THOUGHTS WHICH GUIDE RPTS 403

1. "Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man’s training begins, it is probably the last lesson he learns thoroughly." - Thomas Huxley

2. "A pupil from whom nothing is ever demanded which he cannot do, never does all he can." - John Stuart Mill

3. Education means developing the mind, not stuffing the memory.

4. Former Mayor of Boston, Kevin White, "I hate these constant crises, but without them would we ever get anything done?"

5. "A teacher can only open the door. You must enter by yourself” - Chinese Proverb. (i.e. you are a producer, not a consumer of education!)

6. “You cannot teach a man anything, you can only help him find it within himself.” - Galileo Galilei

7. Failure to prepare is to prepare for failure.

8. Who you were yesterday is gone forever. It’s who you are today that decides what shoes you’ll be walking in tomorrow.” - Catrina Hemker

9. “Chance favors only those whose minds are well prepared.” – Louis Pasteur

10. Your health comes first. Overnighters are not worth it. They are not illustrative of your diligence; rather they are indicative of your failure to plan ahead.

11. "Never let the better get in the way of the good." - Winston Churchill

12. The most satisfying experiences are those in which we redefine our perceived limits of what we believe we can achieve.

13. The criterion for success at the end of this course is your own answer to the question, "Did I do my best?"
FINANCING AND MARKETING RECREATION, PARK AND TOURISM SERVICES  
RPTS 403 Spring 2014

Instructor  
Dr. John Crompton  
AGLS 445  
845-5321 (Office)  
jcrompton@tamu.edu

Meeting Times  
Tues. & Thurs.: 9:35 a.m-10:50 a.m. AGLS 116  
12:45 p.m.-2:00 p.m. AGLS 116

Teaching Assistants  
Ms. Raena Blumenthal  
AGLS 409H  
raenablumenthal@neo.tamu.edu

Mr. Cole Hubbard  
AGLS 409B  
colehubb@live.com

Office hours will be posted for each assignment.

REQUIRED MATERIALS


2. Selected chapters from:


   John L. Crompton and Charles W. Lamb (1986). Marketing government and social services. New York: John Wiley; and

Selected articles

Resource #2 and the course syllabus are available from Copy Corner, 2307 Texas Ave. S., College Station, TX
COURSE CONTEXT

This course primarily consists of a series of simulation exercises in which you, the student, will play the role of a professional staff member of Recreation, Amenity and Tourism Services, Inc. (RATS). RATS is a large consulting company which offers a broad range of leisure services to governmental, commercial and private non-profit organizations. All names, places and organizations used in the case exercises are fictitious even if they appear to resemble real names.

The objective of the simulation experience is to allow you to experience the sensation of decision-making within a realistic scenario, and to observe the consequences of these actions, all within a relatively short time span. Each student begins with the same background information upon which to base decisions. However, the manner in which this information is treated is entirely up to the individual student.

This course is comprised of two distinctive components. First, it is a capstone course. This means it offers opportunities for you to apply material to which you have been exposed in previous classes. Hence, some of the case studies will require content and process knowledge that is not covered in this class. The second component is content on the financing and marketing of recreation, park and tourism services, which has not been addressed in previous classes. The examinations and some of the cases will require application of this material.

INTERACTION WITH THE TEACHING INSTRUCTOR

The teaching assistants look forward to helping you throughout the semester. They do have academic responsibilities of their own and have to carefully manage their time. Office hours will be established and it is expected that RPTS 403 students will seek any needed assistance during those periods. If this is not possible because of conflicts with other classes, then a mutually convenient alternative time can be arranged via e-mail. Please do not seek assistance outside office hours without a prior appointment and do not call either the teaching assistants or the instructor at home unless it is an emergency.

GRADING

There are no absolute right or wrong answers for most of the assignments. Grading will be based on the following criteria:

1. The rationale and logic used to justify the arguments made.
2. The use of supporting evidence.
3. Originality.
4. Quality of presentation — spelling, typographical correctness, neatness, format, grammar, etc.

Greater reward will be given to initiative and creativity rather than to pedantic thinking. It is expected that all work submitted will represent the highest standard of which you are capable. Written communication and numerical skills are critically important to an administrator. It is essential that you carefully proofread your work. Spelling, typographical and grammatical errors
detract from your credibility. Similarly, the standard of presentation is important, for others also use this as a means of forming an impression of your abilities. **For this reason, each spelling error or punctuation error will result in a loss of a half letter grade on an assignment while each typographical error will result in a loss of a quarter letter grade (adjusted to the nearest half point).** However, each error will only be penalized once in an assignment. Thus, for example, if the same word is spelled wrongly on three occasions in an assignment, the penalty will be half a letter grade.

It is incumbent on the RATS Project Leader to adhere to the same high standards expected of project assistants. Thus, each spelling and/or typographical error identified in a designated assignment by a project assistant and reported in the cover memorandum accompanying his/her response, will be rewarded by a half a point. This reward will not be forthcoming if an individual brings an error to the attention of other project assistants.

It is essential that you use the spell-check option to proof work when it is completed, but in addition you should also carefully proof it manually. The following stanzas indicate the wisdom of this:

**Spellbound**

I have a spelling checker,
    It came with my PC;
It plainly marks four my revue
    Mistakes I cannot sea.
I’ve run this poem threw it
    I’m sure your pleased too no,
Its letter perfect in it’s weigh
    My checker tolled me sew.
Author Unknown

To excel means to be better than, or to outdo, others. By definition it is limited to the few. Excellence is not achieved without extraordinary effort. If an A or B grade is the class norm and it is achievable with minimum effort, then the incentive for those with high ability to invest substantial effort, and the opportunity for them to experience the extraordinary satisfaction that accompanies genuine excellence, is foregone. Further, it deceives people into believing that their “ordinary” efforts will be sufficient for them to be professionally successful in society, and discourages them from seeking to enhance their skills and thought processes. Hence, a grade of C indicates a satisfactory paper. It is the average grade which you should expect to receive for an average paper. Average, by definition, is the mean grade of the class. This will be the point of departure for grading assignments. Other grades mean:

- **A** = an assignment of unusual excellence
- **B** = above average assignment
- **D** = below average
- **F** = inadequate
Grades will be based on the quality of content material not on the mechanical accuracy of the paper. After this grade has been assigned, any deductions for inadequacies of spelling or grammar will be made. The performance of the class sets the standards. This means that your grade will be influenced by the quality of assignments handed in by the rest of the class.

Final grades for the course will be based on the following scale:

- A = 90% - 100% of total possible points
- B = 80% - 89% of total possible points
- C = 70% - 79% of total possible points
- D = 60% - 69% of total possible points
- F = below 60% of total possible points

A review of grade profiles in RPTS 403 over the past 40 years showed that the approximate allocation of grades was A = 10%; B = 20%; C = 40%; D/F = 30%.

Class involvement, discussion and presentations are important ingredients of RPTS 403. Hence, attendance at each class is essential. Sixteen points are allocated for attendance. Each class that is missed without prior authorization of the instructor, a medical excuse, or a recognized university excuse will result in a loss of 4 points. Thus, two missed classes will result in a score of 8 points and ten missed classes will result in a score of -24 points. The roll will be taken promptly at the beginning of class. If you are not present by the time the roll call has been completed, then you will be considered absent for that class session.

If you need accommodations in this class related to a disability, please make an appointment to see the instructor as soon as possible and contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B-116, or call 862-4570. Texas A&M University provides academic adjustments and auxiliary aids to students with disabilities who otherwise meet academic requirements of the institution.

THE W COURSE REQUIREMENT

RPTS 403 has been designated a “W” course by the university. Hence, those assignments which require a response that is primarily narrative, rather than numerical, will be graded on the maturity and caliber of the writing, as well as on the content and quality of the presentation. This will be shown as a separate component of the overall grade. Typically, it will account for approximately 20% of the overall grade on the assignment.

Mature writing is manifested by consistently correct sentence structures; an extended and sensitive vocabulary that is used appropriately; and smooth transitions between ideas. In short, mature writing reflects pride in carefully crafting written communications. Your instructor has had over 40 years of experience in writing, varying from one paragraph summaries to 600+ page books. Despite this experience, it still takes him multiple drafts to craft a piece of writing. Hence, it seems improbable that you will be able to produce a good written narrative without undertaking multiple drafts of it.
SCHOLASTIC DISHONESTY

The university regulations state that commission of any of the following acts constitutes scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.

(a) Acquiring Information:

1. Acquiring answers for any assigned work or examination from any unauthorized source.

2. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor. **It is expected that all of the cases in this class will be done independently by each student, or group of students on those assignments which are to be undertaken with partners. Discussion of material in the cases with other students is not permitted. On the group assignments, joint working must not extend beyond interaction of the people who are working together on the assignment. The assignments should be entirely your own work without any input from other past or present class members, or from outside tutors.**

3. Observing the work of other students during any examination.

(b) Providing Information:

1. Providing answers for any assigned work or examination when not specifically authorized to do so.

2. Informing any person or persons of the contents of any examination prior to the time the examination is given.

(c) Plagiarism:

As commonly defined, plagiarism consists of passing off as one’s own, the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and present it as your own, even if you should have the permission of that person. Thus, plagiarism can occur from:

1. Failing to credit sources used in an attempt to credit the work as one’s own.

2. Attempting to receive credit for work performed by others, including papers obtained in whole or in part from individuals or other sources.

Unfortunately, in the recent past, there have been students who have cheated on assignments. To discourage this behavior, class members are required to use the TurnItIn service. This checks for potential plagiarism against continuously updated databases. It provides the instructor and teaching assistants with an Originality Report on each paper submitted.
Thus, in addition to turning in a paper copy of each assignment on the due date, an electronic copy must be submitted to turnitin.com before class on the due date. **Please print off and turn in with the assignment, the page that reports the paper has been successfully submitted.** If you are not already registered at turnitin.com, please visit www.turnitin.com and create a student account. After you have an active account, click the button to enroll in a course. It will then ask for a class/section ID and a password:

Class ID: 7264984  
Class Password: spring2014

There will then be a list of assignments for the course, and each assignment can be submitted by following its respective link. Failure to submit a paper to turnitin.com will result in a 20% deduction from the grade.

**Scholastic dishonesty on an individual assignment will result in a student being given an F grade for the whole course.**

**JOINT WORKING**

For the projects for which cooperation with another student is required, you are encouraged to select the individual with whom you would like to work. The pairings for these projects will be formed prior to the assignment date. If you are unable to identify a preferred partner, then the instructor will take responsibility for this. Partners will all receive the same grade for an assignment. You are required to work with a different partner for the first four multi-person assignments.

If you would prefer to work independently, rather than with others, this is permitted, but the instructor must be informed at the time the assignment is given out. Those working alone will be held to the same standard as those working with others. No credit will be given for working independently.

Inevitably, there are some unscrupulous individuals who coast and do not contribute their fair share to a group project. In those cases, other members of the group have an obligation to report this situation to the instructor. He will then preside over an arbitration procedure. The key to a successful partnership is to agree on the following issues as soon as the assignment is given out:

(i) The tasks to be done to complete the assignment.
(ii) Responsibilities for doing those tasks.
(iii) A timetable for when interim progress benchmark reports will be due.
(iv) A willingness to both accept and to offer frank constructive criticism of the other person’s interim work.
(v) Responsibility for integrating the contributions into a final report.
POLICY FOR LATE ASSIGNMENTS

Assignments are due promptly at the beginning of class on the date specified. If you do not begin an assignment until the night before it is due, or if you wait until the morning of class to print out your paper, there is some probability that computer equipment will malfunction and that your assignment will not be ready to hand in at the start of class. The first time an assignment is late, but is handed in before the end of class (not necessarily the scheduled end of class time because on some days classes will end before that time), 50 percent of the grade will be awarded. Any assignments handed in after the end of class or any subsequent late assignments will receive a grade of zero — NO EXCUSES!

If you are to be gone for a field trip or for any other reasons, you must make arrangements to have the assignment finished and turned in ON TIME! Failure to meet these standards will result in a grade of zero (0) for the assignment. If you are absent for an ad hoc presentation you will score zero points for the presentation. If there are legitimate reasons (e.g. medical illness) which prevent an assignment from being completed on time, then a revised schedule for completing that assignment must be negotiated with the instructor. The assignment will not be excused.

ASSIGNMENT FORMAT

Assignments must be typed and doubled spaced. Please do not write in the first person unless the assignment specifically authorizes it. Every assignment, except the introductory essay, professional interview and resignation letter, must have a cover memo or cover letter attached. It is acceptable to use the first person style in a cover memo. The cover memorandum must be initialed or signed to acknowledge that you have proofed and approved the enclosed material and the memorandum. It should be sent to Dr. John L. Crompton, Project Leader (not to the teaching assistants). Generally, the cover memorandum should be no more than one or two paragraphs stating what is being submitted and briefly highlighting crucial points:

(a) why the report has been written;
(b) what is in the report—a full listing or explanation of its components;
(c) a brief summary statement of the major recommendations/findings/actions stemming from the report;
(d) a list of enclosures (or attached items) if that is not conveyed in (b) above.

Comments written on assignments are intended to be constructive and to help improve the standard of your work. They do not necessarily mean that points have been lost on that topic. Please regard them as a positive tool for improvement. Do not view them defensively and seek to refute them in the belief that this will improve your grade.

A copy of the class response which received the highest grade on the previous assignment will be retained by the instructor (with the student’s identification removed). It represents the standard against which the work of all members of the class has been assessed. It may be reviewed (but not copied) in the instructor’s office. This is intended to help students gain insights into why
their own responses were not graded higher, with the expectation that it will assist them in upgrading the quality of future assignments.

All assignments must be submitted in a protective folder for grading. All course assignments must be kept in a three-ring binder after grading for the duration of the semester. The student’s name must appear on the outside of all folders and notebooks. Completed assignment binders will be collected at the end of the semester and retained until the student graduates.

AD HOC AND SCHEDULED PRESENTATIONS

Each student is required to make two general ad hoc presentations. No advance notice of either the time or the topic will be given for these presentations. The duration of each of these presentations will be 2½ minutes. If your discourse does not exclusively focus on the selected topic, and/or does not relate to RPTS, you will lose a commensurate number of points. If you are unable to think of material during the course of a general ad hoc, then you are allowed to solicit one five second prompt from one member of the class whom you may select. The use of a prompt results in the loss of 1 of the 6 points. Criteria for grading both the general and content ad hoc presentations are shown on page 14.

It is likely that in a good ad hoc presentation the following characteristics will be manifested:

- Enthusiasm and a high energy level. If you are not excited, then you should not expect your audience to be excited. You are “on stage” and need to “perform.”
- Facial animation, gestures, and confident body language.
- Eye contact with audience members in all sections of the room.
- Omission of “ers” and inarticulate phrases such as “stuff like that.”
- Personal experiences, stories, and parables relating to the topic, rather than only factual content (general ad hocs only).

If time in the course permits, then students receiving a grade of 4½ (out of 6) or lower on any general ad hoc presentation may be required to repeat it. Those receiving the lowest grades will be given priority in these make-up ad hocs. If the subsequent effort is graded higher, then this grade will replace the original grade. This provision does not apply to those who were absent for their original ad hoc presentation, or in instances where students quit an ad hoc before the full 2½ minutes expired. It does not apply to content ad hocs.

