Prerequisites

Successful completion of ENGL 130 (or its equivalent); successful completion of computer literacy requirement; RECR 200; RECR 301; and one course chosen from RECR 220 or RECR 240, RECR 250, or RECR 260; senior standing. This class is required for graduation for Recreation majors; therefore, Recreation majors and graduating seniors will be given priority for enrollment.

Required Materials

- At least two blank transparency sheets for overhead projectors. Always bring them to class, and clean them after they have been used so they are ready for another use. Buy more sheets if you are not going to clean the ones you have.
- One “Vis-a-Vis” brand fine point overhead projector pen, any darker color. Always bring it to class.

Course Description

This course is designed to give students a comprehensive knowledge of management of parks and/or recreation operations and agencies. Legalities, policies, practices, procedures, principles and theory related to planning, organizing, staffing, training, motivating, controlling, evaluating, financing, and managing resources in parks, recreation and leisure services will be discussed. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors and is necessary for graduation.

Overall Goals

1. To provide students with an overview of the roles and responsibilities of managers in recreation, parks and leisure services agencies.
2. To provide students with the basic information and familiarity with the fundamental principles, skills, methodology and resources to guide their actions in management situations.

Course Question

You can think of almost everything in this course as helping you to answer the following question:

✓ How can managers in recreation, parks, and leisure service agencies be more effective and efficient?
Course Teaching Methods

To enhance learning, students are expected to read the assigned course material and to complete written assignments before coming to class and be prepared to discuss those concepts and ideas. If you fail to prepare for the class by reading the assigned material, your learning will be reduced and your grade will suffer.

Lecture presentation will often not be directed at covering the same material as in the course readings, rather it will seek to clarify, emphasize, and supplement the text material. Class members are expected to engage in class discussion. Cases, experiences, and simulations will be utilized to emphasize certain topic areas and make the material more relevant and understandable. Most of these activities will occur in small groups, and participation in these activities is an integral and essential part of this course.

I believe that you, as students, are responsible for your own learning. I believe that my job as your instructor is to help you to facilitate your learning process. I encourage students to use study groups, and I also encourage students to contact me during office hours to discuss any questions about the material or assignments. If you miss class, please get class notes from another student, as it is not my policy to give out lecture notes.

Course Evaluation and Grading

✓✓ ✓✓ Points Possible

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13 with lowest quiz dropped, worth 20 points each)</td>
</tr>
<tr>
<td>Final Examination</td>
</tr>
<tr>
<td>Environmental Analysis: Drafts One and Two (worth 20 points each)</td>
</tr>
<tr>
<td>Final Environmental Analysis</td>
</tr>
<tr>
<td>Rewrite of Environmental Analysis</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>Environmental Analysis: Finished Letters/Memo (3 @ 50 points each)</td>
</tr>
<tr>
<td>Rewrite of Letters and Memos</td>
</tr>
<tr>
<td>Subtotal</td>
</tr>
<tr>
<td>Case Study: References</td>
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<tr>
<td>Report</td>
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<tr>
<td>Subtotal</td>
</tr>
<tr>
<td>No-Note Presentation of Case Study</td>
</tr>
<tr>
<td>Attendance/Participation/Contribution</td>
</tr>
<tr>
<td>In-class Assignments (as needed, worth between five and 20 points each)</td>
</tr>
<tr>
<td>Total point base possible</td>
</tr>
</tbody>
</table>

✓✓ ✓✓ Mandatory Assignments

All written assignments and the no-note presentation must be completed to pass the course, even if the assignment is so late that it is not eligible for credit.

✓✓ ✓✓ Attendance, Participation, and Contribution

Contribution is when you help the entire class move forward toward our learning objectives. It is very important. The critical steps toward contribution are (1) preparing ahead of time and then (2) attending class where you are (3) participating in a way that benefits the class. This is worth a maximum of 100 points. Also, a student between grades will be moved up or down based on participation and attendance.

