

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

RMGT 410 DL1 – Administration of SRT Organizations I
3 Credits – Spring 2023

FACULTY

Instructor: Ivan Levin M.S.
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Office Hours: Remote by appointment
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PREREQUISITE(S): 60 hours or permission of instructor.

UNIVERSITY CATALOG COURSE DESCRIPTION: Focuses on operation and management of sport, recreation, and tourism organizations. Covers management and leadership theories and techniques, problem-solving and decision making, organizational communications, design of organizational structures and budgeting.

COURSE DELIVERY METHOD: This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via

telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES AND OBJECTIVES:

The course is designed to enable students to do the following:

1. Discuss management practices and principles developed and successfully used in business, industry and public agencies.
2. Discuss and apply a behavioral approach to facilitating individual development within sport, recreation, and tourism (SRT) organizations.
3. Identify problems affecting the management and operation of organizations and the delivery of sport, recreation and tourism services.
4. Discuss the principles of organizing, allocating and managing organizational resources in order to provide equitable delivery of sport, recreation and tourism services.
5. Apply budgeting principles and techniques to developing and managing operational budgets of SRT organizations.
6. Describe the barriers to effective communications and strategies for communicating in a multicultural society.

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)*:

7.3 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.

REQUIRED TEXT:

Bateman, T.S., Snell, S.A., & Konopaske, R. (2020). *M: Management, (7th edition)*; NY: McGraw-Hill Education. Available as an e-Textbook for rent or purchase at www.barnesandnoble.com ISBN: 978-1-260-06288-5

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

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

Requirements

Class participation – homework and discussions	12%
Assignments: Semester Project (4 assignments)	44%
Tests: Test #1 – 10%, Tests #2 and #3 - 15% each	44%

Participation Activities

Each week of the semester, there will be participation activities. Activities will vary, but will include things such as discussion boards, writing reflections, or applied scenarios where you must respond to a particular management/administration situation (e.g., writing objectives or making budget cuts). Activities give you an opportunity to apply what you have learned that week and practice specific skills relevant not only to the semester project, but also the effective management of sport, recreation, and tourism organizations. They will also help us to build a community within our class and provide an opportunity for us to get to know one another. Many activities will have an interactive/collaborative component, meaning they will require an initial post/response and then a response to peers.

Semester Research Project: 4 Assignments

Throughout the semester, you will complete a profile of a sport, recreation, or tourism organization. This multi-step project encompasses four separate, but related assignments. Each assignment builds on the prior ones, and the assignments follow along with the content you will be learning in the course. More details are provided below, but broadly speaking, you will select a sport, recreation, or tourism organization, research this organization, and interview a manager at this organization. Through your own research and what you learn from your interview, you will describe the organization’s purpose, mission, history, and services. You will develop a short-term organizational plan including goals, actions, a vision, and a plan for overcoming anticipated challenges. Then, you will focus on staffing the organization, including interpreting, and describing its organizational chart and structure, writing a job description, and designing a series of interview questions. Finally, at the end of the semester, you will create a presentation reflecting your semester project (the profile of your organization) which also incorporates recent research about the type of organization you selected.

Exams: 3 Exams

This course has three exams. Each exam will cover several weeks of content (and the associated textbook chapters). Exams are not cumulative, but please note that many of the concepts that we will be learning about build on each other.

Assignment Information:

**SEMESTER RESEARCH PROJECT
Profile a Sport, Recreation, Tourism Organization**

Summary and General Instructions

Objective: To conduct research and apply concepts learned in the course to profile a REAL and LOCAL Sport, Recreation or Tourism/Hospitality/Event Management business organization.

Basic Requirements:

- The organization profiled must have been in operation for at least 5 years (founded in 2015 or

earlier). In other words, it is not a “start-up” business.

- The organization should have at least 5+ full-time paid employees (or equivalent).
- The business may be in any sector – commercial/private, non-profit/private, or government/public.
- To receive full credit for the assignments, you must demonstrate evidence of research in each assignment. You will accomplish this by:
 - Finding an organization; you must have access to business information about the organization.
 - Establishing contact with at least one professional “consultant” who has experience working in the organization. Students are required to conduct an interview with the consultant, demonstrating evidence of the knowledge gained in one or more of Assignments 2 and/or 3.
 - **I strongly suggest that you establish the initial contact early in the semester to gather resource information (strategic and/or business plan, sample organization chart, job descriptions, interview questions, budget data and similar)**
 - Use other references to support and justify your work.
- Describe the organization as if it really exists! Use present tense in your narrative, except when discussing history or future plans.
- Narrative should be “business professional”. Avoid jargon and redundancy. Note also that you are not “selling” the organization; I suggest using third person tense (vs. the first person “I”, “we” or “us”) when discussing the organization.
- With the possible exception of Assignment 1, do not repeat assignment instructions verbatim in the body of the paper. You may use headings to separate the sections if desired.
- Generally speaking, do not copy information! If deemed necessary to do so, properly cite in footnote(s) and bibliography.

