #2 |
| T | 13 | | Spring Break – No Class | | |
| R | 15 | | Spring Break – No Class | | |
| T | 20 | | Exam II | | |
| R | 22 | | Curt Newport, Owner and CEO of Newport Enterprises | | |
| T | 27 | | Job Fair | | Job Fair Table |
| R | 29 | | Job Fair | | Job Fair Table |
| T | April | 3 | Fiscal Resources | Chapter 11 | |
| R | | 5 | Independent Group Study Day* or Snow Makeup Day* | | |
| T | | 10 | Marketing Resources Kevin Salvilla, Resource Manager of Center Hill Lake for the Army Corps of Engineers | Chapter 12 | MTE #3 |
| R | | 12 | Legal Issues and Risk Management | Chapter 13 | |

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|---|-----|----|--|------------|---------------------------|
| T | | 17 | Evaluating Community Services | Chapter 14 | |
| R | | 19 | Future Perspectives | Chapter 15 | |
| T | | 24 | Exam III | | |
| R | | 26 | Product Challenge Presentations | | MTE #4 PPTs Presentations |
| T | May | 1 | Product Challenge Presentations | | Presentations |
| R | | 3 | Product Challenge Presentations | | Presentations |
| M | | 8 | Pickup Graded Assignments during assigned exam period. | | |

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://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>].

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.



MANAGEMENT TRAINING EXERCISES

MANAGEMENT TRAINING EXERCISE # 1 Overview of Selected Organization

The Task:

- Create your own RHT (Recreation Health Tourism or Sport) organization and provide an overview of the organization you have created. You will build on this organization in subsequent MTEs.
- You may use existing organizations / governments / businesses for ideas and if you do so, make sure you cite them in your bibliography. Do not copy information.
- The overview should include:
 - The name of the organization (be creative).
 - State which subsystem (public, not-for-profit, commercial) the organization falls under and provide evidence to support your choice.
 - Explain why you chose this particular type of subsystem.
 - Explain the history of the organization.
 - State the organization's mission.
 - List 2-4 of the organization's goals and any relevant 2012 objectives to reach those goals.
 - A description of its client base.
 - Diagram the organizational structure of the organization, giving titles to all of the positions. Explain why you chose this particular structure style.
 - Is your organization mechanistic or organic? Why?
 - Any other relevant information about the organization.
 - Optional: Give your organization a mascot or logo to represent your organization. Provide a graphic of the mascot or logo on your title page.

The Format:

- Your response should be APA style (i.e. typed, double-spaced, using a size 12 font with 1-inch margins).
- Online submissions will not be accepted.
- The exercise must be greater than 2 pages plus a title page and bibliography page. The exercise must not exceed 10 pages.

MANAGEMENT TRAINING EXERCISE # 2 Hiring and Managing Your Employees

The Job Description

- Select one position from the organizational chart you created for your RHT (Recreation Health Tourism or Sport) organization and create a job description for that position. Pick a position that supervises a minimum of 3 people and reports to a supervisor. You will continue to build on this position in the other tasks of this MTEs.

- You may use job descriptions from existing organizations / governments / businesses for ideas and if you do so, make sure you cite them in your bibliography. Do not copy information.
- Explain why you chose to fill this particular position.
- Using your job description, place it in the job announcement format used for job postings for NIRSA and NRPA.

The Job Interviewer

- Design a sample 1-2 page INTERVIEW FORM for the interviewer to use while conducting interviews for the position you selected in MTE #3. Your form must include a minimum of 5 questions to be asked of every applicant.
- You may use interview questions from existing organizations / governments / businesses for ideas and if you do so, make sure you cite them in your bibliography. Do not copy information.
- You must provide instructions for the interviewer.
 - On the form, describe the interview setting (including staff members present). You may use diagrams.
 - On the form, explain the interview style that will be used to conduct the interview.
 - On the form, explain how the interviewer should address the issue of improper questions.
- Explain why you made your choices in the accompanying paper.
- Make sure to leave space for the interviewer to write notes on the applicant's responses.

The Evaluation Form

- Design a 1-page ANNUAL EVALUATION FORM for the supervisor to use to evaluate the employee. Your form must include a minimum of 5 criteria, must explain how each competency is weighted, and must have a standardized grading format that is explained somewhere on the form. You may wish to list behavioral expectations to help you in the decision making process.
- You may use annual evaluations from existing organizations / governments / businesses for ideas and if you do so, make sure you cite them in your bibliography. Do not copy information.
- You must provide instructions for the evaluator.
 - The form should briefly explain how the evaluator should address the issue of improper conduct or unmet expectations.
 - The form should briefly explain how the evaluator should address exceptional performance.

The Format:

- Your response should be APA style (i.e. typed, double-spaced, using a size 12 font with 1-inch margins).
- The exercise must be greater than 1 page plus a title page, bibliography page, and 3 appendices (the job announcement in NIRSA/NRPA format, the interview form, and the annual evaluation form). The exercise must not exceed 10 pages.