In addition to the general ad hoc presentations, students may be required to make content ad hoc presentations. This requires the student to present an overview of the principles from the content material that has been covered in the preceding class. This ad hoc presentation should also be for 2½ minutes. Selection of presenters for each class is random. However, an individual who has completed two content ad hocs will not be permitted to present another content ad hoc. In cases where individuals are randomly selected to do more than one content ad hoc, their final grade will be the mean average score. Not every student will be selected to deliver a content ad hoc. Those students who do not present will be given a grade reflecting the average of their general ad hoc presentations and the class average for the content ad hoc presentations.
CONTENT OF EXAMINATIONS

Three examinations are scheduled. Each examination will consist of scenario, vignette or other types of application questions which will require a thoughtful essay response, rather than a regurgitation of what is in the text. They will usually consist of between five and seven questions. Content from lectures, discussions, or readings assigned by the instructor may also be included in the examinations. One question on each examination will require the writing of a short essay incorporating a sub-set of the word list associated with the first assignment, the introductory essay. No make-up examinations will be given except in the case of excused absences brought to the instructor’s attention in advance of the examination time, or confirmed with a physician’s note. It is required that all examinations must be written in ink, not pencil.

N.B. Although essay answers are expected, if there are time constraints it is to the student’s advantage to make points in bullet or note form rather than not to make them at all.

Sometimes students elect to hand-in their examinations before the allocated time has expired. This is their prerogative, but it is unwise. It is always likely that more thought devoted to initial answers will lead to improvements in those responses and, consequently, a higher grade.
# TENTATIVE CLASS SCHEDULE

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Class Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Tu</td>
<td>am</td>
<td>Orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Introductory essay (grammar and word list review)</td>
</tr>
<tr>
<td>16</td>
<td>Th</td>
<td>am</td>
<td>Alternate forms of local government organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Organizational forms of park and recreation agencies</td>
</tr>
<tr>
<td>21</td>
<td>Tu</td>
<td>am</td>
<td>Property taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Sales taxes</td>
</tr>
<tr>
<td>23</td>
<td>Th</td>
<td>am</td>
<td>NO CLASS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>28</td>
<td>Tu</td>
<td>am</td>
<td>Capital funding: local sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Capital funding: local sources</td>
</tr>
<tr>
<td>30</td>
<td>Th</td>
<td>am</td>
<td>Non-local sources of funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>The financial environment</td>
</tr>
</tbody>
</table>

### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Class Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tu</td>
<td>am</td>
<td>NO CLASS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>6</td>
<td>Th</td>
<td>am</td>
<td>Implications of the federal deficit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Implications of the federal deficit</td>
</tr>
<tr>
<td>11</td>
<td>Tu</td>
<td>am</td>
<td>Less-than-fee-simple approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Less-than-fee-simple approaches</td>
</tr>
<tr>
<td>13</td>
<td>Th</td>
<td>am</td>
<td>Less-than-fee-simple approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Catch-up class</td>
</tr>
<tr>
<td>18</td>
<td>Tu</td>
<td>am</td>
<td>EXAMINATION 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>20</td>
<td>Th</td>
<td>am</td>
<td>The nature of marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>What business are we in?</td>
</tr>
<tr>
<td>25</td>
<td>Tu</td>
<td>am</td>
<td>What business are we in?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>The set of marketing activities</td>
</tr>
<tr>
<td>27</td>
<td>Th</td>
<td>am</td>
<td>Lifestyle, environmental and technology trends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS: Interviews</td>
</tr>
</tbody>
</table>

### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Class Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tu</td>
<td>am</td>
<td>Demographic and social trends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS: Interviews</td>
</tr>
<tr>
<td>6</td>
<td>Th</td>
<td>am</td>
<td>Service quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Service quality</td>
</tr>
<tr>
<td>18</td>
<td>Tu</td>
<td>am</td>
<td>Target markets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Equity</td>
</tr>
<tr>
<td>20</td>
<td>Th</td>
<td>am</td>
<td>Tourism, parks and recreation inter-relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Catch-up class</td>
</tr>
<tr>
<td>25</td>
<td>Tu</td>
<td>am</td>
<td>EXAMINATION 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>27</td>
<td>Th</td>
<td>am</td>
<td>Donations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pm</td>
<td>Popular donation vehicles</td>
</tr>
<tr>
<td>April</td>
<td>Time</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
<td>---------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1</td>
<td>Tu am</td>
<td>Sponsorship</td>
<td>Text Ch. 16</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Soliciting sponsorships and donations</td>
<td>Text Ch. 17</td>
</tr>
<tr>
<td>3</td>
<td>Th am</td>
<td>Partnership principles</td>
<td>Text Ch. 6</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Partnerships: complementary assets</td>
<td>Text Ch. 7</td>
</tr>
<tr>
<td>8</td>
<td>Tu am</td>
<td>Partnerships: complementary assets</td>
<td>Text Ch. 7</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Partnerships: taxonomy and applications</td>
<td>Text Ch. 8</td>
</tr>
<tr>
<td>10</td>
<td>Th am</td>
<td>Types of foundations; support foundation roles</td>
<td>Text Ch. 18</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Operating and grants-aiding foundations</td>
<td>Text Ch. 19</td>
</tr>
<tr>
<td>15</td>
<td>Tu am</td>
<td>Acquiring resources through extractions</td>
<td>Text Ch. 10</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Th am</td>
<td>Facilitation and co-production</td>
<td>Text Ch. 12</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Tu am</td>
<td>Support from volunteers</td>
<td>Text Ch. 13</td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Catch-up class</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Th am</td>
<td>Evaluation and wrap-up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Fr</td>
<td>12:30 – 2:30 EXAMINATION 3</td>
<td></td>
</tr>
</tbody>
</table>
# TENTATIVE PROJECT SCHEDULE

<table>
<thead>
<tr>
<th>Out</th>
<th>Assignment</th>
<th>#</th>
<th>In</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>The introductory essay (W)</td>
<td>1</td>
<td>1-21</td>
<td>31</td>
</tr>
<tr>
<td>1-14</td>
<td>The professional interview (W)</td>
<td>1</td>
<td>3-27</td>
<td>31</td>
</tr>
<tr>
<td>1-21</td>
<td>Tragedy of the Commons (W)</td>
<td>2</td>
<td>1-30</td>
<td>28</td>
</tr>
<tr>
<td>1-30</td>
<td>Rebuilding facilities with revenue bonds</td>
<td>1</td>
<td>2-6</td>
<td>23</td>
</tr>
<tr>
<td>2-6</td>
<td>The Happyville Theme Park controversy (W)</td>
<td>2</td>
<td>2-13</td>
<td>26</td>
</tr>
<tr>
<td>2-18</td>
<td>EXAMINATION 1</td>
<td></td>
<td></td>
<td>70*</td>
</tr>
<tr>
<td>2-20</td>
<td>Response to “Last one in’s a Phi Beta Kappa” (W)</td>
<td>1</td>
<td>2-27</td>
<td>21</td>
</tr>
<tr>
<td>2-27</td>
<td>The climate change issue (W)</td>
<td>2</td>
<td>3-6</td>
<td>35</td>
</tr>
<tr>
<td>3-6</td>
<td>Service quality evaluation (W)</td>
<td>1</td>
<td>3-20</td>
<td>26</td>
</tr>
<tr>
<td>3-25</td>
<td>EXAMINATION 2</td>
<td></td>
<td></td>
<td>60*</td>
</tr>
<tr>
<td>3-27</td>
<td>New at-risk youth programs in Wittville (W)</td>
<td>2</td>
<td>4-3</td>
<td>30</td>
</tr>
<tr>
<td>4-3</td>
<td>Sponsorship of the Games of Texas (W)</td>
<td>2</td>
<td>4-10</td>
<td>30</td>
</tr>
<tr>
<td>4-10</td>
<td>Soliciting Foundations’ support (W)</td>
<td>2</td>
<td>4-17</td>
<td>26</td>
</tr>
<tr>
<td>4-17</td>
<td>Sun and Sea Hotel (W)</td>
<td>2</td>
<td>4-24</td>
<td>27</td>
</tr>
<tr>
<td>4-19</td>
<td>Letter of resignation</td>
<td>1</td>
<td>4-24</td>
<td>4</td>
</tr>
<tr>
<td>5-2</td>
<td>EXAMINATION 3</td>
<td></td>
<td>12:30-2:30</td>
<td>75*</td>
</tr>
</tbody>
</table>

Two general ad hoc presentations (6 pts each) 12
One content ad hoc presentation 9
Class participation 16

**TOTAL POINTS 580**

*Point totals for each examination are approximate

W=Writing maturity assignments
RPTS 403
General Ad Hoc Presentation Evaluation (6 points)
Content Ad Hoc Presentation Evaluation (9 points)

Name: ___________________________________________________ Score: ___________
Date: ___________________________________________________
Topic: ___________________________________________________________________________

Ability to hold the audience's attention (2 pts.) ____________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Flow of presentation (3 pts.)
[Content ad hoc 1 pt.]
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Audience eye contact (1 pt.) ____________________________
___________________________________________________________________________
___________________________________________________________________________

Overview of content in the content ad hoc (5 pts.)__________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
RPTS 403 TEACHING ASSISTANT EVALUATION

Please give your evaluation of the performance of Raena Blumenthal as a teaching assistant in this class. This evaluation should be anonymous. It will be collected at the end of the semester. It will not be shown either to the instructor or the teaching assistant until after the grades have officially been reported to the registrar.

MS. RAENA BLUMENTHAL

STRENGTHS:

WEAKNESSES:

OVERALL EVALUATION:
RPTS 403 TEACHING ASSISTANT EVALUATION

Please give your evaluation of the performance of Cole Hubbard as a teaching assistant in this class. This evaluation should be anonymous. It will be collected at the end of the semester. It will not be shown either to the instructor or the teaching assistant until after the grades have officially been reported to the registrar.

MR. COLE HUBBARD

STRENGTHS:

WEAKNESSES:

OVERALL EVALUATION:
MEMORANDUM

TO:       Project Assistant
FROM:     RATS Project Leader
SUBJECT:  The Introductory Essay
DATE:     January 14, 2014

One of the most important skills required by managers in any field is the ability to write adequately. Recruitment managers consistently reiterate that poor writing communication ability is a weakness exhibited by many of the candidates whom they review and interview. It is especially important in an organization such as RATS where much of the work is reported to clients in written form.

Experience with previous RATS’ project assistants has shown that there are some words and grammatical errors which are particularly prone to being confused and misunderstood. From the beginning of your career at RATS, we want to be sure that you do not make these errors.

On the attached page there is a word list. Please write a coherent, integrated essay, using a general theme that relates to parks, recreation, natural resources, youth development, community development, or tourism which incorporates each of these words in it. The essay should be no longer than five pages and it should be double spaced. (Normal 12-point size font and one inch margins, please!) The word sets should appear in the essay in the order shown on the list. You may write this assignment in the first person if you so wish. Be sure to write in paragraphs.

The context within which each word is used should be sufficiently developed so the meaning of the word is explicit to the uninformed reader. For example, “I was disinterested” does not provide sufficient context to demonstrate that the correct meaning/use of the word is fully understood. Without any additional context, it could mean “enthusiastic,” “medically ill,” “indifferent,” “depressed,” or a host of other things. An effective way to demonstrate a grasp of the words’ meanings is to juxtapose the two (or three) words. Thus, the two or three words on each line should be incorporated either into a single sentence or into two consecutive sentences. Further, each word on the list should be highlighted in bold type, so it can be quickly identified by the reader. Derivations of a word are acceptable. For example, instead of using the word “peak,” “peaked” or “peaking” would be acceptable.
There are six grammatical issues which should be avoided in the essay and in all subsequent reports:

(i) Overuse of the words “very,” “that,” “the,” and “also” is a source of irritation in some people’s writing. For the most part, these words can (and should) be omitted. For example, in most instances it is not necessary to describe an issue as “very important,” “important” suffices.

(ii) The mixture of singular nouns and plural pronouns (and vice-versa) should be avoided. For example, “Each resident had a vote and they voted by pulling a lever.” Either “resident” has to be plural, or “they” has to be replaced by “he/she.” Usually, it is less cumbersome to make them both plural.

(iii) “Who” refers to human beings, whereas “that” refers to animals and inanimate objects. For example, the people who came to the meeting, identified schools and churches that might be able to help.

(iv) Hanging prepositions should be avoided: “Prepositions are weak words to end sentences on.” This should be written as: “Prepositions are weak words with which to end sentences.” “She is the woman he fell in love with.” “She is the woman with whom he fell in love.”

(v) The phrase, “the fact that” should not be used because invariably it is redundant. For example, “The fact that he is six feet tall” can be written more cogently as, “He is six feet tall.”

(vi) Omit the word “love” from professional reports. Use “enjoy,” “like,” or another synonym. Save love for your significant other!

On page 23 there are three grammar exercises related to these rules. Please complete them as part of this assignment.

Mastery of this word list is generally deemed by RATS’ senior management to be of sufficient importance that questions relating to it will appear on each of the three class examinations. As the semester progresses, it is possible that other words will be added to the list after future assignments have been reviewed if they are identified as being misunderstood by a threshold number of RATS’ project assistants.

You are required to do this assignment alone without discussion with any other member of the class. You are authorized to consult “experts” from outside the class on the meaning and/or context of particular words, including consultants at the University Writing Center. However, as with all assignments the more of it you try to work out for yourself with lexicon resources to which you have access, the more you will learn.
Please provide me with your essay and responses to the grammatical exercises on Tuesday, January 21 at 9:35 a.m.