✓ Reports and Papers

This course will require a substantial amount of writing from you. Many students have not yet developed an effective process for writing. Please refer to the simple model for writing a research paper which is included in the syllabus. When you write, perform all of the steps, including writing several drafts proofed by other people, and I can almost guarantee that your writing-related grades will be higher than normal.
Picture yourself submitting your writing assignments as a paid consultant to a government agency or to your employer in trying to get a promotion, to get a job, or to keep your job.

All reports and papers are to be neat, word-processed, double-spaced, with one inch margins. The papers should be entirely free of spelling errors and contain only a very few mechanical errors. The writing must correctly and completely address the requirements of the assignment. Information sources are to be correctly cited in the paper and included in a “References” section at the end of the paper. If a “research summary” does not contain adequate research that is properly given credit, it will not pass. Simply staple the paper’s title page in the upper left-hand corner. Do not use plastic covers, etc. Detailed instructions for each assignment are posted online in Vista.

Due: All outside-the-class work is to be turned in at the beginning of the class on the due date. After the first activity of the class begins, the outside work is late. You may submit one research summary report late and still pass the course. Late work loses 10% of the points per day (including weekends and holidays). An appointment to turn in late work must be made in advance of the original due date with the instructor. Late work is NOT to be turned in at the department office. No assignments will be accepted after the last regular class session on May 11 (Section 1) or May 12 (Section 3).

Important: Your final drafts of your Environmental Analysis Report and your Case Study MUST be turned in with evidence of review either from the department or university writing centers or from an online reviewing service. The assignments will not be accepted without this evidence.

✓✓✓✓ Quizzes and Final Exam

Quizzes will be taken in your assigned groups at the start of each week’s class(es). They will help you to study regularly. By discussing the quiz questions with the students in your groups, you will understand the material better and be exposed to different interpretations.

Your lowest quiz score of the semester will be dropped and replaced with full points (20 points). Weekly quizzes will typically be given at the start of class. Late students must take the quiz alone, and they will not be given extra time or make-ups. (Extended illness will be considered on a case-by-case basis.)

All students who average at least 80% on all of the quizzes will not be required to take the final (this equates to earning 208 of the 260 quiz points). If a student elects not to take the final, then they will be issued an overall grade based on all points except the final (i.e., 1000 total points instead of 1100 total points).

✓✓✓✓ In-Class Assignments

I reserve the right to give you occasional writing assignments (usually in-class) or pop quizzes at my discretion. These will be worth between five and twenty points each.

✓✓ Grading

Your final letter grade will be based on the total number of points that you earn during the semester and on the class curve. Therefore, your final grade will be a function of your class rank and the class’ overall performance.

Since a course grade of "C" is defined as "adequate work . . . usually met by a majority of the students in the class," the class as a whole should expect to receive a C or a C+. However, if you do good work, you will earn a good grade. If you do superior work, you will earn a superior grade. For a description of grades, refer to the university catalog at http://www.csuchico.edu/catalog/cat05/5Degree/09regs.html.

Academic Honesty

You are encouraged to incorporate the ideas of others who have written or spoken about a topic, but when you use the ideas of others, it is only fair to give credit to them for their ideas. So cite references appropriately.
Academic honesty is an issue of serious concern. The instructor expects students to maintain a high standard of academic integrity. All work submitted must represent original work done by the individual or group turning it in. Consequences can be severe when a student cheats, ranging from failure in the individual course to expulsion from the University and denial of a degree. Consult the "Academic Honesty" portion of the University catalog (on page 51, especially the section on "Plagiarism") for details. The link is http://www.csuchico.edu/catalog/cat05/pdf/2StudentServices/01sjd.pdf.

Copying other's work and presenting it as your own will result in failure for the entire course.

### Policies and Notes

1. This syllabus constitutes a **contract** between you, the student, and your instructor. If you need to deviate from this contract, you should discuss possibilities with the instructor **beforehand**. Your best results will almost always be achieved by working together with the instructor.

