

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**

**RMGT 613 – Strategic Leadership in Recreation Administration**  
**Three Credits, Fall 2023**

Instructor: Paul Gilbert  
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Phone Number: 703-785-5083 (cell)  
Class location: Fairfax Campus: Horizon Hall 4016  
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 relevant professional associations and accrediting bodies.

**REQUIRED TEXT/READING/Podcasts:**

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.

Several Podcasts are required sources. They are all from the series ‘Strategic Leadership with Paul Gilbert,’ and available from most Podcast sites including: <https://podcasts.apple.com/us/podcast/strategic-leadership/id1546256556>.

**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
Profile of identified Organization	15
Strategic Plan & Analysis written	20
Strategic Plan & Analysis oral presentation	10
Class participation	<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:** See <https://cehd.gmu.edu/students/policies-procedures/>

**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 <https://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](mailto: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](mailto:titleix@gmu.edu).

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

**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

SLP = Strategic Leadership with Paul Gilbert Podcast

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	August 21	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-">https://hbr.org/2017/11/many-strategies-fail-because-theyre-</a>
	August 28	Organizational Life Cycle & Structure	R : HPA Organizational Structure (pg 25 – 35) & Supplemental reading material on Blackboard SL : episode #12 Viking or Farmer
	September 4	NO Class – Labor Day	
	September 11	Governance & Leadership Management vs. Leadership Branding	R: HPA Governance (pg 175 – 181) HPA Leadership (pg 205 – 212) SL : episode #18 Branding Board Handbook – pdf in Course Content
	September 18	No Class	
	September 25	Innovation Organizational Culture	R : HPA Innovation (pg 59 – 75) R: D&COC (pg 1- 72) SL : episode #5 Blue Ocean Innovation
	October 2	Organizational Culture II <b>Mid-Term Exam</b>	R: D&COC (pg 73 – 163) SL : episode #3 Culture Easts Strategy for Breakfast
	October 9	NO CLASS – Fall Break	
	October 16	Strategic Thinking	R: AOW (pg 1 – 77) SL: episode 10 Sun Ttzu’s the Art of War

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	October 23	Strategic Thinking II	R: AOW (pg 78 – 145)
	October 30	Mission/Momentum & Strategic Planning	R: HPA Mission/Momentum, Strategic Planning (pg 36 – 51) SL: episode #8 Mission & Strategic Planning
	November 6	Be Washington: Real-time decision making	SL : episode #7 Shonnda Smith - Leadership
	November 13	Present Strategic Plans	<b>A: Strategic plan &amp; Analysis</b>
	November 20	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 27	Review course materials	
	December 4	Reading Day – No Class	
	December 11	<b>Final Exam</b>	

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

