

Department of Recreation, Park & Tourism Administration
Western Illinois University

RPTA 322: Administration of Leisure Services I
(Spring 2017)

Instructor: Dr. John L. Hemingway **Office:** 413B Currens Hall
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Office Hours: MWF 9:00 - 10:00, TTh 9:15 - 10:15,
& by appointment
Class Meeting: MWF 1:00 - 1:50 in Currens 442

Course Description: The first in a two course sequence introducing students to the management of leisure services organizations in the public, nonprofit, and commercial sectors. Examines the following with respect to delivering leisure services: management theory, legal issues, organization structure and design, planning, communication, marketing, and public relations.

WID Course: This course has been designated to meet the Writing Instruction in the Disciplines (WID) graduation requirement. WID courses provide instruction in the processes and formats for the writing content and style needed to be an effective professional in the student's chosen field.

Course Prerequisites: RPTA 230 and 235; upper division status or consent of instructor.

Course Goals: This course prepares students for entry level positions in the leisure services field and for further study of leisure services administration. The following course goals have been established with this in mind. By the end of this course, students will have an entry-level familiarity with and understanding of:

1. the importance of good administrative practices for the success of leisure services agencies;
2. the application of management theory to leisure services organizations;
3. the relevance of principles of organization structure and design to delivering leisure services;
4. the legal framework governing leisure services organizations;
5. selected legal issues with which leisure services managers must deal;
6. partnerships as an effective tool for enhancing the delivery of leisure services;
7. the distinctions between and importance of different types of planning;
8. the connection between program planning, program / event management, and operations management;
9. the basic features of information technology management;
10. the structure of the communication process;
11. the basic principles of marketing and their application in leisure services settings;
12. the importance of public relations and customer service for leisure services organizations;
13. the importance of continued professional development.
14. the challenges of managing increasingly diverse workforces;
15. the need to recognize and address the service delivery needs of increasingly diverse publics and communities;
16. the centrality of ethical decision making to leisure services administration.

Course Policies: You are responsible for knowing and adhering to the following course policies, so please read them carefully. Be sure to discuss any questions you have with the instructor.

1. Academic Integrity

Academic integrity is the core of this and every university. On it depend the bonds of honesty, trust, and openness essential to higher learning and the free exchange of ideas. By disrupting these bonds, violations of academic integrity threaten the very purposes for which this University exists. Any violation of academic integrity is therefore an offense against the University community as a whole. For this reason, there is no such thing as a trivial instance of academic dishonesty.

Academic integrity is something I value very highly, professionally and personally. I will therefore take any and all actions permitted under University policy to protect it. The minimum penalty for any violation of academic honesty in this course will be a failing grade for the course. I will pursue additional penalties beyond this, consistent with University policy.

The WIU Student Academic Integrity Policy (www.wiu.edu/policies/acintegrity.php) lists six broad categories of academic dishonesty, with examples of acts that constitute academic dishonesty.

- A. Plagiarism, defined as “intentionally or knowingly presenting the work of another as one’s own.”
- B. Fabrication or falsification, defined as “intentionally and knowingly making unauthorized alterations to information, or inventing any information or citation in an academic exercise.”
- C. Cheating, defined as “intentionally using or attempting to use unauthorized materials, information, notes, study aids, solution manuals, or other devices in any academic exercise, test, or quiz” and “unauthorized communication of information during an exercise.”
- D. Complicity in academic dishonesty, defined as “intentionally or knowingly helping, or attempting to help, another commit an act of academic dishonesty.”
- E. Abuse of academic materials, defined as “intentionally or knowingly destroying, stealing, or making inaccessible library or other resource material.”
- F. Multiple submissions of academic work, “intentionally or knowingly submits substantial portions of the same academic work (including oral reports) for credit more than once without the explicit authorization of *both* instructors” (emphasis added).

You are a member of the University community. You are therefore responsible for maintaining the highest standards of academic integrity. This responsibility has three basic elements:

- Respect for and adherence to the highest standards of academic honesty in all aspects of your own work.
- Never directly or indirectly assist anyone who engages in academic dishonesty.
- Report actual or potential academic dishonesty to the course instructor, another member of the faculty, or other appropriate University official.

