

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 610 – Recreation Administration and Planning (3 credits)
Spring 2014

DAY/TIME:	Distance Learning	LOCATION:	Online
INSTRUCTOR:	Donald L. Jones, Ph.D.	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:	Freedom Center	PHONE NUMBER:	703-993-8483
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-8478

PREREQUISITES

Graduate Status

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 a current organization, operation, challenges, and possible future changes within the recreation industry.

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

COURSE OVERVIEW

This course examines the challenges and demands facing managers of recreational programs. Through readings 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.

HONOR CODE

Students are held to the standards of the George Mason University Honor Code. You are expected to actively participate and fulfill all assignments. Assignments must be turned in on the specific date due or **no credit will be given**.

NATURE OF COURSE DELIVERY

Online

REQUIRED READINGS-*Please order through their website:*

Kelly, J.R., (2013). *Leisure Business Strategies*. Sagamore Publishing, Urbana, IL.

Here are instructions to purchase the books through Sagamore:

- 1). Log onto www.sagamorepub.com (website for Sagamore Publishing)
- 2). Register an account for yourself in the upper left corner
- 3). In the upper right corner is a search box to pull up the Leisure Business Strategies book
- 4). To purchase the Print Book (\$35.95 + approx. \$7 shipping & tax), type **7068** and hit the magnifying glass

- 5). To purchase the E-book (\$26.00 + tax), type **7075** and hit the magnifying glass

NOTE: Please read Sagamore's "Ebook Policies" prior to purchase for important information on how to download; compatible devices; returns; etc.

On right, click on "Add to Cart"

- 6). To buy both Print & Ebook, click "Continue Shopping" and repeat previous steps
- 7). Click "Check Out"
- 8). Verify Cart and email address
- 9). Provide shipping/billing address
- 10). "Click to calculate shipping"; select a shipping method
- 11). Enter Credit Card information onto our secure site
- 12). Review Order
- 13). Submit

If there are any questions with this process, students are welcome to call Sagamore Publishing at 800-327-5557.

EVALUATION

This course will be graded on a point system, with a total of 100 possible points. (See the "Assignments" section below for descriptions.)

Requirements	Percentage Points
Participation in weekly readings and questions	25
NVRPA Individual Visitation	20
Moderator for the Week	20
Research Paper	35
Total	100

Grading Scale

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

TENTATIVE COURSE SCHEDULE:

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

DATE		TOPIC and Readings	ASSIGNMENT DUE/BEGINS
	Jan 21	Syllabus and Leisure Business Strategies: What They Don't Teach in Business School Read: "The Lost Value of Genuine Experience in an Age of Speed": http://www.newrepublic.com/article/washington-diarist/magazine/97260/outcome-experience	Order text and thoroughly read the syllabus along with the link to the New Republic article.
	Jan 26	Chapter 1: Leisure Is Different Read: "The Preference for Experiences over Possessions: Measurement and Construct Validation of the Experiential Buying Tendency Scale" – The Journal of Positive Psychology, Vol. 7, No. 1, January 2012, pp. 57-71.	Top three category choices for individual Research Paper Due Sunday, Feb. 3rd by 8:00pm
	Feb 3	Chapter 2: Thinking About It Read: The "Moneyball" example of Leisure Businesses: http://crookedtimber.org/2006/03/01/academic-moneyball/ http://jme.sagepub.com/content/33/2/219.full.pdf+html	Visitation Proof of NVRPA Due Sunday March 24th by 8:00pm
	Feb 10	Chapter 3: Investment Strategies for Tough Times Read: "The Relative Relativity of Material and Experiential Purchases" – Jour. Of Personality and Social Psychology 2010, Vol. 98, No. 1, 146-159	
	Feb 17	Chapter 4: Target Markets Read: "When Marketing is Strategy", Niraj Dawar – Harvard Business Review, December 2013, pp. 100 – 108.	Moderator for the Week 1
	Feb 24	Chapter 5: A Time and Place Read: "Future Perspectives of Recreation and Leisure", pp. 389 – 452.	Moderator for the Week 2
	Mar 3	Chapter 6: Making Leisure Decisions Read: "Improving the Management of Natural Resource Recreation Areas through Understanding Place-Attached Visitor Segments", Kil, N., Holland, S., Stein, T., Journal of Park and Recreation Administration, Vol. 28, No. 3, pp. 16-41	Moderator for the Week 3
	Mar	SPRING BREAK	Spring Break

	10		
	Mar 17	Chapter 7: What Doesn't Change...Much	Moderator for the Week 4
	Mar 24	Chapter 8: The Big Picture	Moderator for the Week 5
	Apr 7	Chapter 9: The Little Picture	Moderator for the Week 6
	Apr 14	Chapter 10: Servicing the Experience	Moderator for the Week 7
	Apr 21	Chapter 11: Beating the Odds	Moderator for the Week 8
	Apr 28	Chapter 12: Looking Ahead	Moderator for the Week 9
	May 5	Last Day of Classes	
	May 12	Exam Week	

ASSIGNMENTS

Class Participation

Class Participation will be assessed by RELEVANT responses to the weekly reading assignments. Beginning the second week of class on Monday the instructor will post reaction questions or points from the Chapters to be read for the week. During the week, each student is expected to post a response (1) to one of the instructor's points as well as TWO (2) responses to other students' posts. Each students' three (1+2) responses will be due by 8:00 pm Sunday nights following the previous Monday's questions or points.