JOB FAIR EXERCISE

Everyone will create a visually appealing display for their organization. The display will be used at the job fair to create a table to represent your organization. Everyone will take turns manning their table or walking around to examine the displays. As applicants pass by your table you will want to sell them on working for you and your organization. You will also want to ask the applicants questions from your interview form. At the conclusion of the job fair, all of the participants (i.e. students) will vote for the organizations from which they would like to receive job offers.

MANAGEMENT TRAINING EXERCISE # 3 **Putting Together Your Team and Creating Your Product**

The organizations which receive the most votes from the job fair will be given the opportunity to offer positions on their team to 3-5 employees (i.e. other students).

The Product

- Your team will design your own RHT (Recreation Health Tourism or Sport) product and provide an overview of the product you have created.
- The product can be anything you believe your organization could sell. Examples may include: software, consulting services, programs, events, memberships, or equipment. You do not have to make a working prototype of equipment.
- You may base your design on products produced in existing organizations / governments / businesses and if you do so, make sure you cite them in your bibliography. Do not copy information.
- Your product paper should address:
 - A detailed description of your product and a comparison with a similar “real” product.
 - Why you chose to produce this product.
 - Why you believe your product is unique and sellable.
 - Research on the costs associated with producing your product.
 - Why your team is the most capable of producing such a product.

The Format:

- Your response should be APA style (i.e. typed, double-spaced, using a size 12 font with 1-inch margins).
- Online submissions will not be accepted.
- The exercise must be greater than 2 pages plus a title page and bibliography page. The exercise must not exceed 10 pages.
- Make sure to give credit to every member of your team.

MANAGEMENT TRAINING EXERCISE #4 **The Funding Presentation**

Design a PowerPoint Presentation summarizing your organization, job, and product.

PowerPoint Slides must include all 6 sections:

- Title Page
- Introduction

- Summarize the background information for the organization you created in MTE #1.
- If your organization is based on an existing organization / business / government agency, summarize that organization as well.
- Explain which RHT Sub-system your organization belongs to and include 2 reasons for your choice.
- Summarize your organization's structure you created in and include an abbreviated (3 level maximum) chart that shows where the job you selected in MTE #2 is located within the organization.
- Explain if your structure is mechanistic or organic and provide 2 reasons to support your choice.
- Employees
 - Include the job announcement, interview form, and evaluation form you created in MTE #2.
 - Highlight 1-2 items in your job announcement that will attract applicants.
 - Highlight 1 question the interviewer will ask the applicant and explain how you would answer the question.
 - Explain what competencies, goals, and objectives you used to write the evaluation.
- Job Fair
 - Include a photo of you at your table at the job fair.
- Product
 - Describe your product and compare your product with others currently on the market.
 - Explain what funds would be needed to produce and market your product.
 - Explain the return investors can expect from funding your product.
 - Explain the benefit to society provided by your product.
- Conclusion
 - Describe any recommendations you would offer to other RHT organizations with similar sub-systems and if you used an existing organization as a sample, make sure to make your recommendations directed at that organization.
 - Explain what you learned from the MTEs and class.

THE FUNDING PRESENTATION

Your team will have approximately 15 minutes to convince the funding committee (i.e. your classmates) to select your product for their investment. If you wish, you may use your professional PowerPoint presentation (or parts thereof) to make a case for funding the production of your product. The professionalism of your team (i.e. behavior, dress, and speech) will all be graded. Effective use of all team members is required. Extra points will be awarded for presentations that are interactive, polished, or engaging.

At the conclusion of all of the presentations, all of the investors in the funding committee will vote on which product they will invest in and one product will “receive funding” (i.e. bragging rights).

1"
Margins

SAMPLE APA BASICS

PRLS 410
Fall 2011
Month #Day, #Year

Recreation Administration Makes A Cool Title
An Analysis of: "Book on Recreation Administration" by Author Name
by
Student First & Last Name

Paragraph one introduces your theory or research. You will want to include the basic points you are setting out to discuss in detail later in your paper.

Paragraph two begins discussion of your first point. Don't forget to discuss the importance of your chosen book to the recreation administrator. You will not want to go question by question but create a logical flow in your paragraphs as you move from one point to another. Feel free to be creative in your approach to analyzing the book and discussing its importance to class.

Paragraph three is a nice and concise summary of the points you have made in your analysis. Summarize but don't repeat your points. It may be a good practice to restate your points in a different way but don't introduce new points in your conclusion.

Bibliography

Author Last, Author First Initial. (####year). Name of the article is in plain type. *Title of the Journal is in italics. Followed by Journal #, Page #s.*

Author Last, 1st Initial. (####). *Name of book in italics.* Name of publisher plain type.

Text
Body is
Double
Spaced

Citation
is in
APA
Style