The duty to report possible instances of academic integrity is clearly stated by the Student Academic Integrity Policy: “All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has an ethical responsibility for reporting said act(s).”

Please feel welcome to talk with me if you have any questions about any aspect of academic integrity or are in any way uncertain about how it applies to specific assignments in this course.

2. Students with Disabilities

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

3. Sexual Harassment

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: www.wiu.edu/vpas/policies/titleIX.php.

4. Disruptive Behavior

Disruptive student behavior is defined as inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of the instructor to teach and students to learn whether in a classroom or other learning environment (such as an online course, laboratory, site field experience, internships, instructor's office, computer lab, or other setting whether it is an on-campus or off-campus location), which disrupts the educational process. It is also considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of the learning environment.

5. Class Attendance, Absences & Participation

Misunderstandings about class attendance requirements lead to problems for both students and faculty, so please pay close attention to this section.

A. University policy statements on class attendance requirements

- (1) From the University's "Student Absence Policy Clarification" (www.wiu.edu/policies/stuabsc.php):

"Students are expected to attend all classes in which they are enrolled. Each faculty member determines his or her own policy dealing with class attendance. Therefore, if a student misses a class or classes, the student is expected to discuss the matter with the instructor, and it is up to the discretion of the instructor whether to allow a student to make up any missed assignments, exams, or projects" (emphasis added).

- (2) From the University's policy on "Students Participating in University Sanctioned Events," www.wiu.edu/policies/univsactioned.php:

". . . [University] sanctioned activities should not significantly disrupt the primary educational mission of the university nor negatively impact the integrity of the classroom" (emphasis added).

"In all cases, it is the responsibility of the student to: 1) inform instructors of scheduled absences in advance; 2) where possible and as soon as possible, provide a schedule of all semester absences; and 3) arrange to complete missed classroom work within a reasonable time frame. Ultimately, students are responsible for material covered in classes missed due to sanctioned events" (emphasis in original).

B. Here is my understanding of what these University policy statements mean.

Each faculty member sets the attendance requirements for her/his classes consistent with general University policy. Therefore:

- (1) *Class attendance requirements are a matter between you and each of your instructors, and no one else.*
- (2) None of the following people have authority to override an instructor's class attendance requirements: academic advisors, coaches, band and ensemble leaders, employers, friends, parents, other faculty members and instructors, or significant others. Nor are class attendance requirements subject to revision because of travel plans, field trips, work schedules, residence hall or Greek society activities, student clubs, and so on.
- (3) Go back and read the preceding paragraph again, carefully.
- (4) If you feel you have a legitimate reason to miss class, talk to each of your instructors individually and in advance if at all possible. It is your responsibility to work things out with your instructors. *Ask — do not assume anything.*

C. Based on the preceding, here are the class attendance requirements in my courses.

- (1) Class attendance is expected — it's a fundamental element of professionalism. It's up to you how professional you want to be.
- (2) Roll may be taken at the start of any class session by circulating a roll signature sheet. If you arrive late, it's up to the instructor's discretion whether to allow you to sign the roll. Note that signing any name but your own on the roll sheet will be regarded as a violation of academic honesty to sign any name but your own to the roll sheet and will be dealt with accordingly — both for the person who signs another name and for the other person whose name is signed.
- (3) Absences will be excused *only* for the following reasons (read this list carefully):
 - personal illness;
 - personal or family emergencies;
 - military service such as the National Guard or Reserves (not ROTC, which is an academic activity like other courses);
 - legal proceedings outside the University (e.g., court appearances and hearings).

Documentation is required for all excused absences. Please contact me in advance if at all possible regarding any excused absence. If circumstances warrant, contact the WIU Office of Student Development and Orientation (sdo@wiu, sdo.wiu.edu, 309/298-1884). SDO will help you follow University procedures for contacting instructors.

We will work together to arrange how you can make up any work missed because of an excused absence.