Recommendations:

- Ensure that you understand the scope of research required for the semester project by becoming familiar with all individual assignment requirements at the start of the semester.
- APA (<http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>) or Chicago style (http://www.chicagomanualofstyle.org/tools_citationguide.html) is recommended for use in these assignments.

The following assignment instructions are also posted in the Assignments section in Blackboard:

ASSIGNMENT 1 – Organization Overview

40 points

Provide an overview of your selected organization. Include:

- The name of the organization.
- The purpose of the organization – why it exists; what need(s) it meets.
- Who the organization serves; describe the client/customer base.
- Which sector (public, not-for-profit, commercial) the organization falls under; explain why your organization is in this sector.
- Explain why you chose to profile this organization.

General guidelines

- You may use an outline/bullet-point format for this assignment if preferred.
- This submission should be 1-2 pages in length.

ASSIGNMENT 2 – The Organization

80 points

Provide a written overview of the organization you have decided to profile, reiterating and expanding upon Assignment 1 content.

General Information

- The name of the organization
- Mission Statement – purpose of the organization
- Explain which sector (public, not-for-profit, commercial) the organization falls under and why it is in that sector.

History and Service

- What is the history of the organization; how and why was this organization established?
- Where the organization is located? Describe physical administrative and program space.
- Describe the services that your organization provides and the target markets. In other words, who are the services designed to serve and/or what customers/clients/constituents are most likely to use the services? How are services delivered to customers?
- Describe the organizations' stakeholders (not customers or employees).
- Name and explain at least three specific factors/activities in the Macroenvironment, including its subset, the Competitive Environment, that the organization should monitor regularly and how the organization will monitor these activities.
 - Consider specific activities in the Political, Economic, Social and Technological realms. Think in terms of all 5 competitive forces e.g. In the social area, look at demographics and values in both the market and the workforce. For instance, who are the rivals (direct competitors)? What other services could be substitutes for the organization's offerings?

Organization Plan

- Present 2 SMART business (vs. program) goals that the organization is attempting to accomplish within the next year. Business goals are related to revenue generation and/or expense control (in the commercial sector, profitability), growth and customer service.
- **For each goal**, list 2-3 organizational plans (actions) the organization will execute to achieve those goals.
- Describe the 5-year vision for the organization. Describe two challenges that you believe that the organization will be facing in the future. Explain why you believe these challenges will exist and what steps you think the organization should take now to prepare for them.

References/Bibliography

Demonstrate research and use of course and outside resources - provide references.

Reminder: Students are required to conduct an interview with a professional consultant and show evidence of knowledge gained.

General guidelines

- This paper should be 2-4 pages in length.

- Review Summary and General Instructions for additional details.

ASSIGNMENT 3 – Staffing the Organization

80 points

Organizational Chart

- What is the organizational chart for the organization? The chart should fit on one 8 x 11" page. Depending on the size of the organization, boxes may represent "work" at the individual job level or as a grouping of jobs. If the organization is very large, you may choose to represent a division or department of the organization (as opposed to the entire organization); please specify if this is the case and provide a brief overview of where this division/department fits into the overall organizational structure.
- Organizational Chart Narrative:
 - Explain which of the four structures discussed in class (Functional, Divisional, Matrix, Network, or a combination of these) best represents your organization's structure. Explain why that is the most efficient and effective way for your organization to get work done. Consider: Is your organization dynamic or stable? How much diversification is there in company businesses, products, customers and/or locations? Who should make strategic decisions? How much does the organization rely on lower level employees to be creative and autonomous in decision-making?
 - Provide any additional background information necessary to explain how the business is organized for action. Ensure that all critical business functions (administration, finance, HR, sales, marketing, and similar), as well as service and production, are clearly represented in the organizational chart OR described in the narrative

The Job Description

Select one position from your organizational chart and create/find a job description for that position. This position must report to a supervisor (should not be the CEO for instance) AND must be a manager, supervising a minimum of 1 employee. **Include all of the recommended content of a job description, as discussed in class and presented in the Chapter 8 slides.**

The Interview

Design interview questions that will help determine each candidate's suitability for the position. The interview questions should relate directly to the needs of the organization and the requirements outlined in the job description (above). Questions should be: 1) behavioral (if asking about experience), 2) specifically related to the job (not generic) and 3) open-ended to invite discussion (vs. yes/no or one-word answers). Include a **minimum** of 10 questions to be asked of applicants in a structured interview.

References/Bibliography

Demonstrate research and use of course and outside resources - provide references.

Reminder: Students are required to conduct an interview with a professional consultant and show evidence of knowledge gained.

General guidelines

- This paper should be 3-6 pages in length.
- Review Summary and General Instructions for additional details.