2. I will throw out all uncollected work three months after the end of the semester.

3. Understanding the course syllabus and schedule is your responsibility.

4. It is your responsibility to ask me for any clarification you need about the course assignments. If you dislike the expectations associated with this course, it is your responsibility to drop the course (following University regulations).

5. Friday of week two is the LAST day to add or drop classes without special permission of the instructor and the department chair. Students will need a "serious and compelling" reason after this date and will have to use the Change of Program (COP) process. There will be NO adding or dropping of classes or changing of grade option after Friday of week four without a "serious and compelling" reason approved by the instructor, department chair, and college dean. (These policies are described in the university’s online catalog at http://www.csuchico.edu/catalog/cat05/5Degree/09regs.html.)

6. If you have any unexcused absences in the first two weeks, you may be dropped.

7. Disturb class as little as possible. Turn off all electronic devices before class. Notebook computers may be used only with the prior permission of the instructor. Use the restroom, get kleenex, and take care of other similar tasks before or after class.

8. If you have a learning disability or other special need which might affect your class performance, please alert me as soon as possible so that I can try to support you in the kind of accommodation that would benefit you.

9. Section 3 will be held in the Yolo 224 computer lab. Computers are to be turned on or used only at the instructor’s direction. No food or drink will be allowed in the computer lab.

10. This syllabus and the course assignments and course calendar are subject to change.
Writing Assistance

As students in the Department of Recreation and Parks Management, you have multiple resources available to you to assist you in improving your writing skills. These include:

- The Recreation Department staffs a Writing Center to assist you with becoming a better writer. The Center is open approximately 20 hours per week. The assistant in charge is both very skilled and very approachable. The assistant will work to help you be able to identify problems in your writing on your own. **This should probably be your first stop for writing assistance.**

- The University also has a writing center. You can see someone in person by making an appointment. Their contact information is listed on their home page, and the link is [http://www.csuchico.edu/uwc/](http://www.csuchico.edu/uwc/). The phone number is 898-5042.

- The University Writing Center also offers on-line assistance, which is especially useful for people with schedule conflicts. Information from the CSUC On-Line Writing Center is listed below.

