

# PTRM 380: Recreation Administration and Leadership

The University of Montana - Spring 2015  
3 Credits

**Instructor: Bill Borrie**

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**Course Description:**

The purpose of this course is to develop an understanding of the theories, principals and practices that shape the administration of leisure services offered through public, nonprofit and private agencies and organizations. Course content includes organizational structure, management, finance, budgeting, legality, staffing, communication and public relations. Emphasis is placed on leadership roles of administrators, organizational structure and inter-agency communication, and the accountability and evaluation of administrative actions.

**Learning Goals:**

Students successfully completing this course shall be able to demonstrate entry-level knowledge about leadership and management/administration in parks, recreation, tourism and/or related professions. In particular, students should gain an:

- Understanding of the principles and procedures of supervisory leadership, including interpersonal communication; group dynamics, motivation; theories of leadership, and the managing of volunteers, part-time, and seasonal staff
- Ability to implement human resource management procedures and policies, including staffing (recruitment, development, retention, separation), compensation, labor relations, ethics, personnel action, communication of benefits, and training
- Understanding of the fundamental principles and procedures of management including governance and oversight; power and politics; and organizational design and structures.
- Understanding of ethical principles and professionalism in the parks, tourism and recreation management profession.
- Understanding of the importance of maintaining professional competence and the available resources for professional development.
- Understanding the principles and practices of safety, emergency, and risk management related to recreation, park resources, and tourism services.

**Classroom activities:**

Lectures: Mondays & Fridays, 11.10am – 12.00pm  
Labs: Wednesdays, 2.10 – 5.00pm.

**Required Textbooks:**

Peterson, J. A and B. B. Hronek (2011) Risk Management for Park, Recreation and Leisure Services. Sixth Edition. Champaign, IL : Sagamore Publishing Inc. ISBN 978-1-57167-641-2

Robbins, S.P. (2012). Organizational Behavior (Fifteenth edition). Upper Saddle River, NJ : Prentice Hall.  
ISBN: 978-0132834872 or 978-0132834957

The Bookstore at the University of Montana: [http://www.montanabookstore.com/buy\\_courselisting.asp](http://www.montanabookstore.com/buy_courselisting.asp)  
Amazon Student (Free Two-Day Shipping for six months): <http://www.amazon.com/gp/student/signup/info>

## Assignments:

1. Students study a variety of readings throughout the course, including texts and articles. As a class we will choose a combined score from 2 mid-term tests and about 19 quizzes as an examination of the material in these readings, and lecture content.
2. Students participate in various learning activities each week. These will require a range of participative responsibilities and tasks - before, during and after the class.
3. Each student will complete a term paper. Choose a significant topic in Recreation Administration & Leadership that you would like to research **beyond** the materials presented in this class/textbook - a topic typically focused on issues you will encounter in the workplace. You will be required to complete three tasks with this research:
  - a. Write a short (100 – 300 word) justification of which topic you chose to study. Explain why it is worthy of your time and attention. Be prepared to read your justification to the class.  
Due: February 4, 2015.
  - b. You are also to prepare a weekly project management timeline showing progress researching your chosen topic and preparation of the term paper. (I recommend using a Gantt chart, and including tasks such as exploring subject to find a topic, forming a focus, locate and gather research materials, identification of key review articles, note taking, determine if you need additional references, analyze/organize the issues, prepare outline, initial draft, review by peer and/or writing center, revision, final paper preparation, etc.) You will need to set a **final due date** for your paper. Attach a list of four specific qualities / criteria by which it will be assessed and a **grading rubric**.  
Due: February 9, 2015.
  - b. The bulk of your paper will reflect what is discussed in the management, leadership and administration research literature. Explain what you found to be the most important ideas on your topic and then offer your opinion on how to manage that issue in the workplace. Your library research will allow you to demonstrate whether your ideas on this topic are considered mainstream or radical. A target length is around 12 one&half-spaced pages (approx. 3500 words), with at least 15 **references from the academic literature** (see attached recommended journals). Please include your completed **self-evaluation** of your term paper, specifically addressing the qualities/criteria you previously identified.  
Suggested Due Date: April 29, 2015.
4. We will be organizing mock search committees throughout the semester, and your participation in those activities, as well as the group's preparation of search committee materials will be assessed. A final portfolio of materials is to be submitted at the conclusion of the search process. A list of required materials is attached.  
Due: April 15, 2015.