**N.B.** This word list assignment is worth 25 points. The essay will be graded out of 8 points based on the centrality of its content to the field; its coherence, flow and lucidity; and its maturity. The remaining 17 points will be allocated for clear articulation of the meaning of the words. One point will be deducted for each word that is used incorrectly or omitted, or for any of the six grammatical errors discussed above. A half point will be deducted if the context is insufficient to demonstrate mastery of a word’s meaning. In addition, of course, the generic rules of the course relating to spelling, punctuation and typographical errors will apply. Each of the grammar exercises is worth 2 points. One point will be deducted for each error.
<table>
<thead>
<tr>
<th>THE WORD LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. connotations, connections</td>
</tr>
<tr>
<td>2. affect, effect</td>
</tr>
<tr>
<td>3. peace, piece</td>
</tr>
<tr>
<td>4. focus, foci</td>
</tr>
<tr>
<td>5. i.e., e.g.</td>
</tr>
<tr>
<td>6. hall, haul</td>
</tr>
<tr>
<td>7. diffuse, defuse</td>
</tr>
<tr>
<td>8. their, there, they’re</td>
</tr>
<tr>
<td>9. fewer, less</td>
</tr>
<tr>
<td>10. resent, recent</td>
</tr>
<tr>
<td>11. sells, sales</td>
</tr>
<tr>
<td>12. past, passed</td>
</tr>
<tr>
<td>13. incite, insight</td>
</tr>
<tr>
<td>14. soles, souls</td>
</tr>
<tr>
<td>15. criteria, criterion</td>
</tr>
<tr>
<td>16. was, were, where</td>
</tr>
<tr>
<td>17. heirs, hairs, airs</td>
</tr>
<tr>
<td>18. to, too, two</td>
</tr>
<tr>
<td>19. compliment, complement, supplement</td>
</tr>
<tr>
<td>20. new, knew</td>
</tr>
<tr>
<td>21. immigrant, emigrant</td>
</tr>
<tr>
<td>22. unique, different</td>
</tr>
<tr>
<td>23. herd, heard</td>
</tr>
<tr>
<td>24. penultimate, ultimate</td>
</tr>
<tr>
<td>25. waive, wave</td>
</tr>
<tr>
<td>26. ostensibly, ostentatious</td>
</tr>
<tr>
<td>27. manor, manner</td>
</tr>
<tr>
<td>28. loose, lose</td>
</tr>
<tr>
<td>29. strait, straight</td>
</tr>
<tr>
<td>30. principal, principle</td>
</tr>
<tr>
<td>31. council, counsel</td>
</tr>
<tr>
<td>32. forth, fourth</td>
</tr>
<tr>
<td>33. data, datum</td>
</tr>
<tr>
<td>34. amount, number</td>
</tr>
<tr>
<td>35. famous, notorious</td>
</tr>
<tr>
<td>36. egregious, egalitarian</td>
</tr>
<tr>
<td>37. brake, break</td>
</tr>
<tr>
<td>38. amused, bemused</td>
</tr>
<tr>
<td>39. fair, fare</td>
</tr>
<tr>
<td>40. cite, site, sight</td>
</tr>
<tr>
<td>41. advice, advise</td>
</tr>
<tr>
<td>42. biannual, biennial</td>
</tr>
<tr>
<td>43. approbation, abrogation, opprobrium</td>
</tr>
</tbody>
</table>
“Who” and “That”

1. Worthy is the lamb __________ was slain
2. Volunteers are people __________ help.
3. Every individual __________ comes through the door.
4. Every book __________ was written
5. Schools and churches __________ might be able to sponsor.
6. Sales directors __________ assist with the task.
7. A city __________ is famous for its beauty.
8. The person __________ is truly honest.
9. He is the one __________ introduced him to the outdoors.
10. A dog __________ was getting shots.
11. People __________ are energetic.
12. Youth _____ start camping.
13. A separate committee __________ meets every week.
14. A problem _____ can emerge from this situation.
15. A DVD _____ can be taken home and watched.
16. Allow children _____ have reached the right age.
17. The basic principle _____ is behind the action.
18. A group of individuals _____ like to eat.
19. Many cities _____ pay good salaries.
20. Famous actors _____ have been known to volunteer.
21. A number of cities _____ have volunteers.
22. Umpires____ are at each game.
“Number” and “Amount”

1. A large _________________ of cities.

2. He gave her a large _________________ of compliments.

3. A small _________________ of money.

4. The _________________ of volunteers needed.

5. The _________________ of work that must be done.

6. The _________________ of art works on display.

7. The _________________ of money collected.

8. The _________________ of mice that ate the cheese.

9. The _________________ of cheese eaten by the mice.

10. The _________________ will only get bigger in future years.

11. Undisclosed _________________ of money.

12. The _________________ of work that needs to be accomplished.

13. The large _________________ of damage.

Samples of hanging prepositions

The company he was the owner of
People have to deal with
The hotels he is responsible for
Companies the gym works with
Knowledge about the area they are guiding in
Events we will participate in
This is what he was feared for
There are jobs I am interested in
That I have a passion for
GRAMMAR EXERCISES

1. Please rewrite the following paragraph so it is grammatically correct.

   I believe each person can choose how to live their life. In the working world each individual determines their own fate. An individual’s work ethic determines how well they will do in the work place. Each individual is in control of their lives. Each person will experience their life in a unique way by creating their own adventures. These adventures will shape each individual’s lives and make it their own experience.

2. Please rewrite the following paragraph so it is grammatically correct and the word “that” is not being used in it.

   I have many things that I hope to accomplish. The first of these is that I will have a full-time job. My next hope is that I will remain healthy. Another hope that I have is that I will be able to travel. All of these things lead to the fact that my biggest hope is that I will remain happy. I believe that the big picture is that I want to be happy. I want to be home at night so that I can spend time with my family. My final hope is that when I look back in my life, I will believe that the decisions I made led me to be happier.

3. Please rewrite each of the following sentences so there are no dangling prepositions.

   I have found the home I was looking for
   Choice of how to live and who to live for
   Retention is another area the company focuses on
   To make sure the guests are taken care of
   Input is given from people about the activities the company engages in
   There is a manager who each of the division heads report back to
   These are the things a company looks at
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: Professional Interview
DATE: January 14, 2014

Much of the state-of-the-art in this field is in the heads of professionals, rather than in the literature. One of your challenges as a student is to network effectively with senior recreation, park and tourism managers. This is a key to your professional advancement as well as to keeping abreast of trends in the field and innovative techniques. Some of you are planning to attend professional meetings in the first half of the semester, and these provide good opportunities for such networking. Opportunities are also created by visiting individuals in their agencies and organizations.

You are to arrange and conduct an in-depth personal (not phone) interview with a senior manager. The assignment will be due on March 27. Selection of the manager must be approved by the instructor. It should be someone whom you do not already know well. This means that current or previous supervisors of your work or internships are ineligible. The individual should be with an organization outside the Bryan-College Station area. If there are compelling reasons why this is impractical, then feel free to make your case to the instructor.

Please do not regard this as “just another assignment.” Rather, select an individual who has the potential to be of real value in offering insights into the area of the field in which you want to work, and who will enhance your professional network. There is an aphorism which states that it is not only the grades you make, but also the hands you shake that create job opportunities. Each semester that this assignment has been incorporated into the class, several students have reported that it resulted in them receiving job offers, either from the interviewee’s organization or from someone in his/her network. If you do not plan to work in the RPTS area, then do not feel obligated to select an interviewee in this field. Rather, select a senior individual who is knowledgeable in your chosen career field.

After we have agreed upon an individual, then it is imperative that you contact the individual by letter two or three weeks in advance of the time for which you are seeking the interview. The letter should explain the reason for you requesting the interview, and include a request for the manager to meet with you at a time and place when it would be convenient for him/her. Suggestions for crafting the letter are attached to this memorandum.

Typically, these interviews take approximately 45-60 minutes. You are responsible for equipping yourself with a tape-recorder. (You should ask permission to tape record the interview after there
is a commitment to do it by your interviewee.). This is important because it frees you from the necessity to take notes and enables you to focus fully on an interactive discourse which is the essence of a good interview.

If there are circumstances beyond your control (e.g. an interview candidate backs out at the last minute or fails to respond to repeated requests to schedule a time), and it can be shown that you made a “good-faith” effort to meet the deadlines, then an extension of the deadline date may be negotiated with the instructor.

The assignment consists of the following elements (the dates for completion of key elements are given in parenthesis):

1. Selection of a senior manager. Please state the name, position, agency and reason for the selection (for the instructor’s review by Tuesday, January 21, a.m. class).

2. Development of a list of at least 20 questions you will use to guide the interview (draft for the instructor’s review by Thursday, January 30, a.m. class). Structure the questions into topic areas such as: the agency’s mission; programs and organization; future prognostications; personal career advice; financing; marketing etc. (These are merely illustrative, and are not comprehensive). You may find it helpful in developing your question list to review the “Marketing Audit” framework that is attached to the Service Quality assignment scheduled to be addressed on March 6. Arrange the topic areas into a logical sequence so the interview will flow well. If it is appropriate to the context of the interview, then integrate some of the themes of this class into the discussion. These questions are merely a guide to help the interview flow well. As the interview evolves, you may decide some of them are irrelevant or may use additional questions.

3. Letter requesting and scheduling an appointment (draft for instructor’s review due Thursday, January 30, a.m. class). If you are unsure how to craft a standard business letter, be sure to find a resource in the library or on the web which provides this information. Ten guidelines for the content of this letter are included in the attachment on page 27. **Be sure to review it!** For each of the 10 guidelines which is not followed, a ½ point will be deducted. Please double space the letter so the instructor can easily edit it. After editing, and before sending it out, it should be re-spaced into the standard business format.

4. After sending the letter, follow-up by phone to ascertain if the manager is willing to be interviewed and to fix a time for the interview. If he/she agrees to the interview, ask if it would be possible to use a tape recorder so you could focus on the conversation and not be distracted by the need to take notes.

5. Letter of thanks to acknowledge and confirm the scheduled appointment.
6. The written report. Before writing to, or talking with, the selected interviewee, do your homework. For example, review the agency’s/division’s and the company’s/city’s/organization’s web sites to learn more about the context in which the manager works. This will help you develop relevant and meaningful questions for the interview. Check with the faculty or other folks in your network to learn what they know about the individual.

Remember that a good interview involves getting the interviewee to talk extensively and remain focused on the issues you want to address. The conversation should flow and not be stilted by constant referral to the guideline questions. At the same time, it should not be allowed to drift into topic areas of minimal interest to you. A high quality interview is only likely to occur if you prepare for it thoroughly so you are knowledgeable about the interviewee’s background and the environment in which he or she works.

The length of the report is likely to vary, but past experience suggests that six to eight pages is a reasonable target figure. The report should not dwell on background descriptions of the facility or logistics of the meeting, but should focus on substantive, content issues. Be sure to write the report in an essay/narrative form, rather than as the responses to a series of questions. It is suggested that you divide the report into meaningful sections with sub-headings. Do not enclose ancillary materials such as brochures, pamphlets, or printouts of websites with the report.

7. Letter of thanks after the interview to both the interviewee and others who may have assisted in facilitating the interview e.g. secretaries.

I look forward to working with you on this exciting assignment. On March 27 you are required to hand to the instructor elements 2, 3, 5, 6 and 7. In the case of elements 2 and 3, you should hand in both the draft copy which has been marked-up by the instructor and the revised copy that was used. Your final package should also include any letters or e-mails from interviewees as well as correspondence that you initiated.

This assignment is worth 31 points: 20 points for the interview, 5 points for the ancillary materials, and 6 points for “writing maturity.”
SUGGESTIONS FOR THE “REQUEST FOR AN INTERVIEW” LETTER

1. Should be in business letter format, not memo format.

2. Stress it is a class project requiring that you interview a senior manager in your field of interest. Mention the class name and the instructor’s name.

3. Explain why this individual was selected. What is the relationship between his/her position and what you want to do? Why should he/she be interested in giving up time to visit with you? “I have elected to approach you with this request because…”

4. Do not state your name in the first line—the recipient can read your signature.

5. Be sure to spell the person’s name correctly! Don’t guess.

6. Be sure to insert the RPTS Department’s name correctly: i.e. Department of Recreation, Park, and Tourism Sciences.

7. The salutation should incorporate only the surname. For example, “Dear Dr. Crompton” not “Dear Dr. John Crompton.”

8. You have to initiate the follow-up phone call/e-mail. Do not expect them to reply to your request. “I will contact you in the next few days to see if you are agreeable to being interviewed. If you would like to contact me, I can be reached by phone at __________ or by e-mail at __________.”

9. Finish with something like: “Thank you for considering this request.”

10. Use “Sincerely” at the end of the letter.

CRAFT THE LETTER. It is a piece of literature which is likely to take four or five drafts to perfect. You are seeking a favor. The letter may be key in the prospect’s decision on whether or not to see you.
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: The Tragedy of the Commons
DATE: January 21, 2014

The attached article, “The Tragedy of the Commons” has become a classic piece of scientific literature which is widely citing in multiple fields. Published in 1968, Hardin’s essay traces the consequences of a philosophy of unlimited access to commonly held resources for both human beings and the environment of which they are a part. It is a path, Hardin contends, of mutual destruction.

Although Hardin makes his argument in the context of the world population problem, his logic can be extended to an entire class of problems characterized by increasing demands on limited resources. It is important, therefore, for park, recreation, and tourism professionals who are now confronted with a problem of this kind to understand the point of view expressed in that essay. Other contemporary issues where it applies include: water and air pollution, global warming, use of oceans for fishing, mining et al., and proliferation of nuclear weapons.

To illustrate the tragedy of the commons, Hardin asks us to imagine a pasture, fixed in size, which is accessible to all the residents of a village. Each villager, being rational, wants to maximize his or her use of the pasture by grazing as many cattle as possible. Therefore, the villagers continually expand the size of their respective herds, recognizing that the benefits from such expansion will be theirs alone, while any costs associated with the increased grazing will be shared among all the village members. Under these circumstances, expansion only seems sensible. What each villager fails to recognize, however, is that every other villager is following the same logic, and that the cumulative effect of their independently logical action is bound to be the destruction of the pasture. Blinded by self-interest, the villagers proceed in their unremitting exploitation of the commonly held resource. Therein lies the tragedy.

According to Hardin, there are no technical solutions to problems of this kind. For example, the technical solutions likely to be applied in the above situation are irrigation and fertilization of the land to increase its productivity. Such measures can provide only intermediate relief, however, if the villagers continue to add to their numbers of cattle. Without a fundamental change in their attitude toward the pasture, they will conduct business as usual, resulting in the pasture’s eventual despoliation. Clearly, given increasing demand for a finite resource, technical solutions will prove inadequate in the long run.

Hardin argues that the only permanent solution must stem from a basic change in human values. In the above situation, the only permanent solution to the problem of overuse of the pasture must stem from a fundamental change in the way the villagers treat it. While it is widely assumed that such value change comes through education, Hardin contends that education alone will not result in the desired change. Knowledge about the dangers of overgrazing will tend to be heeded only
by the conscientious villagers, leaving those who are less conscientious with even more incentive to pursue their self-interests.

The only realistic solution to this problem, Hardin maintains, is that of “mutually agreed upon coercion.” That is, those people who are affected by the use of the pasture must agree to a method of coercion that will limit its use. Regardless of the method employed, the point is that such coercive measures require a new set of values which are based on the realization that technical and educational processes by themselves are inadequate in resolving problems associated with unlimited use of a common resource. Such a value system would justify coercive methods, therefore, by the knowledge that without them “freedom in a commons brings ruin to all.”

RATS has been invited to present a session at a major conference on “The Tragedy of the Commons in the context of parks, conservation and ecotourism.” I want you to develop the following materials for this conference session:

1. (a) An example in this field where the problem of the Tragedy of the Commons has been recognized and a successful management solution implemented. Relate the principles of the situation you describe to those espoused by Hardin in his article.

   (b) Identify the antecedent conditions and circumstances, and discuss the debate which resulted in the management solution that was implemented.

   (c) Comment on why you believe the managerial solution was effective and ways you believe it could be improved upon.

2. (a) An example in this field where the problem of the Tragedy of the Commons exists, but no management solution has been implemented. Relate the principles of the situation you describe to those espoused by Hardin in his article.

   (b) Identify the antecedent conditions and circumstances, and discuss the debate surrounding the issue.

   (c) Comment on why you believe no managerial solution has been found and what you believe needs to be done in order to effect a managerial solution.

It is imperative that each of the two examples is central to the fields of parks, conservation or ecotourism. Please let me have this assignment by Thursday, October 3rd, 9:35 a.m.

[Points allocation: 1(a) 4pts., (b) 4 pts., (c) 3 pts.; 2(a) 4 pts., (b) 4 pts., (c) 3 pts., writing maturity 6 pts.]
The Tragedy of the Commons

The population problem has no technical solution; it requires a fundamental extension in morality.

Garrett Hardin

At the end of a thoughtful article on the future of nuclear war, Wiesner and York (1) concluded that: "Both sides in the arms race are...confronted by the dilemma of steadily increasing military power and steadily decreasing national security. It is our considered professional judgment that this dilemma has no technical solution. If the great powers continue to look for solutions in the area of science and technology only, the result will be to worsen the situation."

I would like to focus your attention not on the subject of the article (national security in a nuclear world) but on the kind of conclusion they reached, namely that there is no technical solution to the problem. An implicit and almost universal assumption of discussions published in professional and semipopular scientific journals is that the problem under discussion has a technical solution. A technical solution may be defined as one that requires a change only in the techniques of the natural sciences, demanding little or nothing in the way of change in human values or ideas of morality.