- (4) *All work missed because of unexcused absences cannot be made up and will receive a zero.* To be fair, if changes in assignments or examinations create a problem, I will consider whether an adjustment in this policy is warranted, provided you contact me as soon as possible after any changes are made and in any case no less than forty-eight hours in advance of the absence. No adjustments will be made after the fact.

Adjustments will be not be made for any work conducted in or assigned during class (including unscheduled quizzes).

- (5) Absences to attend scheduled conferences or meetings of professional organizations related to your academic major(s) or minor(s) *may* be excused *provided*:

- You submit a *written request at least two weeks in advance*, indicating the dates you will be absent from class and describing how you will benefit from attending the meeting or conference.
 - You provide documentation supporting your request (e.g., letter/email from a sponsoring faculty member) and confirming your attendance at the meeting or conference (conference registration acknowledgement/receipt).
 - You write a description of the meeting or conference, including the sessions and activities you attended, and what professional benefits you received from them.
- (6) Do not leave class early unless you become ill or have discussed it with me in advance, otherwise this will count as an unexcused absence.
- (7) Life happens, so if you think there's a legitimate reason for you to miss class that isn't addressed here, please discuss it with me *in advance* if at all possible. I'll try to work with you, but this is a lot easier in advance than after the fact.

6. Late Assignments

- A. All assigned work is due at the start of class in the classroom, unless other arrangements have been made.
- B. Please read the Written Assignments Requirements available on the course website at www.jhemingway.net/Academics/Writing/Written_Assignment_Requirements.pdf.
- C. Unexcused late work will be penalized 10 percent per school day late, except in cases of documented illness or emergency.

7. Getting in Touch:

- A. *Email is the surest way to get in touch with me.* I can check it from more places more easily than, plus email provides written documentation. Please keep that in mind.
- B. Email to you from me: Your @wiu.edu email address will be used for all course-related email. It is also the address to which the University will send email. If you prefer a different address, set your WIU account to forward email accordingly. If you are uncertain how to do this, contact the University Technology Support Center.

Remember that you are responsible for all course-related and University email sent to your @wiu.edu address. Be sure to check your @wiu.edu inbox regularly and to empty it as needed. You should do this even if you set your WIU account to forward email to another address.
- C. Email from you to me: My office email address is J-Hemingway@wiu.edu. There are plenty of things keeping me busy, so I do not live and die by email. *Please keep the following in mind:*
 - (1) Monday through Friday: I check and respond to email at least once in the morning and in the afternoon on workdays. If email arrives after hours, I will respond to it the next business day.
 - (2) Weekends & holidays: I do not regularly check work email between 4:30 Friday afternoon and 8:00 Monday morning or over holidays. I will respond to weekend and holiday email on the next business day.
 - (3) Urgent messages: Genuinely urgent email will receive an immediate response whenever received. Note that *urgent* means pressing, dire, critical, or desperate, requiring immediate action or response. Situations created by lack of planning, poor planning, sudden changes in social or travel plans, forgetfulness, laziness, and so on are **not** urgent.
 - (4) Pending examinations & assignments: When assignments and examinations are pending, I will make it a point to check email more frequently in order to answer questions.

If I don't have access to email because of what I'm doing or where I am, I'll respond as soon as practical.

- D. Email subject headings: Please begin the email subject heading with the relevant course prefix and course number (as in RPTA 322) and include some indication of message content. That will help me recognize it. A lot of email hits my inbox each day it and if I can't identify what your message is about, it could get ignored.

Don't use generic, empty, or subject headings like "re", "question", "hi", "question from a student". These are often used by spammers and may be trashed by spam filters. Be sure your email gets through by using a clearly identifiable subject heading.

8. Classroom Behavior

Most students behave appropriately in the classroom most of the time, but sometimes there can be problems because it isn't always clear what appropriate classroom behavior is. A quick refresher may be helpful. (For the very few people who don't seem to care regardless, they can save all of us some headaches by just leaving now.)

The University is here for learning, for the pursuit of knowledge. More precisely, the University is here to nurture learning through the creation, preservation, and dissemination of knowledge. These are the University's overriding, most fundamental purposes. As members of the University community, our roles and responsibilities are defined by where we stand in relationship to these purposes. So, too, are the standards governing our conduct.