### RECR 400 Course Subject Objectives and Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic and Learning Objectives</th>
<th>(Weeks 1 -12, COA 8.18)</th>
</tr>
</thead>
</table>
| 1, 2 | 1       | **Introduction to the course.** Managing and managers in leisure service organizations. NRPA 9A.01 (1,2,3); 7C.04 (1,2) | 1. Explain the concept of management and why managers are needed in recreation and parks or any other service delivery.  
2. Describe the basic functions of management  
3. Define the difference between “efficiency” and “effectiveness” as aspects of managerial performance.  
4. Identify basic management skills and their relative importance to management in parks and recreation. |
|      | 2       | **The evolution of management theory.** NRPA 7A.03 (1); 8.38 (1,2); 8.39 (1) | 1. Describe the three major schools of management thought and how they evolved.  
2. Discuss how each of these schools can contribute to a balanced understanding of and approach to your job as a manager in recreation and parks.  
3. Discuss the contributions and limitations of each school.  
4. Describe how triangular management and the contingency approach to management are related. |
| 3    | 3       | **Social responsibility and ethics in recreation, parks, and leisure services.** NRPA 8.10 (1,2,3); 8.30 (1,2); 9C.06 (1,2) | 1. Describe the arguments both for and against business assuming social responsibilities and the role of recreation and parks as instigator/facilitator.  
2. Identify useful strategies for increasing the social responsiveness of an organization.  
3. Discuss the planning, organizing, influencing, and controlling of social responsibility activities.  
4. Identify how ethics can be incorporated into management practice.  
5. Discuss the impact of recreation and parks professionals as ethical models. |
| 4    | 7       | **Effective planning in recreation, parks, and leisure services.** NRPA 8.28 (1) | 1. Discuss planning and have an understanding of the purposes of planning.  
2. Discuss the advantages and potential disadvantages of planning.  
3. Identify the major steps of the planning process and the planning subsystem.  
4. Determine how to use guidelines to get the greatest return from the planning process. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
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</table>
| 5    | 8       | **Problem solving and decision making in leisure services.** NRPA 7A.02 (2); 8.30 (1,2); 9C.06 (1,2)  
1. Describe the rational problem-solving process and explain why it is sometimes preferable to informal methods of problem solving.  
2. Explain why an important part of a manager’s job is to find the right problem on which to work.  
3. Identify each element of the decision situation.  
4. Determine how to use the decision-making process.  
5. Review the various situations in which decisions are made.  
6. Review probability theory and decision trees as decision-making tools.  
7. Practice problem solving through case studies in recreation, parks, and leisure studies. |
| 6    | 10      | **Strategy implementation in leisure services through plans and planning tools.** NRPA 7A.02 (2); 8.30 (1), 9A.05 (2); 9C.04 (1); 9C.05 (1); 9C.06 (1,2)  
1. Discuss the components of effective strategies.  
2. Discuss the complete definition of a plan.  
3. Discuss the various dimensions of plans in recreation, parks, and leisure services.  
4. Identify the various types of plans in recreation, parks, and leisure services.  
5. Investigate why plans fail in recreation, parks, and leisure services.  
6. Identify various planning areas within organizations delivering recreation, parks, and leisure services.  
7. Identify forecasting tools appropriate for recreation, parks, and leisure services.  
8. The use of scheduling, Gantt charts and PERT in recreation, parks, and leisure services.  
9. Relate program evaluation to MBO in recreation, parks, and leisure services. |
| 7    | 11      | **Division of work, organizational structure, and coordination in recreation, parks, and leisure services.** NRPA 7A.02 (2); 8.30 (1,2); 9A.01 (1)  
1. Describe the organizing process and explain why it is important for organizations.  
2. Identify the complications of determining appropriate organizational structure.  
3. Discuss the advantages and disadvantages of division of labor.  
4. Identify the relationship between division of labor and coordination.  
5. Discuss span of management and the factors that influence its appropriateness.  
6. Tie scalar relationships and organization structure to communication in recreation, parks, and leisure services. |
| 8    | 13      | **Human resource management in recreation, parks, and leisure service organizations.** NRPA 8.31 (1,2,3)  
1. Explain how appropriate human resources can be provided for recreation, parks, and leisure services.  
2. Identify the relationship among recruitment efforts, and open position, sources of human resources, and the law.  
3. Discuss how tests and assessment centers are used in employee selection in recreation, parks, and leisure services.  
4. Describe the various types of training and management development programs in recreation, parks, and leisure services. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic and Learning Objectives</th>
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</table>
| 8    | 4       | **Management and diversity in recreation, parks and leisure services.** NRPA 7C.05 (2); 8.12 (1,2); 8.35 (1,2,3); 9C.03 (1)  
1. Define diversity and develop an understanding of its importance in recreation and parks.  
2. Develop an understanding of the advantages of having a diverse workforce.  
3. Develop an awareness of the challenges facing managers within a diverse workforce.  
4. Understand strategies for promoting diversity in recreation and park organizations.  
5. Develop insights into the role of the manager in promoting diversity in recreation and park organizations. |