**Table 1. Suggested grading distributions for PTRM 380, Section 1. Spring 2015.**

Example options	Option 1	Option 2	Option 3	Option 4
Mid-term exams & quizzes	60	35	20	??
Term paper	20	35	60	??
Search Committee Portfolio	20	30	20	??
<u>Total</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

## Notes:

1. **All components must receive passing grade in order to pass course overall.**
2. Mid-term exams will be mostly multiple-choice and/or short answer.
3. I don't recommend making your Search Committee Portfolio worth more than 300 points.
4. There is a maximum of 600 points for any one component.
5. One revision of grading distribution may be submitted anytime before March 2, 2015.  
(Each point value may be adjusted within plus or minus 30% of original).

**Table 2. Tentative Course Schedule: PTRM 380**

**Spring 2015**

Section	Date	Topics	Readings & Exercises (complete before class)
1. Introduction	Mon. Jan. 26	Introduction to the course. What do managers do ?	
2. Leadership in recreation	Q Wed. Jan. 28	Search committees, meetings, agendas, etc. <b>(Form search committees)</b>	Robbins Ch. 3
	Q Fri. Jan. 30	Job satisfaction, Job-ability fit and factors influencing absenteeism & retention.	Robbins Ch. 1
	Q Mon. Feb. 2	Leadership theories and research	Robbins Ch. 12 <b>Grading Distribution due</b>
	Q Wed. Feb. 4	Have you got what it takes ? (Individual characteristics, eg. personality) <b>Kiersey Temperament Sorter (Search committee meetings - develop Position Descriptions).</b>	Robbins Ch. 4 <b>Term Paper Justification due</b>
	Q Fri. Feb. 8	Values, traits, and predictors of leadership.	Robbins Ch. 5
	Q Mon. Feb. 9	Leadership continued.	Robbins Ch. 15 <b>Term Paper Gantt Chart due</b>
	Q Wed. Feb. 11	Listening, mirroring and groupthink. <b>Paper Tower Exercise (Job announcements posted)</b>	Robbins Ch. 10
	Fri. Feb. 13	Emotional Intelligence	Robbins, Ch. 6
	Mon. Feb. 17	<b>President's Day – No Classes</b>	
	Wed. Feb. 18	Criteria checklists. <b>Applications close (Search committee meetings - short listing)</b>	
	Q Fri. Feb. 20	Group dynamics	Robbins Ch. 9
<b>FIRST MID-TERM EXAM</b>	<b>MON, Feb. 23</b>		<b>First Mid-term</b>
	Q Wed. Feb. 25	How to Interview Applicants <b>(Search committee meetings - develop interview questions)</b>	Peterson & Hronek Ch. 4
	Q Fri. Feb. 27	Interpersonal and professional communication.	Robbins Ch. 11
	Mon. Mar. 2	Domination, power and sexual harassment.	<b>Grading Distribution changes due</b>
	Q Wed. Mar. 4	<b>(Search committee meetings - develop example answers &amp; rating rubric)</b>	Robbins Ch. 17
3. Management concepts and principles	Fri. Mar. 6	<b>(Search committee meetings -test &amp; finalize interview questions)</b>	
	Q Mon. Mar. 9	Stress, change, and burnout.	Robbins Ch. 18
	Wed. Mar. 11	<b>INTERVIEWS Class will run late (approx. 6pm!)</b>	
	Q Fri. Mar. 13	Functions of boards and commissions. Inter-relationships among board and management/CEO.	Reading on Parks & Rec. Boards
	Q Mon. Mar. 16	Employee Motivation	Robbins Ch. 7
	Wed. Mar. 18	<b>(Search committee meetings - review interviews, notes, etc.)</b>	
	Q Fri. Mar. 20	Employee Motivation continued	Robbins Ch. 8
	Q Mon. Mar. 23	Volunteer management	Reading on volunteers.