In our day (though not in earlier times) technical solutions are always welcome. Because of previous failures in prophecy, it takes courage to assert that a desired technical solution is not possible. Wiesner and York exhibited this courage; publishing in a science journal, they insisted that the solution to the problem was not to be found in the natural sciences. They cautiously qualified their statement with the phrase, "It is our considered professional judgment..." Whether they were right or not is not the concern of the present article. Rather, the concern here is with the important concept of a class of human problems which can be called "no technical solution problems." And, more specifically, with the identification and discussion of one of these.

It is easy to show that the class is not a null class. Recall the game of tick-tack-toe. Consider the problem, "How can I win the game of tick-tack-toe?"

It is well known that I cannot, if I assume (in keeping with the conventions of game theory) that my opponent understands the game perfectly. Put another way, there is no "technical solution" to the problem. I can win only by giving a radical meaning to the word "win." I can hit my opponent over the head; or I can drug him; or I can falsify the records. Every way in which I "win" involves, in some sense, an abandonment of the game, as we intuitively understand it. (I can also, of course, openly abandon the game—refuse to play it. This is what most adults do.)

The class of "No technical solution problems" has members. My thesis is that the "population problem," as conventionally conceived, is a member of this class. How it is conventionally conceived needs some comment. It is fair to say that most people who anguish over the population problem are trying to find a way to avoid the evils of overpopulation without relinquishing any of the privileges they now enjoy. They think that farming the seas or developing new strains of wheat will solve the problem—technologically. I try to show here that the solution they seek cannot be found. The population problem cannot be solved in a technical way, any more than can the problem of winning the game of tick-tack-toe.

What Shall We Maximize?

Population, as Malthus said, naturally tends to grow "geometrically," or, as we would now say, exponentially. In a finite world this means that the per capita share of the world's goods must steadily decrease. Is ours a finite world?

A fair defense can be put forward for the view that the world is infinite; or that we do not know that it is not. But, in terms of the practical problems that we must face in the next few generations with the foreseeable technology, it is clear that we will greatly increase human misery if we do not, during the immediate future, assume that the world available to the terrestrial human population is finite. "Space" is no escape (2).

A finite world can support only a finite population; therefore, population growth must eventually equal zero. (The case of perpetual wide fluctuations above and below zero is a trivial variant that need not be discussed.) When this condition is met, what will be the situation of mankind? Specifically, can Bentham's goal of "the greatest good for the greatest number" be realized?

No—for two reasons, each sufficient by itself. The first is a theoretical one. It is not mathematically possible to maximize for two (or more) variables at the same time. This was clearly stated by von Neumann and Morgenstern (3), but the principle is implicit in the theory of partial differential equations, dating back at least to D'Alembert (1717–1783).

The second reason springs directly from biological facts. To live, any organism must have a source of energy (for example, food). This energy is utilized for two purposes: mere maintenance and work. For man, maintenance of life requires about 1600 kilocalories a day ("maintenance calories"). Anything that he does over and above merely staying alive will be defined as work, and is supported by "work calories" which he takes in. Work calories are used not only for what we call work in common speech; they are also required for all forms of enjoyment, from swimming and automobile racing to playing music and writing poetry. If our goal is to maximize population it is obvious what we must do: We must make the work calories per person approach as close to zero as possible. No gourmet meals, no vacations, no sports, no music, no literature, no art... I think that everyone will grant, without

The author is professor of biology, University of California, Santa Barbara. This article is based on a presidential address presented before the meeting of the Pacific Division of the American Association for the Advancement of Science at Utah State University, Logan, 25 June 1968.

10 December 1968
argument or proof, that maximizing population does not maximize goods. Bentham's goal is impossible.

In reaching this conclusion I have made the usual assumption that it is the acquisition of energy that is the problem. The appearance of atomic energy has led some to question this assumption. However, given an infinite source of energy, population growth still produces an inescapable problem. The problem of the acquisition of energy is replaced by the problem of its dissipation, as J. H. Fremlin has so wittily shown (4). The arithmetic signs in the analysis are, as it were, reversed; but Bentham's goal is still unobtainable.

The optimum population is, then, less than the maximum. The difficulty of defining the optimum is enormous; so far as I know, no one has seriously tackled this problem. Reaching an acceptable and stable solution will surely require more than one generation of hard analytical work—and much persuasion.

We want the maximum good per person; but what is good? To one person it is wilderness, to another it is ski lodges for thousands. To one it is estuaries to nourish ducks for hunters to shoot; to another it is factory land. Comparing one good with another is, we usually say, impossible because goods are incommensurable. Incommensurables cannot be compared.

Theoretically this may be true; but in real life incommensurables are commensurable. Only a criterion of judgment and a system of weighting are needed. In nature the criterion is survival. Is it better for a species to be small and hideable, or large and powerful? Natural selection commensurates the incommensurables. The compromise achieved depends on a natural weighting of the values of the variables.

Man must imitate this process. There is no doubt that in fact he already does, but unconsciously. It is when the hidden decisions are made explicit that the arguments begin. The problem for the years ahead is to work out an acceptable theory of weighting. Synergistic effects, nonlinear variation, and difficulties in discounting the future make the intellectual problem difficult, but not (in principle) insoluble.

Has any cultural group solved this practical problem at the present time, even on an intuitive level? One simple fact proves that none has: there is no prosperous population in the world today that has, and has had for some time, a growth rate of zero. Any people that has intuitively identified its optimum point will soon reach it, after which its growth rate becomes and remains zero.

Of course, a positive growth rate might be taken as evidence that a population is below its optimum. However, by any reasonable standards, the most rapidly growing populations on earth today are (in general) the most miserable. This association (which need not be invariable) casts doubt on the optimistic assumption that the positive growth rate of a population is evidence that it has yet to reach its optimum.

We can make little progress in working toward optimum population size until we explicitly exorcize the spirit of Adam Smith in the field of practical demography. In economic affairs, The Wealth of Nations (1776) popularized the "invisible hand," the idea that an individual who "intends only his own gain," is, as it were, "led by an invisible hand to promote the public interest" (5). Adam Smith did not assert that this was invariably true, and perhaps neither did any of his followers. But he contributed to a dominant tendency of thought that has ever since interfered with positive action based on rational analysis, namely, the tendency to assume that decisions reached individually will, in fact, be the best decisions for an entire society. If this assumption is correct it justifies the continuance of our present policy of laissez-faire in reproduction. If it is correct we can assume that men will control their individual fecundity so as to produce the optimum population. If the assumption is not correct, we need to reexamine our individual freedoms to see which ones are defensible.

Tragedy of Freedom in a Commons

The rebuttal to the invisible hand in population control is to be found in a scenario first sketched in a little-known pamphlet (6) in 1833 by a mathematical amateur named William Forster Lloyd (1794–1852). We may well call it "the tragedy of the commons," using the word "tragedy" as the philosopher Whitehead used it (7): "The essence of dramatic tragedy is not unhappiness. It resides in the solemnity of the remorseless working of things." He then goes on to say, "This inevitableness of destiny can only be illustrated in terms of human life by incidents which in fact involve unhappiness. For it is only by them that the futility of escape can be made evident in the drama."

The tragedy of the commons develops in this way. Picture a pasture open to all. It is to be expected that each herdsman will try to keep as many cattle as possible on the commons. Such an arrangement may work reasonably satisfactorily for centuries because tribal wars, poaching, and disease keep the numbers of both man and beast below the carrying capacity of the land. Finally, however, comes the day of reckoning, that is, the day when the long-desired goal of social stability becomes a reality. At this point, the inherent logic of the commons remorselessly generates tragedy.

As a rational being, each herdsman seeks to maximize his gain. Explicitly or implicitly, more or less consciously, he asks, "What is the utility to me of adding one more animal to my herd?" This utility has one negative and one positive component.

1) The positive component is a function of the increment of one animal. Since the herdsman receives all the proceeds from the sale of the additional animal, the positive utility is nearly +1.

2) The negative component is a function of the additional overgrazing created by one more animal. Since, however, the effects of overgrazing are shared by all the herdsmen, the negative utility for any particular decision-making herdsman is only a fraction of -1.

Adding together the component partial utilities, the rational herdsman concludes that the only sensible course for him to pursue is to add another animal to his herd. And another; and another. . . . But this is the conclusion reached by each and every rational herdsman sharing a commons. Therein is the tragedy. Each man is locked into a system that compels him to increase his herd without limit—in a world that is limited. Ruin is the destination toward which all men rush, each pursuing his own best interest in a society that believes in the freedom of the commons. Freedom in a commons brings ruin to all.

Some would say that this is a platitudinous. Would that it were! In a sense, it was learned thousands of years ago, but natural selection favors the forces of psychological denial (8). The individual benefits as an individual from his ability to deny the truth even though society as a whole, of which he is a part, suffers.
Education can counteract the natural tendency to do the wrong thing, but the inexorable succession of generations requires that the basis for this knowledge be constantly refreshed.

A simple incident that occurred a few years ago in Leominster, Massachusetts, shows how perishable the knowledge is. During the Christmas shopping season the parking meters downtown were covered with plastic bags that bore tags reading: "Do not open until after Christmas. Free parking courtesy of the mayor and city council." In other words, facing the prospect of an increased demand for already scarce space, the city fathers reinstated the system of the commons. (Cynically, we suspect that they gained more votes than they lost by this regressive act.)

In an approximate way, the logic of the commons has been understood for a long time, perhaps since the discovery of agriculture or the invention of private property in real estate. But it is understood mostly only in special cases which are not sufficiently generalized. Even at this late date, cattlemen leasing national land on the western ranges demonstrate no more than an ambivalent understanding, in constantly pressuring federal authorities to increase the head count to the point where over-grazing produces erosion and weed-dominance. Likewise, the oceans of the world continue to suffer from the survival of the philosophy of the commons. Maritime nations still respond automatically to the shibboleth of the "freedom of the seas." Professing to believe in the "inexhaustible resources of the oceans," they bring species after species of fish and whales closer to extinction.

The National Parks present another instance of the working out of the tragedy of the commons. At present, they are open to all, without limit. The parks themselves are limited in extent—there is only one Yosemite Valley—whereas population seems to grow without limit. The values that visitors seek in the parks are steadily eroded. Plainly, we must soon cease to treat the parks as commons or they will be of no value to anyone.

What shall we do? We have several options. We might sell them off as private property. We might keep them as public property, but allocate the right to enter them. The allocation might be on the basis of wealth, by the use of an auction system. It might be on the basis of merit, as defined by some agreed-upon standards. It might be by lottery. Or it might be on a first-come, first-served basis, administered to long queues. These, I think, are all the reasonable possibilities. They are all objectionable. But we must choose—or acquiesce in the destruction of the commons that we call our National Parks.

Pollution

In a reverse way, the tragedy of the commons reappears in problems of pollution. Here it is not a question of taking something out of the commons, but of putting something in—sewage, or chemical, radioactive, and heat wastes into water; noxious and dangerous fumes into the air; and distracting and unpleasant advertising signs into the line of sight. The calculations of utility are much the same as before. The rational man finds that his share of the cost of the wastes he discharges into the commons is less than the cost of purifying his wastes before releasing them. Since this is true for everyone, we are locked into a system of "fouling our own nest," so long as we behave only as independent, rational, free-enterprisers.

The tragedy of the commons as a food basket is averted by private property, or something formally like it. But the air and waters surrounding us cannot readily be fenced, and so the tragedy of the commons as a cesspool must be prevented by different means, by coercive laws or taxing devices that make it cheaper for the polluter to treat his pollutants than to discharge them untreated. We have not progressed as far with the solution of this problem as we have with the first. Indeed, our particular concept of private property, which deters us from exhausting the positive resources of the earth, favors pollution. The owner of a factory on the bank of a stream—whose property extends to the middle of the stream—often has difficulty seeing why it is not his natural right to muddy the waters flowing past his door. The law, always behind the times, requires elaborate stitching and fitting to adapt it to this newly perceived aspect of the commons.

The pollution problem is a consequence of population. It did not much matter how a lonely American frontiersman disposed of his waste. "Flowing water purifies itself every 10 miles," my grandfather used to say, and the myth was near enough to the truth when he was a boy, for there were not too many people. But as population became denser, the natural chemical and biological recycling processes became overloaded, calling for a redefinition of property rights.

How To Legislate Temperance?

Analysis of the pollution problem as a function of population density uncovers a not generally recognized principle of morality, namely: the morality of an act is a function of the system at the time it is performed (10). Using the commons as a cesspool does not harm the general public under frontier conditions, because there is no public; the same behavior in a metropolis is unbearable. A hundred and fifty years ago a plainman could kill an American bison, cut out only the tongue for his dinner, and discard the rest of the animal. He was not in any important sense being wasteful. Today, with only a few thousand bison left, we would be appalled at such behavior.

In passing, it is worth noting that the morality of an act cannot be determined from a photograph. One does not know whether a man killing an elephant or setting fire to the grassland is harming others until one knows the total system in which his act appears. "One picture is worth a thousand words," said an ancient Chinese; but it may take 10,000 words to validate it. It is as tempting to ecologists as it is to reformers in general to try to persuade others by way of the photographic shortcut. But the essence of an argument cannot be photographed: it must be presented rationally—in words.

That morality is system-sensitive escaped the attention of most codifiers of ethics in the past. "Thou shalt not . . ." is the form of traditional ethical directives which make no allowance for particular circumstances. The laws of our society follow the pattern of ancient ethics, and therefore are poorly suited to governing a complex, crowded, changeable world. Our epicyclic solution is to augment statutory law with administrative law. Since it is practically impossible to spell out all the conditions under which it is safe to burn trash in the back yard or to run an automobile without smog-control, by law we delegate the details to bureaus. The result is administrative law, which is rightly feared for an ancient reason—Quis custodiet ipsos custodes?—"Who shall
watch the watchers themselves?” John Adams said that we must have “a government of laws and not men.” Bureau administrators, trying to evaluate the morality of acts in the total system, are singularly liable to corruption, producing a government by men, not laws.

Prohibition is easy to legislate (though not necessarily to enforce); but how do we legislate temperance? Experience indicates that it can be accomplished best through the mediation of administrative law. We limit possibilities unecessarily if we suppose that the sentiment of Quis custodiet denies us the use of administrative law. We should rather retain the phrase as a perpetual reminder of fearful dangers we cannot avoid. The great challenge facing us now is to invent the corrective feedbacks that are needed to keep custodians honest. We must find ways to legitimate the needed authority of both the custodians and the corrective feedbacks.

Freedom To Breed Is Intolable

The tragedy of the commons is involved in population problems in another way. In a world governed solely by the principle of “dog eat dog”—if indeed there ever was such a world—how many children a family had would not be a matter of public concern. Parents who bred too exuberantly would leave fewer descendants, not more, because they would be unable to care adequately for their children. David Lack and others have found that such a negative feedback demonstrably controls the fecundity of birds (11). But men are not birds, and have not acted like them for millennia, at least.

If each human family were dependent only on its own resources; if the children of improvident parents starved to death; if, thus, overbreeding brought its own "punishment" to the germ line—then there would be no public interest in controlling the breeding of families. But our society is deeply committed to the welfare state (12), and hence is confronted with another aspect of the tragedy of the commons.

In a welfare state, how shall we deal with the family, the religion, the race, or the class (or indeed any distinguishable and cohesive group) that adopts overbreeding as a policy to secure its own aggrandizement (13)? To couple the concept of freedom to breed with the belief that everyone born has an equal right to the commons is to lock the world into a tragic course of action.

Unfortunately this is just the course of action that is being pursued by the United Nations. In late 1967, some 30 nations agreed to the following (14):

The Universal Declaration of Human Rights describes the family as the natural and fundamental unit of society. It follows that any choice and decision with regard to the size of the family must irrevocably rest with the family itself, and cannot be made by anyone else.

