

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 405 – 41789 — Planning/Design/Maintenance – Leisure Facilities (3) Section A01
Spring 2016

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Don L. Jones, Ph.D., ACSM-CPT	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:		PHONE NUMBER:	321-200-6621
OFFICE HOURS:		FAX NUMBER:	

PREREQUISITES/COREQUISITES:

PRLS 310 or permission of instructor and 60 credits

COURSE DESCRIPTION:

Covers quantity, location, and design standards for facilities. Includes safety, functionality, durability, and maintenance demand criteria in planning and design; programmatic and operational objectives to be met, including user comfort and convenience, crowd management, and traffic flow, and space relationships. Includes field study of local facilities.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

1. Describe the process for developing parks and recreation facilities for a community.
2. Discuss the role of market analysis in facility planning and its importance in helping a facility realize its use and revenue potential.
3. Identify the factors of site and facility design that have the greatest impact on the operation, revenue potential and use of a variety of recreation and athletic facilities.
4. Function as a productive member of a facility management team.

PROFESSIONAL ASSOCIATION STANDARDS:

Upon completion of this course, students will meet the following professional accreditation standards from the *Council on Accreditation of Parks, Recreation, Tourism and Related Professions* (COAPRT):

7.03 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.

COURSE OVERVIEW:

This course examines the challenges and demands facing Managers of Leisure Facilities. Through readings, site visits, and participation in a group project to “Design Your Dream Facility”, students will begin to acquire the skills to design, plan, and maintain a leisure facility including an understanding of what goes into a market analysis and feasibility study for such a facility.

NATURE OF COURSE DELIVERY:

Face to face

REQUIRED READINGS:

Harvard Business Review Course Pack – to include the following – NOTE: you will receive a separate e-mail as to how to complete your order for these items:

1. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
2. Kim, W. Chan & Mauborgne, Renee. (2006). Creating Blue Oceans, Harvard Business School Press, 1-22.

3. Dawar, Niraj. (2013). When marketing is strategy, *Harvard Business Review*, 101-108.
4. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, *Harvard Business Review*, 1-11.
5. Case Study #1: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century
6. Case Study #2: Wilcox, Ronald. Portland Trailblazers. Supplement: Portland Trailblazers Spreadsheet Supplement
7. Case Study #3: Wilcox, Ronald. A Practical Guide to Conjoint Analysis.

Additional Readings:

Textbook: Sawyer, Thomas H. (Ed.) 2009. “Facility Management for Physical Activity & Sport”, 9th edition. New York: Sagamore Publishing Co.

Articles:

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 experience, *Journal of Park and Recreation Administration*, 30(3), 37-51.

Thompson, Walter. (2015). Worldwide survey of fitness trends for 2016: 10th Anniversary Edition, *American College of Sports Medicine Health & Fitness Journal*, 19(6), 9-18.

Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.

Johnson, Darrell L. (2014). Understanding revenue streams, *Journal of Facility Planning, Design, and Management*, 2(2), 85-103.

Jones, Donald L. (2006). Balanced scorecards: improving your outcomes measures, *American College of Sports Medicine’s Health & Fitness Journal*, 10(2), 28-31.

Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013, December). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, *Journal of Facility Planning, Design, and Management*, 1(1), 35-46.

Miller, John J. (2014). When fans rush the court, *Journal of Facility Planning, Design, and Management*, 2(1), 11-24.

Abbott, Anthony A. (2013). Injury litigations, *American College of Sports Medicine’s Health & Fitness Journal*, 17(3), 28-32.

Bartlett, Kenneth R. & McKinney, William 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.

EVALUATION: Students are responsible for all information presented in the course, including that delivered through the textbook, guest lectures, audio-visuals, and handouts. Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given. 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. It is recommended that students retain copies of all written work submitted.

"Facility Analysis #1 - Facility Comparison 25 points (15% of final grade)"

A **one and one-half (1 ½) to two (2) page written summary** of findings Assignment is **due Monday, November 16th** by the start of class. Assignment is to be submitted electronically on Blackboard

The Assignment

Independently visit and conduct a comparison of two facilities of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park, etc.).

- The facilities do not need to be on the same campus or in the same jurisdiction, but they need to be of the **same type and they must be facilities – not parks. You will need to submit your choices at least one month prior to your review for approval.**

Rubric:

1. Description of Facilities (10 points each)
 - Name and location of each facility (include name of university or park system, if applicable)
 - Amenities/Services/Experiences offered at each (Be as specific as you can)
 - Describe three positive attributes of each (Be as detailed as you can)
 - Describe three perceived challenges for each (Be as detailed as you can)
2. Which facility did you like better and why? - two to three paragraph narrative (5 points)
3. Deduction if facilities are too disparate (-2)
4. Deduction for missing the submission deadline (-3 to -25)"

Group Project (35% of final grade)

Students will be randomly assigned to groups of four (4) students each to “Design Your Dream Facility”. Requests for specific teams will be considered. This project will consist of each group being given a Project Description Overview to include a mock feasibility study and market analysis for the purpose of planning and designing a leisure facility. Each group will be given a scaled sheet of Architectural paper along with scaled cut-outs of leisure/fitness-related items (pool, weight room, cardio-room, childcare center, etc.). Based on the Project Description Overview, feasibility study, and market analysis, each group will then decide what their “dream” facility should look like and then place the cut-outs on the Architectural paper. Groups will need to work together over the course of the semester to complete this project. During the last week of class, each group will be submit their Dream Facility project and their supporting rationale as to why they chose a particular design and why they selected specific components.

