

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**  
**PRLS 613 – Strategic Leadership in Recreation Administration**  
**Three Credits, Fall 2021**

Instructor: Paul Gilbert  
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Phone Number: 703-785-5083 (cell)  
**Class location: Fairfax Campus: Horizon Hall 1007**  
**Class Time: Mondays, 7:20 – 10:00 P.M.**

**PREREQUISITE:** Graduate Standing

**UNIVERSITY CATALOG COURSE DESCRIPTION:** Focuses on strategic leadership in recreation administration necessitated by demographic, social, political, and legal challenges; addresses organizational culture, positive leadership, innovation, partnerships, data-driven decision making, and accountability. Offered by the School of Sport/Rec/Tour Mgmt. This may not be repeated for credit.

**COURSE DELIVERY METHOD:** The content of this course will be presented through a combination of lectures, seminar-style classroom dialog, in addition to on-line learning tools. Students will demonstrate their comprehension of the course material through several assignments, as well as active participation. Students will be expected to adhere to the guidelines listed at the end of the syllabus, and additional policies handed out during the semester.

Students are expected to attend/participate in all class sections, whether in-person or on-line, complete class exercises, and fulfill all assignments. Assignments must be turned in by 7:20 P.M. on the specified date due.

**LEARNING OUTCOMES AND 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 the competing value framework to explain organizational culture.
3. Identify challenges affecting the management and leadership of organizations.
4. Discuss the principles of organizing, allocating, and managing resources in order to provide the greatest public good.
5. Recognize the difference between strategic thinking and tactical thinking.
6. Be able to develop and present a sophisticated strategic plan-making best advantage of the strengths of the organization.

**PROFESSIONAL ASSOCIATION STANDARDS:** Professional Standards 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 (2016, 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. (2016, May). Accreditation principles manual & guidelines for self-study preparation. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>.

**REQUIRED TEXT/READING:**

Gilbert, Paul A. (2014) High Performance Agency: The Entrepreneurial Model for Parks, Recreation and Tourism Organizations, Sagamore Publishing, Urbana IL.

Cameron, Kim S., Quinn, Robert E. (2011) Diagnosing and Changing Organizational Culture, Jossey-Bass, San Francisco CA.

Gagliardi, Gary (2007) Sun Tzu’s The Art of War, Clearbridge Publishing, Seattle WA

Articles provided electronically:

Vermeulen, Freek (November 8, 2017) *Many Strategies Fail Because They’re Not Actually Strategies*, Harvard Business Review

<https://hbr.org/2017/11/many-strategies-fail-because-theyre-not-actually-strategies>

Rainey, Hal G. (1999) *Using Comparisons of Public and Private Organizations to Assess Innovative Attitudes Among Members of Organizations*, Public Productivity and Management Review, Vol 23, No. 2, 130-149.

**COURSE PERFORMANCE EVALUATION:**

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

	<b>Points</b>
Requirements	
Exam	
#1 Mid-term	15
#2 Final	20
<i>Profile of identified Organization</i>	15
<i>Strategic Plan &amp; Analysis written</i>	20
<i>Strategic Plan &amp; Analysis oral presentation</i>	10
<i>Class participation</i>	<u>20</u>
<b>TOTAL</b>	<b>100</b>

**PAPERS AND PRIMARY ASSIGNMENTS:**

- Profile of Identified Organization
  - Identify an organization in the parks, sport or tourism field
  - Mission
  - Provide organizational history
  - Budget and staffing levels
  - Major past accomplishments
  - Top competitors
  
- Strategic Plan and Analysis
  - Brief history and mission
  - Organizational culture and the elements that have led to this culture
  - Primary competitors
  - SWOT
  - Five year Strategic Plan with the following elements:
    - 3-5 areas of focus
    - Vision for each focus area
    - 3-7 goals for each area
    - Measurable goals
    - The overall plan must be transformational