It is painful to have to deny categorically the validity of this right; denying it, one feels as uncomfortable as a resident of Salem, Massachusetts, who denied the reality of witches in the 17th century. At the present time, in liberal quarters, something like a taboo acts to inhibit criticism of the United Nations. There is a feeling that the United Nations is “our last and best hope,” that we shouldn't find fault with it; we shouldn't play into the hands of the archconservatives. However, let us not forget what Robert Louis Stevenson said: “The truth that is suppressed by friends is the readiest weapon of the enemy.” If we love the truth we must openly deny the validity of the Universal Declaration of Human Rights, even though it is promoted by the United Nations. We should also join with Kingsley Davis (15) in attempting to get Planned Parenthood-World Population to see the error of its ways in embracing the same tragic ideal.

Conscience Is Self-Eliminating

It is a mistake to think that we can control the breeding of mankind in the long run by an appeal to conscience. Charles Galton Darwin made this point when he spoke on the centennial of the publication of his grandfather's great book. The argument is straightforward and Darwinian.

People vary. Confronted with appeals to limit breeding, some people will undoubtedly respond to the plea more than others. Those who have more children will produce a larger fraction of the next generation than those with more susceptible consciences. The difference will be accentuated, generation by generation.

In C. G. Darwin's words: "It may well be that it would take hundreds of generations for the progenitive instinct to develop in this way, but if it should do so, nature would have taken her revenge, and the variety Homo contra-cpiens would become extinct and would be replaced by the variety Homo progenitius” (16).

The argument assumes that conscience or the desire for children (no matter which) is hereditary—but hereditary only in the most general formal sense. The result will be the same whether the attitude is transmitted through germ cells, or exosomatically, to use A. J. Lotka's term. (If one denies the latter possibility as well as the former, then what's the point of education?) The argument has here been stated in the context of the population problem, but it applies equally well to any instance in which society appeals to an individual exploiting a commons to restrain himself for the general good—by means of his conscience. To make such an appeal is to set up a selective system that works toward the elimination of conscience from the race.

Pathogenic Effects of Conscience

The long-term disadvantage of an appeal to conscience should be enough to condemn it; but has serious short-term disadvantages as well. If we ask a man who is exploiting a commons to desist “in the name of conscience,” what are we saying to him? What does he hear?—not only at the moment but also in the wee small hours of the night when, half asleep, he remembers not merely the words we used but also the nonverbal communication cues we gave him unawares? Sooner or later, consciously or subconsciously, he senses that he has received two communications, and that they are contradictory: (i) (intended communication) “If you don't do as we ask, we will openly condemn you for not acting like a responsible citizen”; (ii) (the unintended communication) “If you do behave as we ask, we will secretly condemn you for a simpleton who can be shamed into standing aside while the rest of us exploit the commons.”

Everyman then is caught in what Bateson has called a “double bind.” Bateson and his co-workers have made a plausible case for viewing the double bind as an important causative factor in the genesis of schizophrenia (17). The double bind may not always be so damaging, but it always endangers the mental health of anyone to whom it is applied. "A bad conscience,” said Nietzsche, “is a kind of illness.”

To conjure up a conscience in others...
is tempting to anyone who wishes to extend his control beyond the legal limits. Leaders at the highest level succumb to this temptation. Has any President during the past generation failed to call on labor unions to moderate voluntarily their demands for higher wages, or to steel companies to honor voluntary guidelines on prices? I can recall none. The rhetoric used on such occasions is designed to produce feelings of guilt in noncooperators.

For centuries it was assumed without proof that guilt was a valuable, perhaps even an indispensable, ingredient of the civilized life. Now, in this post-Freudian world, we doubt it.

Paul Goodman speaks from the modern point of view when he says: "No good has ever come from feeling guilty, neither intelligence, policy, nor compassion. The guilty do not pay attention to the object but only to themselves, and not even to their own interests, which might make sense, but to their anxieties" (18).

One does not have to be a professional psychiatrist to see the consequences of anxiety. We in the Western world are just emerging from a dreadful two-centuries-long Dark Ages of Eros that was sustained partly by prohibition laws, but perhaps more effectively by the anxiety-generating mechanisms of education. Alex Comfort has told the story well in The Anxiety Makers (19); it is not a pretty one.

Since proof is difficult, we may even concede that the results of anxiety may sometimes, from certain points of view, be desirable. The larger question we should ask is whether, as a matter of policy, we should ever encourage the use of a technique the tendency (if not the intention) of which is psychologically pathogenic. We hear much talk these days of responsible parenthood; the coupled words are incorporated into the titles of some organizations devoted to birth control. Some people have proposed massive propaganda campaigns to instill responsibility into the nation's (or the world's) breeders. But what is the meaning of the word responsibility in this context? Is it not merely a synonym for the word conscience? When we use the word responsibility in the absence of substantial sanctions are we not trying to browbeat a free man in a commons into acting against his own interest? Responsibility is a verbal counterfeit for a substantial quid pro quo. It is an attempt to get something for nothing.

If the word responsibility is to be used at all, I suggest that it be in the sense Charles Frankel uses it (20). "Responsibility," says this philosopher, "is the product of definite social arrangements." Notice that Frankel calls for social arrangements—not propaganda.

Mutual Coercion
Mutually Agreed upon

The social arrangements that produce responsibility are arrangements that create coercion, of some sort. Consider bank-robbing. The man who takes money from a bank acts as if the bank were a commons. How do we prevent such action? Certainly not by trying to control his behavior solely by a verbal appeal to his sense of responsibility. Rather than rely on propaganda we follow Frankel's lead and insist that a bank is not a commons; we seek the definite social arrangements that will keep it from becoming a commons. That we thereby infringe on the freedom of would-be robbers we neither deny nor regret.

The morality of bank-robbing is particularly easy to understand because we accept complete prohibition of this activity. We are willing to say "Thou shalt not rob banks," without providing for exceptions. But temperance also can be created by coercion. Taxing is a good coercive device. To keep downtown shoppers temperate in their use of parking space we introduce parking meters for short periods, and traffic fines for longer ones. We need not actually forbid a citizen to park as long as he wants to; we need merely make it increasingly expensive for him to do so. Not prohibition, but carefully biased options are what we offer him. A Madison Avenue man might call this persuasion; I prefer the greater candor of the word coercion.

Coercion is a dirty word to most liberals now, but it need not forever be so. As with the four-letter words, its dirtiness can be cleansed away by exposure to the light, by saying it over and over without apology or embarrassment. To many, the word coercion implies arbitrary decisions of distant and irresponsible bureaucrats; but this is not a necessary part of its meaning. The only kind of coercion I recommend is mutual coercion, mutually agreed upon by the majority of the people affected.

To say that we mutually agree to coercion is not to say that we are required to enjoy it, or even to pretend we enjoy it. Who enjoys taxes? We all grumble about them. But we accept compulsory taxes because we recognize that voluntary taxes would favor the conscienceless. We institute and (grudgingly) support taxes and other coercive devices to escape the horror of the commons.

An alternative to the commons need not be perfectly just to be preferable. With real estate and other material goods, the alternative we have chosen is the institution of private property coupled with legal inheritance. Is this system perfectly just? As a genetically trained biologist I deny that it is. It seems to me that, if there are to be differences in individual inheritance, legal possession should be perfectly correlated with biological inheritance—that those who are biologically more fit to be the custodians of property and power should legally inherit more. But genetic recombination continually makes a mockery of the doctrine of "like father, like son" implicit in our laws of legal inheritance. An idiot can inherit millions, and a trust fund can keep his estate intact. We must admit that our legal system of private property plus inheritance is unjust—but we put up with it because we are not convinced, at the moment, that anyone has invented a better system. The alternative of the commons is too horrifying to contemplate. Injustice is preferable to total ruin.

It is one of the peculiarities of the warfare between reform and the status quo that it is thoughtlessly governed by a double standard. Whenever a reform measure is proposed it is often defeated when its opponents triumphantly discover a flaw in it. As Kingsley Davis has pointed out (21), worshipers of the status quo sometimes imply that no reform is possible without unanimous agreement, an implication contrary to historical fact. As nearly as I can make out, automatic rejection of proposed reforms is based on one of two unconscious assumptions: (i) that the status quo is perfect; or (ii) that the choice we face is between reform and no action; if the proposed reform is imperfect, we presumably should take no action at all, while we wait for a perfect proposal.

But we can never do nothing. That which we have done for thousands of years is also action. It also produces evils. Once we are aware that the
status quo is action, we can then compare its discoverable advantages and disadvantages with the predicted advantages and disadvantages of the proposed reform, discounting as best we can for our lack of experience. On the basis of such a comparison, we can make a rational decision which will not involve the unworkable assumption that only perfect systems are tolerable.

**Recognition of Necessity**

Perhaps the simplest summary of this analysis of man's population problems is this: the commons, if justifiable at all, is justifiable only under conditions of low-population density. As the human population increases, the commons has had to be abandoned in one aspect after another.

First we abandoned the commons in food gathering, enclosing farm land and restricting pastures and hunting and fishing areas. These restrictions are still not complete throughout the world.

Somewhat later we saw that the commons as a place for waste disposal would also have to be abandoned. Restrictions on the disposal of domestic sewage are widely accepted in the Western world; we are still struggling to close the commons to pollution by automobiles, factories, insecticide sprayers, fertilizing operations, and atomic energy installations.

In a still more embryonic state is our recognition of the evils of the commons in matters of pleasure. There is almost no restriction on the propagation of sound waves in the public medium. The shopping public is assaulted with mindless music, without its consent. Our government is paying out billions of dollars to create supersonic transport which will disturb 50,000 people for every one person who is whisked from coast to coast 3 hours faster. Advertisers muddy the airwaves of radio and television and pollute the view of travelers. We are a long way from outlawing the commons in matters of pleasure. Is this because our Puritan inheritance makes us view pleasure as something of a sin, and pain (that is, the pollution of advertising) as the sign of virtue?

Every new enclosure of the commons involves the infringement of somebody's personal liberty. Infringements made in the distant past are accepted because no contemporary complaints of a loss. It is the newly proposed infringements that we vigorously oppose; cries of "rights" and "freedom" fill the air. But what does "freedom" mean? When men mutually agreed to pass laws against robbing, mankind became more free, not less so. Individuals locked into the logic of the commons are free only to bring on universal ruin; once they see the necessity of mutual coercion, they become free to pursue other goals. I believe it was Hegel who said, "Freedom is the recognition of necessity."

The most important aspect of necessity that we must now recognize, is the necessity of abandoning the commons in breeding. No technical solution can rescue us from the misery of overpopulation. Freedom to breed will bring ruin to all, at the moment, to avoid hard decisions many of us are tempted to propagandize for conscience and responsible parenthood. The temptation must be resisted, because an appeal to independently acting consciences selects for the disappearance of all conscience in the long run, and an increase in anxiety in the short.

The only way we can preserve and nurture other and more precious freedoms is by relinquishing the freedom to breed, and that very soon. "Freedom is the recognition of necessity"—and it is the role of education to reveal to all the necessity of abandoning the freedom to breed. Only so, can we put an end to this aspect of the tragedy of the commons.

**References**

Almost 8 years ago, we were retained by the city of Laughville to advise them on the design and funding of a recreation development. The project cost was $7 million and we recommended that it be funded with revenue bonds. The city’s taxpayers authorized issuance of the bonds in a referendum which was held in March 2005. To encourage institutions from outside the city to bid on the revenue bonds, they were backed by a pledge of general funds should the revenue be insufficient to meet payments.

The bonds were sold on January 1, 2006. Principal payments were paid in equal amounts each year but deferred for the first five years. The full interest payments for the first two years were paid by the general fund. The entire issue was to be retired in 15 years. The interest rate was 6%. (Start your repayment schedule from 2006 and assume the debt repayments to the lending institution are made on December 31 of each year).

This attractive and popular recreational development is in direct competition with private developments of a similar type, but the commercial enterprises are more favorably located. In addition, private interests successfully lobbied for a more realistic price to be charged for the use of the public facility which reduced its competitive advantage. These factors resulted in an average annual revenue of 23% of the project cost for the years 2008 to 2012.

Towards the end of the 2013 summer season, a hurricane caused extensive damage to the public facility and minor damage to several of the private developments. The Laughville city council has invited us to review the situation and make recommendations to them. Our design people believe that the facility can be restored and estimate that it will cost $8 million. Please examine the financial implications of recommending another bond sale, identical to the first (i.e. redeemable over a 15-year period) to raise the needed funds at a probable interest rate of 5%. In order to simplify the calculations, assume that the bonds will be sold on January 1, 2015.

In 2013, the net revenues from this development were approximately 80% of the debt service costs (which consist of the annual principal and interest payments) for that year. (Note: Ignore O&M costs. Assume you are using net revenue at all times and that O&M costs have already been paid). They were insufficient to cover debt charges because of the abbreviated season caused by the hurricane. We project low revenues in 2015 because the park will only open for the last few weeks of the summer, and in that year the total interest payment will be met from the general fund. (Note: there is only a single source of revenue to cover both bonds, i.e., the park
activities). The small amount of revenue which is generated by the project in 2015 will be held over a year and added to revenues for the year 2016, which are also anticipated to be lower than would occur when the facility is operating at its full potential. By addition the projected 2015 and 2016 revenues together, they are likely to be equal to those forthcoming from a normal year. A return to full operations is projected in 2017. We project that revenues in 2017 and the two subsequent years will be the same dollar value as that received in the years between 2008 and 2012 and will increase by an increment of 10% in 2020 and in every third year after that. (Ignore any net present value considerations).

(1) Can the proposed total bond obligation needed to service both bonds be met out of revenues for each year during the period 2016-2029? If not, in which years will it fail to achieve this? Please show the complete bond schedules from which you derive your responses.

(2) If you were a banker, would you purchase the revenue bond offered for sale in January 2015? Explain your answer.

(3) In your view, is this an appropriate way to finance this project? Explain the rationale for your view.

(4) Opposition is growing in Laughville to the new bonds sale because of a concern that the old bonds still have to be paid off and the total cost of servicing both the old and new bonds will be burdensome. Particularly vehement criticism has been forthcoming from one of the commercial enterprise owners whose recreational development is included on the tax rolls of Laughville. It has a tax assessment value of $10 million. This individual complains that having to service both these bond issues will mean she will be taxed “tens of thousands of dollars to support a competitor who is running me out of business.” The value of the total tax base (i.e. market valuation of the property) in Laughville is $780 million. Given our revenue projections are accurate, how much will she pay to support the redevelopment in 2016, 2018 and 2027? (i) Is her complaint legitimate? (ii) Would it be legitimate if the bonds were not cross-pledged? Explain your answers.

(5) Suggest at least three arguments which could be used to persuade the aforementioned enterprise owner to change her stance.

(6) Would it be less expensive to city taxpayers to commit to this renovation or to accept the status quo that the recreation attraction has been destroyed? Explain your answer. [(i) Ignore any net present value considerations in your response; (ii) ignore any opportunity benefits the site may offer; (iii) assume the recreation attraction has no revenue generation potential without the renovation].

Please let me have your responses by 9:35 a.m. February 6, 2014.

[POINTS ALLOCATION: (1), 8 pts.; (2), 2 pts.; (3), 3 pts.; (4), 3 pts; (5), 3 pts; (6), 4 pts.]
After considerable internal debate, the Board of Vanton Inc. has decided to proceed with a major new investment in the tourism field in the form of a $100 million theme park. They commissioned RATS to advise them where to site it. Our recommendation was to locate it in Happyville, a town of 10,000 people located 160 miles north-west of College Station near New Braunfels. Happyville was considered to be the only feasible location. It was centrally sited to take advantage of the only large primary core market (Austin-San Antonio) not serviced by an existing theme park (Assume Sea World and Fiesta Texas in San Antonio do not exist!)