With this in mind, here are some of my expectations about appropriate classroom behavior. You're welcome to ask questions or discuss them with me.

- A. We have a student – instructor relationship, based on knowledge: You are here to learn it; I am here to teach it; we are all here to share it.

As student, *you* are the person primarily responsible for *your* learning.

As faculty member, I am here to *assist* and *encourage* you with your learning. In doing so, my foremost responsibilities are to uphold the University's academic integrity and satisfy the recreation profession's expectations for the professional knowledge and competency of people entering the field.

Learning is often hard work — why is anyone ever surprised by this? "No pain, no gain" makes sense while working out *and* while learning. No one is here to make learning any harder than it needs to be, but neither is anyone here to make it easier than it should be.

Forget the nonsense about students somehow being "customers." It's time everyone got over that silly notion. Learning is earned, not bought.

- B. The time to be concerned about *your* course grade starts *now*, not ten or fourteen weeks from now.
- C. Being on time for class helps all of us. If you are late, please find a seat quickly and avoid disrupting those around you. If you know in advance that you'll be late, please let me know.

MWF classes are 50 minutes long; TTh classes are 75 minutes long. Do not begin packing up until class is finished. The last minutes of class are often important (e.g., summaries of material covered, announcements about assignments or exams). I will not try to talk over the noise of people packing up, but you will be still be held responsible for any information.

- D. Do not walk out of class early, unless you are ill or have discussed it with me in advance. It is rude and disrespectful. If you did the same thing in a meeting at work, you'd be fired. Here, it's an unexcused absence for the day and a zero for any graded work. Be prepared for me to come after you if it happens. I will tell you honestly that this is something that just plain irritates me, enough so that I occasionally lose my temper over it.

If you know you'll need to leave class early, please let me know at the start of class. Sit as close to

the door as you can to avoid disrupting your classmates when you leave.

- E. If you're bored, try becoming more engaged with the course material, join in class discussion, ask questions, and/or keep up to date on course assignments. You're here to learn and I'm here to help you learn — no one said anything about entertainment.

If you just aren't interested in the material or simply don't want to be in class, then don't come — but be prepared to accept the consequences.

- F. Put away your newspapers, magazines, and materials from other classes (e.g., notes, text books) when class starts. Our class time is for this course – do your other coursework elsewhere. You wouldn't do something like this while your boss was talking to you in a meeting — at least, you wouldn't do it more than once. If you do it here, don't be surprised when I call you on it.
- G. Turn off your cell phones before class starts. If your phone rings or vibrates in class, it will result in a five point penalty. If I can't identify whose phone it is, or you don't fess up, it will result in a five point penalty for everybody. If you believe you have a reason to leave your cell phone on, please set it on vibrate and check with me at the start of class. And fair is fair: If *my* cell phone rings, everyone in class that days gets five points.
- H. Put away all other electronic devices (e.g., iPods, music players). Take off all headphones, earphones, ear buds, and the like. I will call you on it if you don't, and even if I say nothing, you can count on a zero for the day. (C'mon: Do you really think instructors don't see you messing with these things, trying to hide them under the desktop?)

Please pay close attention to the following: The use of cell phones, beepers, pagers, music players, and similar devices during examinations, student presentations, or other graded work in class will result in an automatic grade of zero for the relevant assignment. The same penalty applies to wearing ear phones, headsets, or the like. Place all such devices in your book bag, backpack, purse, or elsewhere out of sight. If these devices are visible to me, I will assume they are also visible to you, and the penalty will be imposed immediately. There will be no exceptions made.

9. Respect

The opinions, beliefs, and persons of everyone in the course will be treated with respect. We will listen to each other without interruption. When disagreeing, we will address ourselves to facts and logic, not to personalities or individual characteristics. Disruptive comments, behaviors, or actions during class will not be tolerated.