Northern Virginia Regional Park Authority (NVRPA) Visitation

INDIVIDUAL VISIT: Choose one of the Northern Virginia Regional Park Authority (NVRPA) sites to visit by Sunday, March 24th. Go to www.nvrpa.org/park/main_site/content/NVRPA_Parks to view the "24 Regional Parks featuring golf courses, swimming pools, hiking trails" to choose from. To prove you were there please have someone take a picture of you onsite to send along with a scanned copy of the front page of the brochure from the NVRPA site by the due date Sunday, March 24th. (If you work for NVRPA please do not use your work site for this visit, go to a different site. If you are completing this course while away from Northern VA please email me for an alternate site). Visitation Proof from NVRPA Due Sunday, March 24th by 8:00pm.

Research Paper

Prepare a ten-page paper on a category within Leisure Business, Administration, and Planning. Choose an area from the Categories listed below and be sure to reference both the text as well as at least two of the sources cited beneath the category. **NOTE:** Only one student can sign up per category so email me your top *three choices* by **Sunday, Feb. 3rd at 8:00pm.** The completed matrix will be distributed later that week.

Leisure Business, Administration, and Planning Categories	Student Researcher's Name
Organization and Management Theory	
Strategic Planning	
Human Resources	

Budget and Finance	
Performance Management	
Park and Facility Planning	
Partnerships	
Public Participation	
Marketing	

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

Length: 10 pages

Completed assignment due by Sunday, May 4th at 8:00pm.

Some Notes About Papers:

- Remember to cite all sources using APA format. A good resource on citation formatting can be found at <http://owl.english.purdue.edu/owl/resource/560/1/>.
- Grammar and spelling are important. "Even if yore paper is making a good arguement , if its written like this, your grade will bee effected. Don't rely on spell check a lone; it's not perfect." Be sure to proofread your paper.
- If you provide me a draft of your paper 10 days before it's due, I'll review it and provide comments and suggestions to you. In my experience, students who take advantage of this opportunity rarely get less than an A on their papers.
- All references should be accessible through Mason's library e-journals or at the websites listed.

Categories:

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...**through Section II**

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

Quinn, R.E., & Rohrback, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29(3), 363-377. **Section 3 (p. 369).**

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.

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.

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>)

Martin, R.L., The Big Lie of Strategic Planning. *Harvard Business Review*, January – February 2014, 78 - 84.

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)

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.

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.

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.

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>)

Kaplan, R.S., & Norton, D.P. (1992). The balanced scorecard: Measures that drive performance. *Harvard Business Review*, 70(1), 71-79.

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>)

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.

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.

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)

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.

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.

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>].
- For information on the University Catalog and University Policies, please visit: <http://catalog.gmu.edu/> and <http://universitypolicy.gmu.edu/> respectively.

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.

Moderator for the Week Assignment
PRLS 610 – Recreation Administration and Planning

One of our learning outcomes for this course is to assess Recreation Administration and Planning readings critically. Therefore, each student will be responsible for leading and facilitating the readings and associated discussions for one week of our course. This is a great chance for you to guide the discussion in your preferred direction, i.e. an area you are researching or one in which you are just very interested. There are 3 primary components to this assignment...

1. For your week, you are to identify 2 peer-reviewed journal articles (see examples used in other weeks which I have provided) for your colleagues to read. The articles must be posted no later than 5:00 p.m. on the Sunday of your week of moderating.
2. You are to post 3 Discussion Board questions for your colleagues no later than 5:00 p.m. on the Sunday of your week of moderating. One of your goals here is to encourage class discussion about relevant issues related to your week's topic.
3. For the week you moderate, you will not need to post an initial response to your own questions which you pose or respond to your colleagues' postings (however, you may certainly do so if you'd like!). Instead, as the Moderator, your task will be to summarize the key points from your colleagues for each of the 3 questions you pose AND add your own perceptions of the article (e.g. what you felt was important and how it translates into practice regarding natural resources recreation planning). You will need to post those summaries no later than 5:00 p.m. on the first Tuesday after your week of moderating.