Within the city boundary there was only one available site suitable for a large theme park in terms of total acreage, natural wooded attractive landscape, direct access from major highways, expansion potential and efficient utility service. Vanton has purchased an option to buy the 400 acre site from its present owner. However, the site has been zoned by the city as community park land in order to take advantage of its natural attractive scenic qualities which were unique in the local area. Thus, before Vanton can proceed with a theme park the company has to secure a change in the city's zoning plans.

Vanton has carefully nurtured the support of the local Chamber of Commerce for the project and the Chamber is actively lobbying in support. However, there are a large number of older, wealthy people in Happyville some of whom have moved out to it from larger city areas because of its restful, well-planned, small town character. The prospect of 40,000 visitors coming into the city to a theme park on a typical peak season day, is viewed by them with dismay. To fight the proposal and lobby vigorously against it, they have formed HATE, Happyvillers Against Themed Entertainment.

The HATE lobby is led by Richard Anns who has lived in the city for 50 years and is a highly respected former mayor. He remembers the "good 'ol days" in this riverside community. Nearly thirty years ago--just a few years before he was first elected mayor--he was chief of police. His own car served as the city's squad car, and he had no radio. A flashing beer sign at a local tavern meant trouble; ditto if the light was flashing in the town's telephone office.

"People used to sit on the corner and spit and whittle. I know it can't stay that way. Times change and you have to change with the times. But this is too big a change. It will destroy the character of this city and turn it into a massive tourist place with tens of thousands of people and their cars flocking here every day."

The Chamber of Commerce unanimously endorsed the
Vanton proposal, arguing that this development could be a catalyst that would stimulate the building of hotels, condominiums, golf-courses, private homes and transform the community from a sleepy riverside city to a thriving, vital resort community. It would increase the tax base by many millions of dollars and enable more amenities to be provided for city residents.

"What happens if the project doesn't go through?" asked the President of the Chamber of Commerce. "Nothing. Absolutely nothing. And we sit here like we have been for the past thirty years."

This is the largest project ever proposed in Happyville and it has aroused the biggest controversy that the city has ever known. Passions run high with each side threatening to bring law suits against the other if it does not win its case. The mayor and city councilors, aware of the magnitude of the project and its implications, saw that this was a "no win" issue for them since whatever their decision, one half of the town would be angered by it. Consequently, they met with each side and persuaded them both to abide by the results of a referendum which will let the people decide. Both sides have agreed to accept this verdict as final and not to take issue with the decision in the courts.

Both HATE and the Vanton/Chamber of Commerce sides have undertaken vigorous promotional campaigns and held a series of public meetings explaining their positions, which were well attended. On the night before voting takes place the local television station will host a debate between the two sides. It is obvious to both sides that the vote is running close and that the T.V. debate will probably swing the referendum result one way or the other.

RATS has been retained by Vanton Inc. to develop two position papers which will be used to inform and prepare their representatives for this crucial T.V. debate. I want you to develop these two papers. The first paper should specify and discuss five major positive points which the company's representatives should stress in the debate to best strengthen their position. Provide authoritative sources of support evidence and rationales for each of these points, the more the better. The second paper should identify and discuss five major negative points which HATE representatives are likely to present, together with the support evidence and rationales they are likely to use. This will be used to forewarn Vanton's people so they can prepare counter-arguments to those that HATE will articulate. The two position papers should be concise but comprehensive. Each should not exceed 4 double spaced pages.

Remember that this material is to be used in a televised debate, rather than read by its intended audience. Symbols and emotions are important in this context as well as logic. Develop your case in such a way that it will excite the television audience.

Please let me have your position papers by 9:35 a.m. Thursday, February 13, 2014.

[POINTS ALLOCATION: 10 pts. for each of the position papers; 6 points for writing maturity].
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: Response to "Last one in's a Phi Beta Kappa!"
DATE: February 20, 2014

The enclosed article appeared as the lead editorial in a recent issue of the Denton Record-Chronicle. The editors write:

"A college degree in 'leisure studies'? Where was this academic discipline when we needed it? Our parents accused us several times of majoring in leisure studies; little did they know that the day would come when people would be doing it for real."

The editorial uses aquatics as the focus for its commentary, but it could have selected any other area of the field for its facetious remarks. There is nothing new in the skeptical, sarcastic tone of this editorial; in the perception that academic courses in the leisure field have no meaningful academic content; or in the view by some that it is unnecessary to provide such university courses. Such perceptions date back at least to the 1930s and 1940s when recreation courses were part of physical education curricula.

The second exhibit reproduces an article and lead editorial that appeared in the London Daily Telegraph in 1969. This daily newspaper has a national circulation of over two million readers. The two pieces address the announcement of the first course in Europe to offer a degree in the leisure field. Your project leader was one of the twelve students who took this course in the first year that it was offered.

Skepticism of the personal and instrumental values of leisure services is accompanied and reinforced by skepticism of the field's body of knowledge, of the caliber of the people who work in it, and of the caliber of college courses which prepare these people. As consultants who make our living in this field, RATS has a vested interest in rebutting this kind of naive understanding about the nature of the leisure field.

As a recent graduate of a park, recreation and tourism program, and a project assistant at RATS, please write an opinion page article for submission to the editor of the Denton Record-Chronicle reacting to the editorial in any way you feel appropriate. The newspaper’s op-ed guidelines required that articles should be 800-1000 words in length. Please note the number of words at the end of your article.

Avoid using sarcasm. Invariably, this "backfires" and the writer emerges with as much discredit as the original author. Take the "high road" and make the case in a professional manner. Do not merely be indignant, outraged or presumptuous in asserting the field's merit as a degree program.
Rather, make the case thoughtfully and rationally based on knowledge you possess that may not be apparent to the uninformed lay person like the author of this editorial.

Please let me have your response by 9:35 a.m. Thursday, February 27, 2014.

[POINTS ALLOCATION: opinion page article, 15 pts.; writing maturity, 6 pts.]
MEMORANDUM

TO: Project Assistant
FROM: Project Director
SUBJECT: The Climate Change Issue
DATE: February 27, 2014

Greenhouse gases absorb thermal radiation from the earth, reflect some of it back, and thus, elevate the surface temperature. The mechanism is illustrated in the following diagram:

Carbon dioxide accounts for about 75% of the planet’s heat trapping gases and it stays in the air for about a century. The other major contributors are methane, nitrous oxide and ozone.

The historic level of carbon dioxide in the atmosphere over the 10,000 years preceding the industrial revolution commencing in the first half of the nineteenth century was 280 parts per million (ppm). By 2013, it had increased to 400 ppm. In the past 50 years, the annual rate of increase has been approximately 2 ppm. The last time the earth recorded a carbon dioxide level of 400 ppm was approximately 2 million years ago.

Alexander Graham Bell in 1917 wrote: “[The unchecked burning of fossil fuel] would have a sort of greenhouse effect… The net result is the greenhouse becomes a sort of hot house.” Although there has been awareness of the potential adverse effect of fossil fuels for at least a century, scientists were not able to identify the threshold level at which the additional carbon would noticeably change the climate. In the 1970s, 80s, and 90s, a commonly cited threshold was 550 ppm. At an annual increase of 2 ppm, this meant potential impacts would not become reality until 2070 or 2090.
This threshold was wrong. Marked changes occurred when it reached the 370-390 ppm threshold. At this level the earth’s temperature increase was 1½°F. Every year in the 21st century (2000 – 2013) has been hotter than every year in the 20th century (1900 – 1999) except for 1998. Among the most dramatic impacts that have already occurred are:

- Melting of the Polar Arctic ice cap.
- Expansion of the Tropical heat area.
- Rising, warming, and increasingly acidic content, of the oceans.
- Snow packs in the Sierra shrinking by 10%. Forecasts suggest this will rise to 40% by 2050 and 90% by 2100.
- Drought across the American Southwest becoming a “permanent condition.”
- Increases in lightening fires, hurricanes, typhoons, and heavy rain storms.

Additional implications and impacts are described in the attached article.

The increased heat triggers other effects. For example, the permafrost layer in the tundra melts. It holds immense quantities of methane gas. 2% of the planet’s landmass is peat, which holds similarly large reserves of methane gas. As these areas heat up and the water table drops, their capacity to absorb methane and carbon dioxide declines.

President Obama’s former chief economic advisor (who was formerly a President of Harvard University) stated: “We cannot accept any ‘speed limit’ on economic growth. It is the task of economic policy to grow the economy as rapidly, sustainably, and inclusively as possible.” Such growth is viewed as being the only way to increase wealth, raise standards of living, and reduce the number of people living in poverty around the globe. As other countries, especially in Asia, South America and Africa, grow their economies to reduce poverty, they massively increase their energy needs and associated fossil fuel emissions. Projections taking this into account suggest 650ppm will be reached by 2060 or 2070. This would increase temperatures by 7% from the pre-industrial revolution base level. The momentum of the heating, and the momentum of the economic imperative that powers, it cannot be reversed. At best, it can only be ameliorated. Nevertheless, mitigation and prevention actions remain relevant, since they will slow the rate of change.

The planet on which our civilization evolved no longer exists. The stability which produced that civilization has vanished; epic changes have begun. Flora and fauna which evolved over a 10,000 – 200,000 year period cannot adapt to the contemporary rapid changes in climate and habitat. As ecological zones shift with changing temperatures and precipitation, the survival of plant and animal species will depend on their ability to migrate to remain in the environmental conditions to which they are adapted.

The changes to climate that have occurred are non-reversible. Whereas a decade ago, the scientific and policy discussions focused on what could be done to prevent noticeable climate change occurring, the debate has now shifted toward how best to respond and adapt to the changes. Because of the time lag of even the most ambitious mitigation attempts, a continued rise in global average temperatures and consequent local climate impacts are inevitable. Typical questions are how do we adapt to: higher sea levels in coastal areas? Weather patterns at odds with those under which today’s settled patterns of farming developed? Reduced water supply from ice packs? Or the spread of tropical diseases such as malaria and yellow fever into what
were previously temperate climate zones? We will need to change to cope with the new Earth we are creating.

The political response to climate change both within the United States and internationally has been ineffective. The major international effort was the Kyoto Protocol agreed in 1997 and operational from 2005. It was signed by 191 countries. Ostensibly, it set binding obligations on industrialized countries to reduce emissions of greenhouse gases. However, the targets were modest and many states made no serious effort to meet even the modest targets to which they agreed. The Clinton Administration signed the Protocol, but the U.S. Senate passed a unanimous resolution disavowing any international agreements that “would seriously harm the economy of the United States.” Thus, the U.S. Congress never ratified the treaty and in 2001 President G.W. Bush withdrew U.S. endorsement of the treaty. More recently at similar international conferences in 2009 at Copenhagen, Denmark, and in 2010 at Cancun, Mexico, the world failed to reach any agreement on how to respond to global warming.

When President Obama took office he pledged to reduce America’s greenhouse gases emissions to 17% below the level of 2005 by 2020. However, when proposals to do this were introduced in Congress in 2009, they failed to gain majority support. Those opposing them accused supporters of throttling the economy and “killing jobs” in a recession. Indeed, this argument was used effectively in the 2010 elections to defeat some who had supported the proposals in Congress. Given the lack of legislative progress, President Obama used his executive authority under the Clean Air Act in June 2013 to instruct the Environmental Protection Agency (EPA) to produce a plan that limits the amount of carbon dioxide that power plants emit by June 2014. Power plants generate approximately 35% of America’s greenhouse gases. With the required lengthy period for public hearings on proposed new EPA rules, they would not take effect until after he leaves office in 2016. At that time, they will inevitably be challenged by numerous law suits that are likely to take an additional 3-4 years to resolve. Even if they take effect, a future administration could cancel the rules.

In the absence of any federal government leadership some regions, individual states, and cities are planning their own climate actions. California’s is the most high profile of these efforts, with “cap and trade” being a center piece of its legislation.

1. (8 pts) (a) Some challenge the contention that climate change is occurring. Others accept it is occurring, but argue that it is a natural occurring phenomenon and not attributable to human-induced actions. Identify the key points of the arguments used by these two skeptical groups and the key points climate change believers use to rebut them.

   (6 pts) (b) If you were to actively engage in the debate on climate change, on which dimension of the issue would you focus? Why? What actions would you take to maximize your influence and effectiveness?
2. (3 pts) (a) Describe the genesis, current status and prognosis for the years 2030 and 2050 of climate change. Be sure to support your responses with empirical evidence from reputable scientific sources. (400 words)

(b) Select one aspect of the RPTS field e.g. sport, athletics, outdoor recreation, attractions, travel, parks, tiddlywinks or whatever:

(3 pts) (i) Identify and discuss, using empirical evidence wherever possible, three impacts that climate change (either positive or negative) will have on that aspect in the future.

(3 pts) (ii) Given that climate change cannot be reversed and is unlikely to be substantially abated, suggest ways in which your chosen aspect of the field should plan to adapt to each of the three impacts identified in (a) above.

Please let me have your response by 9:35 a.m. on Thursday, March 6, 2014.

[POINTS ALLOCATION: 1 (a) = 8pts; 1(b) = 6pts; 2(a) = 3pts; 2(b) =6pts; writing maturity, 6 pts.]
MEMORANDUM

TO: Project Assistant

FROM: RATS Project Leader

SUBJECT: Service Quality Evaluation

DATE: March 6, 2014

RATS is planning to offer its clients a "mystery shopper" service. This would involve evaluating the quality of facilities, services and personnel while remaining incognito. As a first step to developing our expertise in this area, I want you to conduct an audit or evaluation which RATS may use as a basis for developing a generalizable model.

You will act as a customer receiving the service in order to evaluate it. Please select a facility/service which has some relationship with the general area of recreation, parks or tourism. Tour the facility (preferably on more than one occasion) and carefully observe its operation. In addition, the impressions of employees, other customers, and people who have never visited the establishment, all may offer useful insights. During your visit feel free to "test" the organization's responsiveness, reliability, empathy et al. by making demands of it and seeing how its people respond.

Summarize your impressions (good and bad). Factual detailed information is required. Your comments should be analytical, not descriptive. Endless description is not helpful. Use figures, diagrams or plans to illustrate points if this clarifies the analysis. Tie your comments back to material which has been discussed in this class wherever possible. It may be helpful to structure your report around the cycle of service and the four sub-headings on the attached check list. If additional sub-headings are needed then they can be included.

The cycle of service is defined as, "the period of time during which a consumer interacts with a service." It encompasses all aspects of the service including personnel, physical facilities and other tangible elements. Specify each of the stages in the total cycle of service which constitutes the consumer's total leisure experience. The cycle starts with the first contact a customer or potential customer has with the supplier. This could be an inquiring phone call, a flyer, or an advertisement. The cycle ends when the customer returns home from the experience or receives (or fails to receive) some follow-up contact related to it.

Do not conspicuously write down responses or notes while you are at the facility. Instead, make mental notes or jot down information inconspicuously. Your final report should be no
more than six pages. It should be organized so that related observations are clustered and discussed together. It should include a set of recommendations to management on what actions should be taken to improve their business.

A check list of suggested questions is attached. These questions are provided only as a guide.

Many of the questions will not be relevant to some facilities and this list is intended only to be a helpful prompt. If you attempt to answer all of them literally, then the result is likely to be descriptive and tedious. Feel free to expand your observations into other areas not identified on the check list. A much more comprehensive list of audit questions, which is extracted from the Crompton and Lamb marketing text, is provided after the check list. Be sure to carefully craft your report so the content is expressed well in the narrative.