10. Student Responsibilities

You are responsible for adhering to all relevant University rules and regulations, for knowing the contents of this course syllabus, for complying with all course policies, and for timely completion of course assignments. Note that this includes checking the course web page on a frequent and regular basis for schedule changes, updates, additional class materials, and additional reading or other assignments. You are also responsible for asking questions in a timely manner to clear up uncertainties about course policies, requirements, assignments, or content.

11. Faculty Responsibilities

I am responsible for organizing and conducting class in an effective manner, for responding to your questions promptly and satisfactorily, for fair and timely grading of course assignments, and for being available to you during scheduled office hours and by appointment as necessary.

Course Texts & Assigned Readings

1. Required text: The following is available in the Union bookstore. Do not purchase before class meets.

O'Sullivan, E. L., & Spangler, K. J. (1998). *Experience marketing: Strategies for the new millennium*. State College, PA: Venture Publishing. ISBN: 0-910251-98-3

2. Handouts & other course materials: These will be posted on the course web page. When available by 6:00 p.m. the evening before class, print, read, and bring to class. Most handouts will be available *only* through the course web page.
3. Additional reading may be assigned. Students will be informed of any additional reading assignments in class and on the course web page. Students are responsible for checking the course web page on a frequent and regular basis.

Course Assignments & Assignment Deadlines

1. Distribution and Deadlines: See the Course Schedule at the end of this syllabus for dates when assignments will be distributed and due.
2. Submitting assignments: Unless otherwise noted or special permission is granted, all assignments must be
 - A. submitted at the start of class on the they day they are due.
 - B. hard-copy (i.e., no email submissions without prior permission; hard copy may still be required).
 - C. formatted appropriately (if not, the assignment may be returned for re-formatting).
3. Examinations and quizzes: Examinations and quizzes will be scheduled based on our progress through the course schedule (see below for tentative examination dates); they will be announced at least one week in advance. Study guides will be made available on the course web page. Examination point totals will vary depending on length and material covered.

Chapter quizzes may be given while reading the assigned textbook (see above). Dates for these quizzes will be announced in class as we proceed through the text.

There will be an examination during finals week but it will **not** be cumulative.

4. Professional Development Conference (PDC): The Department of RPTA's annual Professional Development Conference is scheduled for Friday, April 7. Attendance and participation is strongly encouraged. Students who attend will receive 10 grade points.
5. Additional assignments: Assignments other than those listed in this syllabus may be made from time to time, either to be turned in at the end of class or at a later time. Assignments to be turned in at a later time will also be posted on the course web page. Additional assignments completed and turned in during class cannot be made up except in cases of excused absence.
6. Scheduled writing assignments: There will be two scheduled writing assignments. Links to full assignment details and supporting materials will be available on the course web site on the [Course Materials](#) web page. This information may be updated throughout the semester, so please check regularly.

Both scheduled writing assignments will involve management scenarios that will be provided. You will analyze the issues involved in each scenario and the interests of various stakeholders, recommend policy decisions after identifying the strengths and weaknesses of available alternatives, and justify your recommendations. See the Course Schedule for tentative due dates.

Course Grading Scale: The plus/minus scale is now mandatory in all undergraduate courses at WIU. Grades will be assigned using the following grading scale.

| | | | | | | | | |
|----|---|------------|----|---|-----------|----|---|-----------|
| A | = | 93% - 100% | A- | = | 91% - 92% | | | |
| B+ | = | 89% - 90% | B | = | 83% - 88% | B- | = | 81% - 82% |
| C+ | = | 79% - 80% | C | = | 73% - 78% | C- | = | 71% - 72% |
| D+ | = | 69% - 70% | D | = | 63% - 68% | D- | = | 60% - 62% |
| F | = | < 60% | | | | | | |

Minor adjustments may be made during the semester to the published grading scale, but in no case will the cutoff levels be increased.

- Incompletes: Grades of Incomplete will be granted in accordance with University policy (see the Undergraduate Catalog) and not to enable escaping the consequences of poor planning.
- No Extra Credit: There will be no work for extra credit in this course.

Grading Standards: Meeting basic expectations earns a C. Grades are based on quality of work, not amount of time or effort. To reduce misunderstandings, here is my interpretation of what the five basic letter grades mean.