Rubric (25 points for each category below for a total of 100 points) – this will be a **video-taped – or digital/other** - presentation during the last week of class. You must also submit a **five (5) page written paper** with the following information:

- a) Type of facility chosen and why
 - b) Itemized budget – see 3.a. below
 - c) Rationale for your design – see # 2. and 3.b. below
 - d) References to the demographic analysis given to you
1. Creativity – a **photo** of each project must be submitted online to the Instructor prior to the last week of class.
 2. Rationale for choosing their design – you must include references to the demographic analysis provided to you at the beginning of the semester.
 3. Ability to account for any mitigating factors cited in the market analysis and/or feasibility study
 - a. Staying within budget – you must submit an **itemized budget** of your expenses to include the dollar amount for each area you put in your facility and justify why you are choosing each.
 - b. Rationale for specific amenities
 4. Strength of argument for their design

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

Requirements	Points
Exam	
#1 Class Participation - Students must participate in the online discussions in generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.	15
#2 Facility Comparison Assignment – please see Rubric above	15
#3 Design Your Dream Facility Group Project – please see Rubric above	35
#4 <u>Final Exam – Wednesday, May 4th</u> – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations	<u>35</u>
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	

TENTATIVE COURSE SCHEDULE:

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Jan	19	Course Introduction and Introduction to Semester Project: “Designing Your Dream Facility” <ul style="list-style-type: none"> • Discuss types of facilities • S.W.O.T. of Freedom Center • Tripartite Agreement 	You will receive multiple handouts to be read/reviewed throughout the semester for your “Designing Your Dream Facility” project during the first week of class.
Jan	25	Tour and Initial Assessment of the Freedom Center	« Worldwide Survey of Fitness Trends 2016 – ACSM’s Health & Fitness Journal » and other assigned Journal Articles
Feb	1	Review of “The Experience Economy” – video and PPT	« Thoughts on Experience » - Introduction to the Special Issue JPRA – Fall 2012 « An Investigation of Extraordinary Experiences »
Feb	8	Strategy and its role in the design of a fitness/recreation center Cirque video	« Can You Say What Your Strategy Is ? » Harvard Business Review « Blue Ocean Strategy – Creating Blue Oceans » - HBR
Feb	15	Building and Maintenance Needs – Tour of Freedom Center with Scott Prescott, Facility Manager for FAFC	Chapter 4 – Establishing a System of Policies and Procedures
Feb	22	Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center	Chapter 6 and 7 – Textbook and « A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2 « Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).
March	7	Finances – continued SEMFA Financial Benchmark Presentation - PPT	« Balanced Scorecards : Improving Your Outcomes Measures », ACSM’s Health & Fitness Journal, Vol. 19, No. 6

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	March	14	Market Analysis and Program Review – Case Study The Hedgehog Concept – Business and Personal	Assigned Case Study(ies) – « A Practical Guide to Conjoint Analysis » and « Portland Trail Blazers » Textbook – Chapter 9
	March	21	Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?	Chapters 10 and 11 – Textbook and « When Marketing is Strategy », Harvard Business Review “Cultural Values and Digital Brand Engagement” - pdf
	March	28	ADA Requirements for Recreation and Fitness Center	« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » « Recreation Accessibility » « AIMFREE »
	April	4	Safety and Emergency Preparedness for Health and Fitness Facilities	Chapter 12 – Textbook « When Fans Rush the Court » « Injury Litigations - ACSM Health & Fitness Journal »
	April	11	Safety – continued – PPT - Sean Sepela, Aquatics Manager for FAFC	Chapter 12 – Textbook and assigned journal article(s)
	April	18	Human Resource Issues – PPT “First, Break all the Rules” – PPT “The New Positions of Basketball” PPT	Chapter 2 – Textbook and assigned journal article (s) « A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf « 21st Century Talent Spotting » - HBR, June 2014 Case Study : « Mary Caroline Tilman at Egon Zehnder – Spotting Talent in the 21st Century »
	April	25	Events Planning for Health and Fitness Facilities “Event Planning – Beyond the Basics” – NRPA Presentation - PPT	Chapters 5 and 14 – Textbook Assigned Journal Articles
Mon	May	2	Last Day of Classes	
Wed	May	4	Final Exam	

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://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Students must follow the university policy 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 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