**Grading Rubric:**

Row	CATEGORY	Unacceptable (Does not meet standards) (1)	Minimal (Approaching standards) (2)	Adequate (Meets standards) (3)	Excellent (Exceeds standards) (4)	SCORE
1	History and mission	Incomplete	Submitted but with minimal information.	Good accurate information.	Excellent work that exceeds assignment expectations.	
2	Internal Organizational Audit	Incomplete	Submitted but with minimal information.	Good accurate information.	Excellent work that exceeds assignment expectations.	
3	External Competitor Analysis	Incomplete	Submitted but with minimal information.	Good accurate information.	Excellent work that exceeds assignment expectations.	
4	SWOT Analysis SRST SLO 2	SWOT analysis is incomplete and/or elements are incorrectly categorized. Does not use data from the internal or external analyses	SWOT analysis is correct, but vague or not well linked to the internal/external analyses.	SWOT analysis is uneven, but is detailed in most parts, relevant to setting, and makes use of internal/external analyses.	SWOT analysis is detailed and is clearly relevant to the organization, industry, and clearly linked to internal/external analyses.	
5	Strategic Foci Derived from Analyses SRST SLO 2	Foci are unrelated to prior analyses	Foci are adequate, make some use of data, but do not create or sustain a competitive advantage.	Foci are reasonable, data-driven, and have some possibility to create or sustain a competitive advantage.	Foci are clear, data driven, and have the capacity to create or sustain a competitive advantage or	
6	Measurable Goals SRST SLO 5	Goals are not measurable.	Most goals are measurable and feasibility has been considered.	Goals are measurable and feasible.	Goals are clearly measurable, the measures are feasible and specific measures are clearly specified.	
7	Transformational Goals SRST SLO 5	Goals are not transformational.	At least one goal has the capacity to transform an element of the organization.	Goals have the capacity to transform some aspect of the organization.	All goals clearly have the capacity to transform the organization. Transformation is detailed.	
8	Strategic Alignment SRST SLO 5	There is no alignment of goals, strategies, mission, or analyses conducted.	Goals and strategies are minimally aligned with each other, and with the mission and analyses conducted.	Goals and strategies are mostly aligned with each other, and with the mission and analyses conducted.	All goals and strategies are clearly aligned with each other, and with the mission and analyses conducted.	
9	Professional Presentation & Style	Missing key elements of the assignment.	Met most of the assignment elements.	Presentation was clear, well organized.	Presentation demonstrated excellence in organization and communications	

## COURSE PERFORMANCE AND EVALUATION WEIGHTING:

### Grading Scale

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79		
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 73 – 0
		B-	= 80 – 83				

**PROFESSIONAL DISPOSITIONS:** 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: <http://cehd.gmu.edu/values/>.

### GMU POLICIES AND RESOURCES FOR STUDENTS:

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- 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/>).
- The George Mason University Counseling and Psychological Services (CAPS) the 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty, and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

**CLASS SCHEDULE**

R = reading assignment to be complete before that class A = Other assignments due at that class

HPA = High Performance Agencies

D&COC = Diagnosing and Changing Organizational Culture

AOW = The Art of War

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	August 23	Introduction to Class & What makes strategy	R: HPA Introduction (pg 1 – 24) Article on Strategy: <a href="https://hbr.org/2017/11/many-strategies-fail-because-theyre-not-actually-strategies">https://hbr.org/2017/11/many-strategies-fail-because-theyre-not-actually-strategies</a>
	August 30	Organizational Life Cycle & Structure	R : HPA Organizational Structure (pg 25 – 35) & Supplemental reading material on Blackboard
	September 6	NO Class – Labor Day	
	September 13	Governance & Leadership Management vs. Leadership Branding	R: HPA Governance (pg 175 – 181) HPA Leadership (pg 205 – 212) Board Handbook – pdf in Course Content <b>A : Provide Profile of Identified Organization</b>
	September 20	No Class	
	September 27	Innovation Organizational Culture	R : HPA Innovation (pg 59 – 75) R: D&COC (pg 1- 72)
	October 4	Organizational Culture II <b>Mid-Term Exam</b>	R: D&COC (pg 73 – 163)
	October 11	NO CLASS – Fall Break	
	October 18	Strategic Thinking	R: AOW (pg 1 – 77)
	October 25	Strategic Thinking II	R: AOW (pg 78 – 145)
	November 1	Mission/Momentum & Strategic Planning	R: HPA Mission/Momentum, Strategic Planning (pg 36 – 51)
	November 8	Be Washington: Real-time decision making	

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	November 15	Present Strategic Plans	<b>A: Strategic plan &amp; Analysis</b>
	November 22	Vision for the Future & Comparing Public & Private Sectors	R: HPA Vision for the future (pg 182 – 203) Rainey, Hal G. (1999) Using Comparisons of Public and Private Organizations to Assess Innovative Attitudes Among Members of Organizations
	November 29	Review course materials	
	December 6	Reading Day – No Class	
	December 13	<b>Final Exam</b>	

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