	Wed. Mar. 25	(Search committee meetings – draft recommendations)	
	Fri. Mar. 27	No class	
<b>SPRING BREAK</b>			
<b>MARCH 30 - APRIL 3</b>			
	Mon. April 6	Leadership revisited	
	Wed. April 8	(Search committee meetings -finalize hiring decision & press release).	
<b>Q</b>	Fri. Apr. 10	Personnel Management	Robbins Ch. 16
	Mon. Apr. 13	Personnel mgmt. cont.	
	Wed. Apr. 15	Leadership revisited	<b>Search committee folders due</b>
4. Equity and Accessibility	<b>Q</b> Fri. Apr. 17	Equity in leisure service	Robbins, Ch. 2
	Mon. Apr. 22	Programmatic Accessibility	Readings on ADA & TR
	<b>Q</b> Wed. Apr. 24	Conflict resolution <b>Ugli Oranges</b>	Robbins Ch. 14
<b>SECOND MID-TERM EXAM</b>	<b>FRI, APR 24</b>		<b>Second Mid-term</b>
	Mon. Apr. 27	Risk management.	Peterson & Hronek: Introduction
	Wed. Apr. 29	Guest Speaker (Accessibility)	
5. Risk Management	Fri. May 1	Torts	Peterson & Hronek chapter 1, 2
	Mon. May 4	Negligence	Peterson & Hronek chapters 3
	Wed. May 6	Liability Waivers Incident reporting and image control.	Peterson & Hronek : Appx. B
	Fri. May 8	Legal barriers (FACA)	Reading on FACA.

## Policies :

- Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class. *The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154 or 406.243.2243. I will work with you and DSS to provide an appropriate accommodation.*
- This course is offered as traditional letter grade only. Students cannot change to credit/no credit at any time during the semester. (Credit/no credit grades cannot be used to satisfy General Education nor specific degree requirements).
- It is expected that all work tended for evaluation will be professionally presented. Written assignments are to be laser printed. Proof-read and spell-check your documents. Folks reading your work assume you mean to present it the way that you do. Points will be deducted for spelling or grammatical errors. Please use either 1.5 spacing. (This paragraph is 1.5 spacing)
- Please submit all work as a hard copy (i.e. turn in a printed copy). That way you control the way it prints out. Double-sided printing is OK. You should save copies of all your work - one good way is to email yourself with a copy attached.
- Late submissions are not encouraged. A standard policy of subtracting 10% per day (or part of day) late is fair to everyone (students, instructors, and administration). Extraordinary circumstances (such as a death in the family) should be discussed with the instructor in advance. Leave from college due to medical conditions should be documented with doctor's certificates.

5. Attendance is expected, though not required for all classes. It is the student's responsibility to make up, through their own alternative learning activities, the material missed due to absence.
6. All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, respectful behavior, and responsible citizenship. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. It is available online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)
7. You must give due credit to other people's ideas by referencing or quoting the source. I prefer you follow APA style guidelines – i.e. the Publication Manual of the American Psychological Association, Sixth Edition.

Should students cite **Wikipedia**? No. While Wikipedia is a very useful resource, particularly as a starting point for your research, it is not always accurate nor valid. Additionally, it is always changing and so it is not reliable.

You should only cite **primary or secondary source material** – that is, go to the original source whenever possible.

Also, juniors and seniors shouldn't be citing the **dictionary** (online or book form) as you are more advanced in your thinking than generic sources such as that.