- A = The highest level of achievement, defined as the highest mastery of course content that can reasonably be expected at a given stage of development. The student's understanding extends well beyond fundamental course material to include advanced elements, demonstrated by consistently outstanding work throughout the course. There are few if any weaknesses in the student's performance.
- B = A high level of achievement, defined as mastery of course content well above average at a given stage of development. The student's understanding goes beyond fundamental course material, demonstrated by consistently strong work throughout the course. There are minor weaknesses in the student's performance.
- C = A satisfactory level of achievement, defined as the expected mastery of course content at a given stage of development. The student's understanding includes a firm grasp of fundamentals course material, demonstrated by consistently acceptable work throughout the course. There are weaknesses in the student's performance.
- D = An unsatisfactory level of achievement, defined as inadequate mastery of course content for students at a given stage of development. The student's understanding of fundamental course materials is weak, demonstrated by consistently marginal work throughout the course. There are significant weaknesses in the student's performance.
- F = An unacceptable level of achievement, defined as failure to master course content. The student's understanding of fundamental course material is limited or nonexistent, demonstrated by consistently poor work throughout the course. There are major weaknesses in the student's performance.

Course Schedule: We will try to adhere to the following schedule as closely as possible; changes will be announced in class and posted on the course web page. Any changes in assignment due dates or examination dates will first be discussed in class to determine what their effects might be, given your obligations in other courses.

Assignment key

OSS = O'Sullivan & Spangler, *Experience Marketing*

V = Video

W = Materials available on the Course Materials web page

| Date | Topic | Themes | Assignment |
|------------------------------|--|---|---|
| Jan 16 | Martin Luther King, Jr. Holiday — No class meeting | | |
| 18 | Introduction to course | | |
| 20 | Illinois Association of Park Districts Annual Conference — Chicago, IL | | |
| Unit I: Some Basics | | | |
| Jan 23 | Management & managers | <ul style="list-style-type: none"> • Definitions • Management roles • Management & leadership • Core qualities • Levels of management | W: Management: What Is It? |
| 25 | continued | <ul style="list-style-type: none"> • Competency-driven management • Challenges of managing diverse workforces in a diverse society | W: Competency Self-Assessment |
| Unit II: Legal Issues | | | |
| Jan 27 | Legal issues in leisure services | <ul style="list-style-type: none"> • Types of law • Legal audits • Contracts & agency • 1st Amendment issues <ul style="list-style-type: none"> ▸ Freedom of religion | W: Management & the Law (scan only) |
| 30 | continued | <ul style="list-style-type: none"> • 1st Amendment issues <ul style="list-style-type: none"> ▸ Freedom of speech ▸ Freedom of assembly • ADA | |
| Feb 1 | continued | <ul style="list-style-type: none"> • Eminent domain • Intellectual property • Open meetings • Freedom of information | W: Open Meetings Act W: Freedom of Information Act |
| 3 | Legal framework of leisure services | <ul style="list-style-type: none"> • Organizational structure by sector • Governing authorities • Advocacy & stakeholders • Advocacy & diversity | W: Legal Authority & Jurisdiction |
| 6 | continued | | |
| Feb 8 | Academy of Leisure Sciences Research Institute — Indianapolis, IN | | |
| 10 | Academy of Leisure Sciences Research Institute — Indianapolis, IN | | |

| Date | Topic | Themes | Assignment |
|--------|---|--------|------------|
| Feb 13 | Mr. Lincoln's Birthday Celebrated — No class meeting | | |
| 15 | Legal framework of leisure services (continued) | | |
| 17 | 1st Examination/Quiz — Units I & II, handouts, class presentations & class discussions | | |