ASSIGNMENT 4 - PROJECT PRESENTATION

80 points

Part 1: Develop a presentation that gives an **overview** of your semester project. Include the following KEY points:

1. The organization is... (name, location, size, sector). It was formed when... (history).
2. Our mission (purpose) is to ...
3. The organization offers... (services) that are designed to serve.... (markets)
4. One business goal that the organization plans to complete in the next year is...
5. The organization will achieve this goal by...
6. In the next 5 years the organization will ... (vision)
7. In the next 5 years, the leadership expects to have to overcome the following challenges...
8. Here is the organizational chart. The ... (structure type). This structure best represents the organization because...
9. To ensure that job applicants are a good "fit" for our organization, one question the interviewer(s) will ask all potential employees is...
10. The most valuable part of this project for me was...because...
11. The assignment (or aspect) that I found most challenging was...because...
12. Provide a complete bibliography of ALL references/resources used for this project, including footnotes and full information about the required interview.

Part 2: Find and read a recent (within the last 10 years) and relevant article or other media piece from a credible and reputable journal, periodical, book/book section or multi-media presentation that is about you're the type of organization you selected for your semester project. You should be able to relate the content to business administration in sports, recreation, tourism/hospitality or event management.

1. The end of your presentation should summarize the following information about your article:
 - a. The article's main points.
 - b. Your "take-away"; how the reading was meaningful to you and what you learned.
Describe how the article relates to the course content, your semester project, and the sports, recreation, and health or tourism/hospitality industries.
 - c. Bibliographical reference.
2. Evaluation will be based on:
 1. Ability to summarize the article's main points clearly and concisely
 2. Relevancy of the article to your semester project and ability to relate to class content and/or the sports, recreation, health and tourism/hospitality industries
 3. General presentation skills

General guidelines

- Use any appropriate presentation format with voice over, such as Power Point, Prezi, video presentation or other
- Stay on topic! The presentation should take no more than 10 minutes.
- Provide a full bibliography of references used in all aspects of this project (last slide)

Grading Policies:

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.

All assignments are due by Monday night at 10:00 p.m. 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.

Grading Scale

A+ = 97-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-96	B = 84-87	C = 74-77	F – 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

PROFESSIONAL DISPOSITIONS: See <https://cehd.gmu.edu/students/policies-procedures/>

TENTATIVE COURSE SCHEDULE:

*** Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

DATE	TOPIC/SLIDES	TEXT READING/SLIDES/HOMEWORK
Week 1: Jan. 24 – Jan. 30	INTRODUCTION and SYLLABUS Managing a Global World	Chapter 1 pp. 3-15
Week 2: Jan. 31 – Feb. 6	Evolution of Management	Chapter 2
Week 3: Feb. 7 – Feb. 13	The Organizational Environment and Culture	Chapter 3
Week 4: Feb. 14 – Feb. 20	TEST #1 – Unit 1	Test covers Chapters 1-3
Week 5: Feb. 21 – Feb. 27	Work on Semester Project	Semester Project Assignment 1 Due
Week 6: Feb. 28 – March 6	Ethics and Corporate Responsibility	Chapter 4
Week 7: March 7 – 13 (Spring Break 03/13 – 03/29)	Planning and Decision Making	Chapter 5
Week 8: March 21 – March 27	Entrepreneurship Organizing for Success	Chapter 6 Chapter 7

		Semester Project Assignment 2 Due
Week 9: March 28 – April 3	Human Resources Managing Diversity	Chapter 8 Chapter 9
Week 10: April 4 – April 10	TEST #2 – Units 2 and 3	Test covers Chapters 4-9
Week 11: April 11 – April 17	Leadership Motivating People	Chapter 10 Chapter 11
Week 12: April 18 – April 24	Teamwork	Chapter 12 Semester Project Assignment 3 due
Week 13: April 25 – May 1	Managerial Control	Chapter 14
Week 14: May 2 – May 6	TEST #3 – Units 4 and 5	Test covers Chapters 10, 11, 12, and 14
EXAM PERIOD Due May 16	Work on Semester Project Presentation	Semester Project Assignment 4 due – Presentation

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see

<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

PRLS 410 RUBRIC - SEMESTER PROJECT ASSIGNMENT

Profile a SRT Organization

<i>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</i>	Outstanding 100 %	Competent 75 – 99%	Minimal 50 – 74%	Unsatisfactory 0-49%
Content Areas – 20-40% each (standards are “per section”)	Includes all required elements; demonstrates understanding of each element	Missing one required element OR does not fully demonstrate understanding of up to two elements	Missing 1-2 required elements AND/OR does not fully demonstrate understanding of up to three elements	Missing two or more required elements AND/OR does not demonstrate understanding of the content area subject
Evidence of Research – 20 %	References at least two model organizations in content and bibliography/footnotes; Cites additional sources to support content	References at least two model organizations OR one model organization and additional sources	References at least one model organization OR additional sources	No references

Presentation – up to 10% deduction	Follows format and general guidelines as stated in assignment instructions	Does not follow format or general guidelines in 1-2 areas	Does not follow format or general guidelines in multiple areas	Does not follow format and general guidelines in multiple areas
Grammar and spelling – up to 10 % deduction	Uses correct grammar and spelling	Infrequent grammar or spelling errors	Frequent grammar and spelling errors; does not interfere with conveyance of meaning	Frequent grammar and spelling errors that interfere with content delivery