8. Please be respectful of others and turn your cellphones off or to vibrate during class. Not only do I find cellphones very distracting, but so do other students. I ask that you refrain from texting during class. I am happy for you to use laptop computers in class, but limit your use to class-related activities – that is, *don't* do general web surfing, email, Facebook nor Twitter updates in class.
9. If you need to drop this course, I recommend you do so as soon as possible. I think the following deadlines apply this semester:

To 15 <sup>th</sup> instructional day	Students can drop classes on CyberBear	February 13 = last day
16 <sup>th</sup> to 45 <sup>th</sup> instructional day	Drop requires form with instructor and advisor signature, a \$10 fee collected by registrar's office, student will receive a 'W'.	Febr. 17 through April 6
Beginning 46 <sup>th</sup> instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Dean's office signature required. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are <i>not</i> among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 <sup>th</sup> instructional day of the semester.	April 7

10. This course will be using a plus/minus grading system. Valid grades and their grade point values per credit are shown below:

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	94 – 100 %	4.0	C+	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 93 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B +	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

## PTRM 380: Recreation Administration and Leadership

### Recommended journals for term paper:

***Academy of Management Journal.***

Location: UM-Missoula: Book Shelves - Level 2 Call Number: 658.05 A168j

***Academy of Management Review.***

Location: UM-Missoula: Book Shelves - Level 2 Call Number: 658.05 A168r

***Administrative Science Quarterly.***

Location: UM-Missoula: Current Issues on Display - Level 2 Call Number: 658.05 A238

***Human Relations.***

Location: UM-Missoula: Current Issues on Display - Level 2 Call Number: 300.5 H9182

***Journal of Applied Psychology.***

Location: UM-Missoula: Current Issues on Display - Level 5 Call Number: 150.5 J864

***Journal of Management Studies.***

Location: UM-Missoula: Book Shelves - Level 2 Call Number: 658.05 J86

***Organization Studies.***

Location: UM-Missoula: Book Shelves - Level 2 Call Number: 302.3505 O68

### A few recommendations:

- Look for **review** articles (that review lots of other research studies) or articles that have a large literature review. The management literature is HUGE, and you need to be judicious in the choice of articles you reference. Avoid very specific studies. Consider just how well documented and how generalizable are the conclusions of each article (i.e. don't just grab whatever article first looks relevant, instead be a careful consumer of the research). This will be a crucial component of your success in this assignment.
- You probably won't find Google very useful, as it will find thousands of links. But, you might find **Google Scholar** good (scholar.google.com), particularly by typing in the title of an article and see who cited it since it was published.
- Try searching with **Business Source Complete** (click through from <http://libguides.lib.umt.edu/business>), as it searches the management and leadership literature. Use a range of *keywords*.
- Generally, avoid trade magazines such as Forbes, Business Week, and/or the Wall Street Journal. The articles in these outlets are usually too short and not well referenced.
- Books may also be useful, but textbooks are not likely to add much to what Robbins presents in his text. You need to go beyond an introductory/survey textbook and seek out the literature that is behind the material presented in the textbook. Only use books published from around 2010 on.

## Outline of Search Committee Process

- Successful candidates get free dinner and beverages at time & place chosen by successful candidates.  
eg. Bridge Pizza, Caffe Dolce, HuHot, etc.
- Every student must apply to **at least 2** positions; students cannot apply to a committee on which they serve.
- Each committee's media coordinator will have to reserve video equipment for the interviews on **Wed., March 11th.**
- A portfolio of materials (presented by each student) is due on **Wed., April 15<sup>th</sup>.**

**AGENDAS:** Must be provided **48** hours prior to meeting (i.e. email to Bill and all search committee members)

**MINUTES:** Draft minutes of the previous meeting must be provided with the agenda, then reviewed by committee members before the meeting and approved as accurate & sufficient at next meeting

Jan. 28

**Lesson:** Search committee, meetings, minutes, agenda, overview of PD

**Activity:** *Meeting-*

- Form search committee (5 persons is ideal)
  - Join committee based on your insights & potential contributions
  - You can't apply for job if you serve on that committee
- Assign chair, minutes secretary, media coordinator, correspondence secretary, and vice-chair(?)
- Discuss context of job (location, size and mission of organization, work atmosphere, etc.)
- Discuss research needs to write a position description and assign tasks

**Homework:** Research job description- look up similar job descriptions, qualifications, similar organizations, and position job at right level of responsibility/pay.