| 9    | 21      | **Effective control in recreation, parks, and leisure services.** NRPA 8.30 (1,2); 8.31 (1,2); 9A.02 (2)  
1. Explain why the control function is necessary in recreation, parks, and leisure services.  
2. Describe the steps in the control process.  
3. Examine the various kinds of control and how each can be used advantageously by recreation, parks, and leisure service managers.  
4. Examine the relationship between power and control in recreation, parks, and leisure services.  
5. Describe the various potential barriers that must be overcome for successful control.  
6. Examine the steps that can be taken to increase the quality of a controlling subsystem. |
| 9, 10| 22 21   | **Financial and production control methods applied to recreation, parks, and leisure services.** NRPA 7A.01 (1); 7B.04 (1); 8.33 (2); 9A.02 (2)  
1. State why financial control methods are important to managers.  
2. Describe various types of financial control methods, including financial statements, ratio analysis, and break-even analysis.  
3. Explain why budgets are one of the most important control devices that managers use.  
4. Identify the various types of budgets an organization can use.  
5. Explain how management by exception can be used in recreation, parks, and leisure services.  
6. Explain how quality control materials requirements planning and control can contribute to production control in recreation, parks, and leisure services.  
**The use of information in recreation, parks and leisure services.** NRPA 9A.02 (2)  
1. Explore the relationship between data and information.  
2. Identify the main factors that influence the value of information in recreation, parks and leisure services.  
3. Learn how to evaluate information for applications to recreation, parks and leisure services.  
4. Identify the role of computers in handling information.  
5. Describe the importance of a management information system (MIS) in recreation, parks and leisure service organizations.  
6. Explore how to establish an MIS  
7. Identify what a management decision support system is and how it operates in recreation, parks and leisure service organizations. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic and Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>None</td>
<td>Legal concepts and risk management in leisure services. NRPA 8.38 (1,2); 8.40 (1,2,3); 9A.03 (2); 9B.06 (2); 9C.07 (1,2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify issues of legal liability in the delivery of leisure services, including contracts, torts, and who is likely to be sued.</td>
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<td></td>
<td>2. Describe the elements of negligence; duty owed, standard of care, proximate cause, damages.</td>
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<td>3. Explain the process of risk management planning.</td>
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<td></td>
<td>4. Understand the role of insurance in risk management.</td>
</tr>
<tr>
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<td>5. Identify questions a manager should ask about specific types of insurance for the delivery of leisure services.</td>
</tr>
<tr>
<td>12</td>
<td>None</td>
<td>The use of independent contractors versus part-time employees. NRPA 7A.03 (1); 8.38 (1,2); 8.39 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify the legal differences between an independent contractor and a part-time employee.</td>
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<td>2. Apply a check list on the “nature of control; the “nature of the contract,” and the “tools and training” of true independent contractors.</td>
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<tr>
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<td></td>
<td>3. Identify key content items to be included in a “contract for services” of an independent contractor.</td>
</tr>
<tr>
<td>13</td>
<td>None</td>
<td>Managing the design and maintenance of leisure services resources, areas, and facilities. NRPA 8.24 (1); 8.32 (1,2,3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The maintenance calendar</td>
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<td></td>
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<td>2. The maintenance manual</td>
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<td></td>
<td></td>
<td>3. Personnel, labor and activity records</td>
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<td></td>
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<td>4. Equipment, property maintenance and work orders</td>
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<td></td>
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<td>5. Inventory, purchase orders, energy</td>
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<td></td>
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<td>6. Budget and expense tracking</td>
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<tr>
<td></td>
<td></td>
<td>7. Intervening variables</td>
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<tr>
<td></td>
<td></td>
<td>8. Specific maintenance systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designing a maintenance plan (Exercise due on FirstClass)</td>
</tr>
<tr>
<td>14</td>
<td>None</td>
<td>No-note presentations of the third research summary report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Speak effectively without assistance in front of a group.</td>
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<td>2. Report findings on a researched topic within a strictly limited time frame.</td>
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<tr>
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<td>3. Listen to a variety of research summaries of topics related to management of recreation, parks, and leisure services.</td>
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<tr>
<td>15</td>
<td>None</td>
<td></td>
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<tr>
<td>16</td>
<td>All</td>
<td>Comprehensive final examination</td>
</tr>
</tbody>
</table>