Unit III: Organizations

| | | | |
|--------|---|---|---|
| Feb 20 | Organizational behavior & structure | <ul style="list-style-type: none"> • Formal & informal structure • Management drivers: Mission, vision, values, goals & objectives | <p>W: Organizational Structure & Administrative Operations</p> <p>W: What is organizational behavior?</p> <p>W: Organizational goals</p> |
| 22 | continued | <ul style="list-style-type: none"> • Goal distortion • SMART goals • Types of objectives | |
| 24 | Organizational design | <ul style="list-style-type: none"> • Hierarchical vs. nonhierarchical structures • Simple vs. complex • Bureaucratic • Team-based • Matrix | |
| 27 | continued | | |
| Mar 1 | Internal & external organizational coordination | <ul style="list-style-type: none"> • Internal & external coordination • Hierarchy & authority • Policies, rules, procedures & standards | |
| 3 | continued | <ul style="list-style-type: none"> • Accountability systems • Work teams • Partnerships | W: Partnerships |
| 6 | 2nd Examination/Quiz — Unit III, handouts, class presentations & class discussions | | |

Unit IV: Resource Planning & Operations Management

| | | | |
|-------|----------|---|--|
| Mar 8 | Planning | <ul style="list-style-type: none"> • Planning types • Strategic planning • Community & organization master plans <ul style="list-style-type: none"> ▸ Plan for accessibility ▸ Plan for diversity | |
|-------|----------|---|--|

| Date | Topic | Themes | Assignment |
|--------------------------|---------------------------|--|--|
| Mar 10 | continued | <ul style="list-style-type: none"> Physical resource planning Site master plan | W: Physical resource planning |
| 13 | Spring Break | | |
| 15 | Spring Break | | |
| 17 | Spring Break | | |
| 20 | Operations management | <ul style="list-style-type: none"> Not glamorous, just essential Systems approach to operations | W: Operations management |
| 22 | Policy- & decision-making | <ul style="list-style-type: none"> OODA loops Styles of decision-making Identifying stakeholders Good decision-making practices Barriers to effective decision-making | W: Individual decision-making |
| Unit V: Marketing | | | |
| Mar 24 | Focusing on experiences | <ul style="list-style-type: none"> Defining experiences Dissecting experiences Stages of experiences | OSS: chs. 1 & 2 |
| 27 | continued | <ul style="list-style-type: none"> Types of experience providers Assessing organizational mission & capacity Implications for leisure services | |
| 29 | Identifying participants | <ul style="list-style-type: none"> Market segmentation Traditional target marketing Traditional target marketing strategies | W: Target market descriptors OSS: ch. 3 |
| 31 | continued | <ul style="list-style-type: none"> Brand positioning | |
| Apr 3 | continued | <ul style="list-style-type: none"> Particle markets Focusing on need for experience Factors affecting need for experience | OSS: ch. 4 |

| Date | Topic | Themes | Assignment |
|-------|---|---|---|
| Apr 5 | continued | | |
| 7 | Department of RPTA Professional Development Conference — Attendance expected | | |
| 10 | Peripherals & experiences | <ul style="list-style-type: none"> • What are <i>peripherals</i>? • Why peripherals really aren't peripheral after all | OSS: ch. 5 |
| 12 | continued | | |
| 14 | 3rd Examination/Quiz — Unit V, OSS chs. 3 - 5, handouts, class presentations & class discussions | | |
| 17 | Communication, information & personalization | <ul style="list-style-type: none"> • Essential aspects of experience marketing • Models of communication • Stages of communication • Raising awareness • Getting attention • Influencing behavior • Creating relationships | OSS: ch. 6 W: Promotions |
| 19 | continued | | |
| 21 | Creating customer-centered experiences | <ul style="list-style-type: none"> • Understanding the customer • Understanding customer-centered experiences • Elements of customer-centered experiences | OSS: ch. 7 |
| 24 | Information & experience marketing | <ul style="list-style-type: none"> • What kinds of information? • Getting information out • Finding information | OSS: ch. 8 |
| 26 | continued | | |
| 28 | Flexibility, adaptability & change | | OSS: ch. 9 |
| May 1 | continued | | |
| 3 | Illinois Association of Park Districts Legislative Conference — Springfield, IL | | |
| 5 | Course wrap up | | |
| 10 | 4th Examination/Quiz — Unit V, OSS chs. 6 - 9, handouts, class presentations & class discussions; 1:00 - 2:50 in classroom | | |