Feb. 4

**Lesson:** Position descriptions, how to advertise your job, how to receive them, etc.  
(pros and cons of electronic version, cover letter, transcripts, references, etc.)

**Activity:** *Meeting-*

- Write Position Description
- Develop recruitment plan
- Finalize what is required in job application- references, transcripts, how applications rec'd

**Homework:** Complete PD and "post" by **Wednesday, Feb. 11th.**  
Work on your own resume, writing samples, etc.

Feb. 11

**Homework:** Work on your own applications outside of class, submit at least 2 before **Wed., Feb. 18<sup>th</sup>.**

Feb. 18

**Lesson:** Criteria checklist (**required** KSA's and **preferred** KSA's)

**Activity:** Applications due. Students submit cover letter and resume.

*Meeting-*

- Screen applications and begin to shortlist interview candidates
- Document strengths and weakness of every candidate

Feb. 25

**Lesson:** Interviewing and interview questions

**Activity:** *Meeting-*

- Develop interview questions

March 4

**Lesson:** Interview rubrics

**Activity:** *Meeting-*  
Develop example answers and rating sheet

- Provide list of interview candidates and length of interview to Bill for scheduling

March 6

**Activity:** Plan out interview process/layout, test interview questions (paying particular attention to length of interview) & test equipment

March 11

## **INTERVIEWS**

**(Expect this class to go till around 6pm, wear professional clothes)**

March 18

**Activity:** Not necessarily meeting during class time

*Meeting-*

- Review interviews, watch tapes, add new observation, compare interview notes, discuss pro's and con's of interview process/questions, etc.
- Compile and share all notes, rating sheets, observations into individual portfolios

March 25

**Lesson:** Negotiating with top candidates

**Activity:** *Meeting-*

- Combine rating sheets, discuss & document strengths and weakness of each interviewee
- Rank interviewed candidates, indicating each as acceptable or unacceptable
- Draft formal job offer, including perq's
- Arrange negotiation with top candidate(s) (a student can only be 'hired' for 1 job)

April 8:

**Lesson:** Press releases

**Activity:** *Meeting-*

- Finalize hiring by preparing a press release

April 15

**Activity:** Search Committee Folders due (**each** student to turn in complete portfolio, see requirements)

## **About the Minutes and Agendas...**

- Spend time with the handouts and other online resources (both moodle and all across the internet) to identify best format, necessary information, etc. Include those resources in your portfolio for future reference.
- The minutes and agendas will be part of your final portfolio, so make them look professional. Every committee member is responsible for ensuring the minutes and agendas are well prepared and meet the communication and documentation needs of the group. Help your chair and secretary improve them throughout the semester.
- Remember:
  - Agendas help the meeting stay **organized**, highlight important information and issues needing to be discussed/decided. They also serve to highlight the information that members need to bring to the meeting or be **familiar with** when they attend the meeting.
  - Minutes record the **details** of who was present and absent, what specifically was **decided**, and **who is responsible** for which tasks before the next meeting or by an assigned date. They are a written record that will be important in **documenting** the search committee process. **Include people's last names.**
- **Minutes** due to Bill and other committee members by **5pm Mondays** (for Wednesday pm meetings)
- **Agendas** due to Bill and other committee members by **5pm Mondays** (for Wednesday pm meetings)
- When you e-mail the agendas and minutes, please:
  - Include the name of the group in the subject line (i.e. wilderness ranger meeting minutes)
  - Include the agenda or minutes as an attached file, NOT as part of the text.