Please submit your facility audit to me on Thursday, March 20 at 9:35 a.m.

[POINTS ALLOCATION: report, 20 pts.; writing maturity, 6 pts.]
CHECKLIST

CUSTOMER RELATIONS
Try to interface with as many employees as possible in the facility from janitors and service staff to senior management.

1. Were you greeted/acknowledged appropriately by employees?
2. How long did you wait before being helped?
3. Were the immediate work areas clean, neat or cluttered?
4. Were the employees appropriately dressed?
5. Were the employees knowledgeable in handling your questions?
6. Was there evidence of employee teamwork?
7. Were the employees enthusiastic and hospitable?
8. Are there effective feedback mechanisms by which a customer can express satisfaction or dissatisfaction with service?
9. Is there a unified and positive image portrayed throughout all of the services offered by the facility? Is it an appropriate image?
10. What changes related to customer relations at the facility do you recommend?

MARKETING MIX
1. Is the price structure appropriate for the clientele in the facility?
2. Is the product mix appropriate for the clientele?
3. Is the physical appearance of all areas inviting and clean?
4. Are there displays making the product attractive to the target clientele?
5. Is the circulation appropriate for both customer satisfaction and operating efficiency?
6. Do any merchandise operations detract or add to the mission of the facility?
7. Is the ambiance/atmosphere conducive to the leisure experience being facilitated?
8. What changes related to the marketing mix do you recommend?

AMENITIES
Amenities are any item that makes the guests' visits more enjoyable. Look for any item, no matter how small, that could enhance or detract from your visit.

1. Is the signage and guide material consistent, attractive and understandable?
2. Are the restrooms clean, located appropriately and adequately equipped?
3. Are the following in sufficient quantity and adequately located? Drinking fountains, lockers, strollers, benches, etc.
4. Are the classes exciting/entertaining and reflective of the facility's philosophy and mission?
5. Are the visitor services easily locatable? i.e., nurses' stations, telephones, wheelchair rental, visitor information booth, etc.
6. Do the displays welcome the visitor into the facility and meet the mission of the facility?
7. Do any of the amenities detract from the facility's philosophy or mission?
8. What changes related to the amenities do you recommend?

FACILITY APPEARANCE
Facility appearance is largely related to the physical plant. Look for the obvious items that catch your eye.

1. Is the landscape attractively designed and maintained?
2. Is a preventive maintenance program evident?
3. Are obvious hazards minimized to enhance the public's safety at the facility's grounds?
4. Is all of the equipment appropriately maintained, clean and attractively painted?
5. Are trash cans clean and regularly emptied and are hand-railings, mats, door handles, and restroom fixtures both clean and attractive?
6. What changes in facility appearance do you recommend?
A w

External Environment

External Environment

A w
When the organization is under stress and challenged...

46

2.4  

When the organization is under stress and challenged...

2.3  

D. Marketing Planning and Execution

1. Marketing Planning

- Define the marketing goals and objectives
- Develop a marketing strategy
- Develop a marketing plan

2. Marketing Execution

- Implement the marketing plan
- Monitor and evaluate the marketing performance
- Adjust the marketing plan as necessary

E. Fire and Alarm

1. Fire Prevention

- Identify the fire hazards
- Implement fire safety measures
- Conduct fire drills

2. Fire Control

- Use fire extinguishers
- Use fire hoses
- Use fire alarm systems

F. Offenders and Action

1. Identify the offenders

- Identify the offenders
- Investigate the offenders
- Discipline the offenders

2. Take action

- Take action
- Take legal action
- Take corrective action
B. Alternatives and Planning

- Promotion strategies

1. Create a strong marketing plan that includes traditional and digital media.
2. Develop engaging content and interact with potential customers through social media.
3. Utilize email marketing campaigns to reach target audiences.
4. Collaborate with influencers and industry thought leaders.
5. Attend industry events and trade shows to network and make connections.
6. Leverage partnerships with other businesses to expand reach.
7. Implement a customer loyalty program to retain existing customers.
8. Invest in search engine optimization (SEO) to improve online visibility.
9. Explore international markets to capitalize on growing demand.
10. Conduct market research to identify new opportunities and customer preferences.
Her exterior walls have been damaged, the living room area is completely destroyed, and the kitchen area has also been severely damaged. The structure is now a total loss, and the restoration process will be long and expensive.

2. How will this event affect you personally?
   a. How did you feel during the event?
   b. How did you respond to the event?
   c. How did you cope with the event?
   d. How did you feel about the aftermath?

3. What do you think will be the long-term effects of the event?
   a. Economic impact
   b. Emotional impact
   c. Social impact
   d. Environmental impact

4. What steps have you taken to secure your property?
   a. Insurance claims
   b. Legal actions
   c. Emergency preparedness
   d. Community assistance

5. What lessons have you learned from this event?
   a. Preparedness
   b. Resilience
   c. Community support
   d. Future planning

6. What do you think could have been done to improve the situation?
   a. Mitigation strategies
   b. Public awareness
   c. Emergency response
   d. Funding and resources

7. How do you feel about the current state of emergency response?
   a. Effective
   b. Inadequate
   c. Improving
   d. Stagnant

8. What do you think needs to be done to improve the current situation?
   a. Increase funding
   b. Improve infrastructure
   c. Enhance preparedness
   d. Foster collaboration

9. What do you think the future holds for this area?
   a. Resilient
   b. Vulnerable
   c. Sustainable
   d. Deteriorating

10. What do you think the long-term impact of this event will be on this area?
    a. Positive
    b. Negative
    c. Neutral
    d. Unclear

11. What do you think the response to this event could have been?
    a. Well-coordinated
    b. Slow
    c. Effective
    d. Ineffective

12. What do you think the role of the government should be in such events?
    a. Supportive
    b. Directive
    c. Inactive
    d. Neutral

13. What do you think the role of the community should be in such events?
    a. Active
    b. Passive
    c. Supportive
    d. Critical

14. What do you think the role of the media should be in such events?
    a. Accurate
    b. Hysterical
    c. Supportive
    d. Critical

15. What do you think the role of the public should be in such events?
    a. Prepared
    b. Informed
    c. Active
    d. Ignorant
MEMORANDUM

TO: Project Assistant
FROM: Project Director
SUBJECT: New At-Risk Youth Programs in Wittville
DATE: March 27, 2014

You have recently been appointed Director of Youth Programs in the Wittville Park and Recreation Department (WPARD). Wittville is a community of 100,000 which to this point in time has had no programs targeted at “at-risk” youth who are at risk of dropping out of school, using drugs or alcohol, joining gangs, becoming teenage parents, and being involved in anti-social and delinquent acts. The need to provide programs and services for this youth group has been recognized in the city since the early 1990s. In more recent years, children’s educational attainment as measured by their success on state-wide annual achievement tests, also has emerged as a prominent community concern. These concerns led to pressure on the political system to “do something about youth.” As a result, the city council has made a substantial commitment to launching a program to address this issue.

Dealing with this problem offers an opportunity for the WPARD to position itself so it is perceived to be alleviating a problem which is a prevailing political concern of both the general public and the policy makers who are responsible for allocating tax funds. The parks and recreation field has a distinguished heritage in this arena. Indeed, public recreation services emerged in response to negative social conditions in major cities. As far back as the late 1800s, there was a humanistic concern for the welfare of those who found themselves with few resources, places to recreate, and/or skills to undertake recreational activities. Comments made by Jane Addams in 1893 are reminiscent of those made by commentators today:

The social organism has broken down through large districts of our great cities. Many of the people living there are very poor, the majority of them without leisure or energy for anything but the gain of subsistence. They move often from one wretched lodging to another. They live for the moment side-by-side, many of them without knowledge of each other, without fellowship, without local tradition or public spirit, without social organization of any kind. Practically nothing is done to remedy this. The people who might do it, who have the social tact and training, the large houses, and the traditions and custom of hospitality, live in other parts of the city. The clubhouses, libraries, galleries, and semipublic conveniences for social life are also blocks away.

In response to this situation, Addams established Hull House, a settlement house in Chicago, which was in many respects the precursor of the modern recreation center.

Thus, a primary cornerstone upon which public recreation services were founded was the belief that recreation can make a substantive contribution to alleviating the impact of non-productive, personally destructive, and/or anti-social actions by youth. There was no equivocation among early commentators about the “rightness” of providing recreation for this instrumental purpose.
These sentiments were especially pervasive in the field’s formative years in the first three decades of the 20th century and a sample of them is given is Exhibit 1.

Since being appointed by the City of Wittville, you have identified four target markets that you believe are under-served:

1. Those who have engaged with the juvenile justice system
2. Census tracts in which more than one-quarter of households are below the official federal poverty level
3. High schools with high drop-out rates
4. Public housing complexes

It is recognized that these target markets are not mutually exclusive i.e. there will be overlap among them. However, you believe there is no “downside” to this, since if targeted youth receive multiple contacts it will be reinforcing.

By definition, relatively high proportions of these youth are likely to be disaffected with society and alienated from it. Outline your first year’s program of work under the following headings:

1. *Strategies for accessing each of the target markets.* You do not have the resources for paid media advertising and many of those you want to reach will not be responsive to communications from established institutions.
2. *Hiring staff to interact with these youth.* It is anticipated that 5-7 full-time staff will be hired. What characteristics will be key in your hiring decisions? How will you develop a strong pool of candidates with these characteristics?
3. *A one week training program outline.* A training program is needed for newly hired staff. Describe the program’s core goals and the core competencies you anticipate all new staff will possess as a result of the training program.
4. *Overview of the marketing mix.* Offer an overview that will constitute your “offering” to target market #4 i.e. the public housing complexes. (You can omit promotion since this was addressed in #1.)
5. *Evaluating impact.* Describe how you will measure the “offering’s” impact by evaluating effectiveness in changing attitude/behavior among those in target market #4.

Please let me have our response by Thursday, April 3 at 9:35 a.m.

[POINTS ALLOCATION: 1 = 5 pts.; 2 = 5 pts.; 3 = 5 pts.; 4 = 5 pts.; 5 = 4 pts.; writing maturity = 6 pts.]
Exhibit 1

The Role of Recreation in Alleviating Anti-Social Behavior among Youth: Voices from our Past

The most satisfactory result in establishing public playgrounds has been the decrease of juvenile crime, which is said to be almost 50 percent For that reason, more public playgrounds should be opened, especially in the congested districts of large cities....It is on the playground that character is formed which is afterward brought into “practical play” by our leaders in thought and action. Every variety of psychological study is open to the resourceful and tactful teacher in the advantages offered by the public playground. (Extracts from a letter by H. Roosevelt Ostrom published in the New York Times, June 14, 1902).

Supervised playgrounds, parks, amusements, manual labor classes and boys’ clubs have in five years reduced juvenile crime and delinquency 96 per cent in the industrial center of Binghamton in New York State, according to figures recently compiled by the Broome County Humane Society and Relief Association. (William I. Engle (1919). Supervised Amusement Cuts Juvenile Crime by 96 Per Cent. The American City 21(6): 515-17.)

Crime Statistics Show Most Offenders Are Under 21 Years and the Figures Drop Whenever Recreation is Provided (New York Times, November 26, 1922.) (The following four paragraphs are extracted from this article).

In his report to the Russell Sage Foundation, Allen T. Burns says, “To provide a probation district with adequate play facilities is coincident with a reduction in delinquency of from 28 percent to 70 percent, or 44 percent as an average.”

L.H. Weir, Chief Probation Officer of Cincinnati says: “In 1906 there were 1,748 children legally before the Juvenile Court and 410 were handled unofficially making a total of 2,158 children. Of these, 1,450 were delinquents. In the Fall of that year a beginning was made in opening playgrounds in the down-town portions of the city. In the year just closed there were 993 delinquent children before the court. Each year has noted a marked decrease. While some of the decrease may be due to other causes, the work of the courts for instance, we are perfectly sure that one of the main factors has been the opportunity afforded the thousands of children in the most congested district of the city to play in a natural and spontaneous manner.”

Edward C. Hill, President of the Trenton Playground Commission says: “Playgrounds were established in Trenton, N.J., as a municipal undertaking about the middle of 1906. The police records show a decrease of 28 per cent in the number of arrests of boys, while the arrests of men 20 years of age and upward shows an increase of 10 per cent. It is fair to assume that if there had been no playground supervision, the arrests of boys would have shown an increase corresponding to the increase in the arrests of the men.”

Mr. Loman, the Special Superintendent of Delinquents in Dallas, Texas, says that the result of establishing Trinity Play Park there has been that the number of juvenile offenders in the cotton mill district has been reduced more than 80 percent during the last year, although the number of children has increased 9 percent.
We find New Orleans today with 13 playgrounds, showing less juvenile delinquency than in 1909, although the city has increased in population over 60,000 in this period. *(Playgrounds Cause Child Crime Wane, New Orleans Item, New Orleans, LA, February, 4, 1923.)*

From Bluefield, West Virginia, which used to send, on an average, approximately 50 boys a year to the state reformatory, came a report that during the last three years, when the city has had under competent direction playgrounds and a boys’ club, only two cases have been given over to the reformatory. *(Supervised Play Cuts Delinquency, Christian Science Monitor, April 17, 1924.)*

Chief of Police Conlon of Leominster, Mass., says that delinquency cases in Leominster averaged ninety-one a year prior to the organization of Community Service, the local recreation agency. Since its coming, the number decreased to fifty-three in 1923. *(Money is Sent for Kiddies’ Play, Des Moines, Iowa, Capital, April 17, 1924.)*

In the communities where there are playgrounds, where healthful sports are encouraged, the morality of boys is high. Not a boy was taken into the juvenile court this year from the neighborhood where there is a playground. *(Finds Investment in Youth Pays the Community Well, Prince Albert, Saskatchewan, Daily Herald, February 6, 1925.)*
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: Sponsorship of the 2014 and 2015 Games of Texas
DATE: April 3, 2014

The Local Organizing Committee (LOC) comprised of the City of Bryan, City of College Station, and TAMU, was successful in its bid to host the Games of Texas in the summers of both 2014 and 2015. The evolution of the Texas Games is described in Exhibit 1 and previous host communities are listed in Exhibit 2. This event embraces 7 core events/sports, which are listed in the bid document shown in Exhibit 3, and another 7 “discretionary” sports that the LOC has decided to offer. The full list of 13 spots and the opening ceremony is shown in Exhibit 4. This list provides the dates on which the events will be held in 2014, and the same activities will be held on similar dates in 2015.

The LOC submitted a bid for the Games because the entities believed the event would generate substantial positive economic impact, give the community high visibility, and introduce many people who had never been to the community before to its attributes. However, the city councils made it clear when authorizing the bid to go forward that no city funds would be allocated for the Games, although city employee time and resources could be used.

The provisional budget for the 2014 Games is shown in Exhibit 5. Sponsorship is a key element in the revenue projections. Exhibit 6 shows an earlier, but more detailed, listing of the sources of costs and revenues for both 2014 and 2015. Where there are inconsistencies between the numbers in Exhibits 5 and 6 those in 3 should prevail since they are the most recent refinement. The budget in Exhibit 5 projects sponsorship revenues for 2014 to be $65,000. However, a review of the bid documents (Exhibit 3) reveals that TAAF receives 10-20% of all sponsorship revenues and more if TAAF rather than the LOC secures the title sponsor – so the 2014 target is $80,000.

The LOC has neither the resources nor the expertise to generate this level of sponsorship from the local community. It invited RATS to undertake this task for them on a contingency fee basis of 20 percent. Thus, the total amount we need to raise in the next 6 months is approximately $100,000.