Success is not final, failure is not fatal, it is courage to continue that counts. – Winston Churchill

You can’t fail if you don’t stop trying. Do whatever it takes. – Paul Haggis
A Simple Model for Writing a Research Paper

1. Pick a Topic
2. Research
3. Brainstorm
4. Outline/Organize
5. (Re)Write Draft
6. Proof by Self & Others
   - Format
   - Structure/Organization
   - Content
   - Spelling
   - Grammar
   - Typos
   - Citing References
7. Finished Paper
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading and Lecture Topics</th>
<th>Assignment Due</th>
<th>Pts Pos</th>
<th>My Pts</th>
</tr>
</thead>
</table>
| 1    | 1/24-27     | Introduction to the Course  
                      Systems Theory and Stakeholders  
                      Online writing module             |                                                     |         |        |
| 2    | 1/31-2/3    | Stakeholder Report Overview  
                      C. 1 Modern Mgmt.: Concepts and Skills  
                      C. 2 Managing: History & Current Thinking | Quiz on online writing module                      | 20      |        |
| 3    | 2/7-10      | C. 2 Managing: History & Current Thinking  
                      C. 3 Corporate Social Responsibility and Business Ethics | Draft 1 of Envrn. Analysis (and Edit Drafts)  
                      Quiz on Chapter 1 & 2                  | 20 20   |        |
| 4    | 2/14-2/17   | C. 7 Principles of Planning  
                      Problem Solving/Decision-Making           | Draft 2 of Envrn. Analysis  
                      Quiz on Chapter 3                       | 20 20   |        |
| 5    | 2/21-24     | C. 8 Making Decisions  
                      Problem Solving/Decision-Making (cont.)  
                      Environmental Analysis  
                      Quiz on Chapter 7                     | Appointment to Grade  
                      Environmental Analysis  
                      Quiz on Chapter 8                    | 140 20 20 |        |
| 6    | 2/28-3/3    | C. 10 Plans and Planning Tools  
                      Problem Solving/Decision-Making (cont.)  
                      Writing Letters, Memos, and E-mails     | No-Note Presentations                           | 20      |        |
| 7    | 3/7-3/10    | Assign Cases for Case Study  
                      C. 11 Fundamentals of Organizing  
                      Writing Letters, Memos, and E-mails (cont.) | Cont. Grading Env. Anal  
                      Letter of Inquiry                        | 50 20   |        |
|      | Break       | Spring Break                                                                                       |                                                     |         |        |
| 8    | 3/21-24     | C. 13 Managing Human Resources  
                      C. 4 Management and Diversity             | Bad News Memo  
                      Quiz on Chapter 11                       | 50 20   |        |
| 9    | 3/28-3/30 Th holiday | C. 21 Controlling, Information, and Technology                      | Claim Letter  
                      Case Study References  
                      Quiz on Chapters 4 & 13                 | 50 30 20 |        |
| 10   | 4/4-7       | C. 22 Production and Control                                                                        | Quiz on Chapter 21  
                      Rewrite of Environmental Analysis        | 20 30   |        |
| 11   | 4/11-14     | Legal Concepts of Risk Mgmt. (Insurance)                                                             | Quiz on Chapter 22                                 | 20      |        |
| 12   | 4/18-21     | Using Independent Contractors versus Part-Time Employees                                                | Quiz on Risk Mgmt. (Ins.)  
                      Rewrites of Letters/Memo                 | 20 30   |        |
| 13   | 4/25-28     | Managing the Maintenance of Leisure Service Facilities (Reading TBA)                                      | Case Study  
                      Quiz on Independent Contractors versus Part-Time Employees | 250 20   |        |
| 14   | 5/2-5       | Presentations                                                                                       | Quiz on Maintenance  
                      No-Note Presentations                     | 20 100  |        |
| 15   | 5/9-12      | Presentations (continued)                                                                           | No-Note Presentations                              |         |        |
| Final| 5/16, 19    | Sec 1 M 5/16, 6 PM; Sec 3 Th 5/19, 10 AM                                                            | Essay Final Exam                                   | 100     |        |