## SEARCH COMMITTEE PORTFOLIO REQUIREMENTS

- Each of these components is required for your portfolio to be evaluated, please do not submit your portfolio without the following requirements. Include handouts from class, but **don't** be limited to only those things I provide. Build this portfolio as you go, rather than leaving it to the last week of the process. Each student will be required to submit an individual portfolio, with a copy of all committee materials. Individual commentary is welcome and expected.
- You are expected to do research work on your own to better prepare yourself for the tasks expected of you. Include **printouts of readings and resources** you locate and think are particularly useful. At each step, consult books & websites.
- Please provide them in an organized and secure manner (i.e., a three-ring binder, large folder, etc., NOT a stack of unidentified papers) roughly following the sequence listed below. Electronic portfolios are acceptable, but will require abundant organization and structure as well as the scanning of printed/hand-written documents. Make sure all electronic documents are easily opened. Mixed portfolios (part electronic, part hard copy) are **not** acceptable.

1. Minutes and Agendas for all Meetings, including revisions and corrections ..... \_\_\_\_\_
2. Background material for preparation of Position Descriptions ..... \_\_\_\_\_
  - Research conducted on how to create job description
  - Example job descriptions referenced (5-10 examples, from different organizations)
3. Recruitment Plan ..... \_\_\_\_\_
  - Memo - plan to attract candidates, as if this were a real search  
(where would you advertise/post announcement, what sort of people would you contact, etc.  
- equal opportunity a priority, how would you get most diverse pool of applicants)
4. Position Description & Advertisement..... \_\_\_\_\_
  - Rough Draft, Review/Comments, Final Draft
  - Must include detailed, specific & discriminating required & preferred qualifications
5. Criteria Checklist for Applications..... \_\_\_\_\_
  - Required knowledge, skills and abilities
  - Preferred knowledge, skills and abilities
6. Application materials for all candidates that applied for the position ..... \_\_\_\_\_
7. Written justification of screening process and selection of candidates for interview ..... \_\_\_\_\_
  - Memo - give details on each unacceptable candidate (why they didn't qualify)
8. Communication to selected candidates as well as those not interviewed ..... \_\_\_\_\_
  - Informing status of application, time & location of interview, process, etc.
9. Interview Protocol ..... \_\_\_\_\_
  - Interview questions
    - o Indicate which **criteria** are being assessed by **each** question
    - o A priori, provide examples of poor, good, and great answers for each question
  - Conduct of interview
    - o Practice/trial interview
    - o Memo - explain time management, room setup, role of each committee member, etc.
  - Performance of interviewees, against required and preferred qualifications
    - o Include **all** notes, individual comments and answer rating sheets
10. Candidate synopsis / Hire Recommendations ..... \_\_\_\_\_
  - Rank all applicants, also rate each acceptable/unacceptable
  - Memo - strengths and weaknesses for each interviewee
11. Formal Job Offer ..... \_\_\_\_\_
  - Include pre-employment requirements; work-life initiatives, perqs, etc.
12. Press Release, announcing successful hire ..... \_\_\_\_\_
13. Personal Reflection ..... \_\_\_\_\_
  - 4 pages at the conclusion, reflecting upon the overall process and addressing issues such as:  
group interaction and cohesion, level of participation from yourself and other group members, lessons for future situations and any other issues that arose during this experience.
  - include Evaluation of Team Participants, including a detailed self-evaluation and grade

**PLEASE COMPLETE AND THEN PHOTOCOPY.**

(You keep the original, I get the copy.)

**Due : February 2, 2015.**

**Name:**

**Student 790#:**

**Email:**

<u>Assignment</u>	<u>Points</u> (60 maximum for any one category)
2 Mid-term exams and/or Quizzes	
Term paper	
Search Committee portfolio	
<u>Total</u>	<u>100</u>

**Student's signature:**

**Date:**