Exhibit 7 describes the sponsorship plan in general terms. It recognizes four levels of general sponsorship for the Games: Presenting, Gold, Silver, and Bronze. The benefits offered to sponsors at each level are listed in Exhibit 7, together with the investment required to participate.
at each level. In addition to general Games sponsorships, Presenting sponsorships for each single event are being sought.

The first task for RATS is to identify a set of “prospect” companies that are likely to be receptive to investing in sponsorship of the Games at some level. Before beginning this task, be sure to review Chapters 16 and 17 in the text.

Please use two approaches to develop the list of prospects. First, undertake a content analysis of the Battalion, the Eagle, and an out-of-town newspaper (please specify it) on a recent given day (please give the day) and list the names of each organization that advertised in the newspaper which might see a commercial advantage in being involved as a sponsor with the Games of Texas. Generate a list of (say) 20 or 30 prospects from these sources. Alongside the organization’s name, list the product/service being offered and the target audience at whom the advertisement is directed. (For a discussion of target audiences, please review chapters 5 and 6 in the Crompton and Lamb text which is included in the readings packet). Second, review the yellow pages of the College Station-Bryan telephone directory (or the contemporary digital equivalent) and/or the membership list of the Chamber of Commerce and develop a similar list of an additional (say) 20 companies listing their products/services and target audiences, which you believe may be receptive to investing in sponsoring part of the Games.

From the two lists of prospective organizations, I want you to identify the three strongest prospects for Presenting Sponsor of the Texas Games and a different three companies for the Opening Ceremonies. An idea of the Opening Ceremonies’ format can be gleaned from Exhibit 8 which describes what happened when the event was last held in this community in 2000. Further description is provided in Exhibit 1.

Each of the six companies identified should be in a line of business that is distinctively different from the other five. No company should be included on both lists. Develop a paragraph (say 10-15 lines) justifying why each of these six companies was selected as a prime candidate for Presenting Sponsor or Opening Ceremonies Sponsor.

Finally, develop a narrative which provides (i) a review of the key characteristics of your total set of prospects (the 40-50); and (ii) a critique of this approach (using newspaper, yellow pages, and CoC) to developing a prospect list with specific suggestions on adjustments which would lead to improvements in effectiveness and efficiency.

Please let me have your list of recommended prospects by 9:35 a.m. Thursday, April 10.

[POINTS ALLOCATION: Development of newspapers’ list, 4 pts; development of yellow pages/CoC list, 3 pts; selection of 6 best prospects and their justification, 12 pts; narrative, 5 pts; writing maturity, 6 pts]
EXHIBIT 1

THE GAMES OF TEXAS

The idea for State Games was born in discussions which led to the development of the U.S. Olympic Sports Festival, the United States' off-year Olympic competition. State Games would provide a local stimulus for the development of amateur sports, particularly those which were part of the international Olympic family. Just as the U.S. Olympic Sports Festival would bring together many of the country's best athletes in an effort to provide an important annual contest to determine future Olympians, State Games would bring together many of each state's finest athletes to help develop amateur sports at the level of the states and establish a link between local amateur sports and our Olympic movement.

Perhaps more importantly, the State Games have provided a showcase for the talents of recreational athletes; those who have no real hope of going to the Olympic level, but are competent enough to enjoy the challenge of spirited competition. Three things are accomplished by this: discovery of previously unknown high-caliber athletes, greater awareness of lesser-known sports, and creation of new interest in amateur sports in general.

Most states now have well-established programs which enjoy huge participation, both by athletes and spectators. New York's Empire State Games which kicked off in 1978, draws tens of thousands of participatory athletes, and is watched by millions, not only in New York, but thanks to ESPN-TV, in the rest of the country as well. Florida's Sunshine State Games is a huge success after beginning in 1980. These are the oldies. 1982 saw the inception of several other State Games programs. Pennsylvania, Massachusetts, Maryland, Indiana, Arizona, Alabama, Ohio, Illinois, Missouri, and Oklahoma were notable among these. The end of 1985 saw 21 states with programs already in effect. Texas and Oregon began in 1986.

The Games of Texas are conducted under the auspices of the Texas Amateur Athletic Federation (T.A.A.F.), a non-profit organization composed largely of municipal parks and recreation departments from around the state. T.A.A.F. has been putting on individual sport state championships in Texas since 1925. Participants have made their way to state competition through local and regional levels, up a system for qualifying athletes from the local to the state level. The twist that the Games of Texas brought to state competition was that instead of the championships being held in different cities on different dates, they are now held in one city over a two weekend span of time.

Texas has been extremely fortunate to have had a great deal of support from municipalities and business communities. Good intentions are great, but it takes hard work, money, and political support to turn a program this ambitious into an asset and keep it from becoming a liability. Municipal parks and recreation departments have been supportive from the beginning. They are the backbone of the Texas Games, for it is at the local level that athletic interest must be created and fielded. State government has lent its support to the Games as well. Texas Governors have endorsed the Games, increasing their credibility. This credibility counts for much in the eyes of sponsors, without whose money and support there would be no Games of Texas.
EXHIBIT 2

HISTORICAL BACKGROUND OF THE T.A.A.F. GAMES OF TEXAS

The Games of Texas is an amateur sports festival created for athletes from throughout Texas. It is governed by the Texas Amateur Athletic Federation (T.A.A.F), a nonprofit organization representing amateur athletes in the State of Texas. The Games are patterned after the Olympics with emphasis on the recreational athlete and the enhancement of his or her competitive experiences.

The T.A.A.F. Games of Texas is a member of the National Congress of State Games. The Games of Texas are recognized annually by the United States Olympic Committee as being an approved State Games Program. In 1986 the first Games of Texas were hosted by the City of San Antonio and consisted of ten sporting events. Subsequent host cities are listed below:

1986   San Antonio
1987   Fort Worth
1988   Bryan/College Station
1989   Gulf Coast (Baytown, Beaumont, Deer Park, La Porte, Rosenberg, Texas City, Univ. of Houston)
1990   Carrollton/Fanners Branch
1991   Dallas
1992   Corpus Christi
1993   El Paso
1994   Bryan/College Station
1995   Waco
1996   Waco
1997   Lubbock
1998   Lubbock
1999   Waco
2000   Bryan/College Station
2001   Midland & Odessa
2002   Waco
2003   Reg. 4 (Hurst, Euless, Bedford, N. Richland Hills, Grapevine)
2004   Bryan/College Station
2005   Waco
2006   Round Rock
2007   Round Rock
2008   San Antonio
2009   San Antonio
2010   Waco
2011   Waco
2012   Corpus Christi
2013   Corpus Christi
TEXAS AMATEUR ATHLETIC FEDERATION
(T.A.A.F.)

T.A.A.F. GAMES OF TEXAS
BIDDING PROCEDURES

Each year the T.A.A.F. conducts forty-one (41) team and individual state championships at sites throughout the state and also conducts a minimum of six (6) other T.A.A.F. state championships in a multi-sport competition format, the T.A.A.F. Games of Texas, which is held in one city or in one geographical area of the state.

The T.A.A.F. Games of Texas are awarded by competitive bid by T.A.A.F. Bids must be submitted to the Executive Director:

Mark Lord
Executive Director
Texas Amateur Athletic Federation
P.O. Box 1789
Georgetown, Texas 78627-1789
(512) 863-9400
FAX (512) 869-2393
e-mail: mark@taaf.com

There are certain basic requirements that must be met in order to bid on the T.A.A.F. Games of Texas, as outlined below.

<table>
<thead>
<tr>
<th>T.A.A.F. GAMES OF TEXAS</th>
</tr>
</thead>
</table>

The T.A.A.F. requires the following seven (7) events/sports to be held as part of the T.A.A.F. Games of Texas every year.

<table>
<thead>
<tr>
<th>Opening Ceremony</th>
<th>Softball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boxing</td>
<td>Swimming</td>
</tr>
<tr>
<td>Tennis</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Golf</td>
<td></td>
</tr>
</tbody>
</table>

In addition, T.A.A.F. also authorizes the host to offer other T.A.A.F. and non-T.A.A.F. sports, providing the sports are sanctioned by or conducted by T.A.A.F., the National Governing Body (N.G.B.) or State Governing Body (S.G.B.) for each sport. In this manner the host may highlight sports that have popularity in their community. Proposed venues are subject to approval of T.A.A.F. and the appropriate N.G.B. or S.G.B.

Other sports included in the past include: Archery, Basketball (both regular and 3 on 3), Cycling, Disc Golf, Fencing, Figure Skating, Gymnastics, Horse Shoes, Ice Hockey, In-Line Hockey, Judo, Karate, Sand Volleyball, Shooting, Soccer, Synchronized Swimming, Table Tennis, Tae Kwon Do, Washers, Wrestling and 5K Run.

T.A.A.F. Games of Texas Bid
(Revised 8/2007)
DEFINITIONS

A. **Bidding Entity:** May be a city department, a chamber of commerce, a convention and tourism bureau, a sports foundation, an independent school district, a college or university or any combination of these organizations (must include a T.A.A.F. Member City).

B. **Local Organizing Committee (L.O.C.):** An organization established by the bidding entity to oversee local committees and to develop and provide administrative and financial support necessary to conduct the T.A.A.F. Games of Texas.

C. **National Governing Body (N.G.B.):** An International Federation (IF) is an autonomous organization responsible for governance of its sport internationally. Each International Federation recognizes a single National Governing Body in each country participating in the sport. That N.G.B. comes under the umbrella of the United States Olympic Committee (U.S.O.C.) and must be an organization that has membership open to all athletes and all national organizations concerned with promoting the sport in the country.

D. **State Governing Body (S.G.B.):** A state organization that governs the rules and registration involved in a particular sport. S.G.B. usually is associated with the N.G.B. for that sport.

E. **Texas Amateur Athletic Federation (T.A.A.F.):** The state athletic organization made up of over 150 municipal parks and recreation departments and various other local and state organizations that offer athletic competition. T.A.A.F. conducts the athletic programs for teams and individuals once they advance from local competition. T.A.A.F. has 17 regions holding sports competition with the top finishers qualifying to advance to that sport's state championship. Each year T.A.A.F. conducts 41 state championships and the T.A.A.F. Games of Texas.

F. **Member City:** The city parks and recreation department that offers athletic competition programs to its citizens.

---

## BIDDING TO HOST THE T.A.A.F. GAMES OF TEXAS

<table>
<thead>
<tr>
<th>Article 1</th>
<th>ELIGIBILITY TO BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Only member city/cities in good standing may submit a bid or host the T.A.A.F. Games of Texas, i.e., current year dues paid and no other outstanding debts owed to T.A.A.F.</td>
<td></td>
</tr>
<tr>
<td>1.2. Providing the city/cities bidding to host the Games are in good standing (see above), T.A.A.F. will accept bids from a chamber of commerce, convention and tourism bureau, a sports foundation, an independent school district, a college or university or any combination of these organizations located in the member city.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article 2</th>
<th>REQUIRED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Official Bid Forms and Site Specification Forms may be obtained from the T.A.A.F. State Office.</td>
<td></td>
</tr>
<tr>
<td>2.2. The bid must be submitted on the official T.A.A.F. Games of Texas Bid Form and must be accompanied by a signed and initialed (each page) of the bidding procedures document.</td>
<td></td>
</tr>
</tbody>
</table>

---

T.A.A.F. Games of Texas Bid  
(Revised 6/2007)
Article 3  SUBMITTING BID

3.1. Bidding entities desiring to host the TAAF. Games of Texas must submit the required forms to the TAAF. Executive Director.

3.2. Bids will be accepted for either a one (1) year or two (2) consecutive years proposal from the bidding entity.

3.3. The Games will be held during the last full weekend of July. The bid shall set forth the proposed dates for the various events and contain all information required on the bid form. If you have any questions on the dates, please contact the TAAF. State Office.

Article 4  BIDS MUST INCLUDE:

4.1. A flat, minimum guarantee to the TAAF.

The minimum bid is fifteen thousand dollars ($15,000.00) for a one-year and twenty five thousand ($25,000) for a two consecutive years bid.

_TAAF. must receive from the host(s) their commitment to provide both free rental and maintenance of all venues or a guarantee of an amount necessary to cover the venue rental and maintenance costs._

4.2. The local organizing committee (LOC) will insure TAAF. receives a total of ninety (90) complimentary rooms to consist of not less than a minimum of thirty (30) rooms per night on Thursday, Friday and Saturday nights, from one or more hotel/motel properties in return for their property being listed as "an official TAAF. Games of Texas hotel/motel" in information packets provided to the qualifying participants.

TAAF. will utilize the ninety (90) complimentary room nights to house the liaisons, officials and judges for the Games.

a) The LOC will block the rooms in the TAAF. State Office name and obtain and provide certificates from the hotels indicating the number of complimentary rooms blocked per night. The certificates must be received by TAAF. on or before June 15th the year the Games are to be held.

b) It will be the responsibility of TAAF. to provide each hotel with the "names" for each of these blocked rooms by July 1st of the year the Games are to be held.

c) In the event an "official" Games of Texas event is held on a weekend that has not been designated as the "Games of Texas" weekend the LOC agrees to provide TAAF. with three (3) additional complimentary rooms/ per additional sport for that weekend(s).

4.3. Guaranteed hotel/motel rates (indicate rates for one, two, three and four persons per room).
4.4. The local organizing committee (LOC) shall establish and oversee the following committees:

- **Local Publicity & Promotion Committee**: Establish and maintain contact with local news media. Provide a pressroom and assist with pressroom operations during Games.
- **Volunteer Committee**: Actively seek and establish volunteer pool for the Games.
- **Host - VIP Committee**: Host press conference in May, the year of the Games (held during Spring TAAF Executive Board Meeting in host city) and host the VIP reception prior to the opening ceremonies in July.
- **Opening Ceremonies Committee**: Assist in planning and conducting opening ceremonies for athletes, spectators, sponsors and VIP’s.

<table>
<thead>
<tr>
<th>Article 5</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>

5.1 All areas dealing with actual competition for the Games will be the responsibility of each specific sports organization, TAAF for all TAAF sports and the National Governing Bodies (NGB’s) for non-TAAF sports, with special assistance in specified areas from the L.O.C. Each of these organizations (TAAF and NGB’s) will be responsible for collecting their sport’s entry fees, athlete registrations, organizing and conducting their sport’s competition. Specific responsibilities include, but are not limited to, the following:

- **Awards - Official TAAF Games of Texas medals and ribbons must be used for all sports (exception sports run by TAAF – Track/swimming). All awards cost will be the responsibility of the (L.O.C) and must be purchase through the TAAF State office or Official TAAF awards supplier. A medal and ribbon order must be made twelve (12) weeks prior with the TAAF State office.**
- **Additional awards. (Each specific sport organization)**
- **All souvenir sales. (TAAF.) In the event venues have percentage due contracts the L.O.C. agrees to pay these percentages at no cost to TAAF.**
- **All sponsorship sales (excluding “title or presenting” sponsorship). (L.O.C.); with the L.O.C. keeping 90% of the proceeds; 10% to TAAF.; for in-kind sponsorships a “cash value” will be negotiated between the L.O.C. and TAAF. TAAF’s compensation will not exceed 10% of the “cash value” agreed upon for each in-kind sponsorship.**
- **All food concession sales (L.O.C., venue owner /any existing concession contracts).**
- **All travel expenses for TAAF State Commissioners / Liaisons / staff. (TAAF.)**
- **Provide food and beverage for TAAF. Liaisons, TAAF officials during events (L.O.C.)**
- **Venue liability insurance: covering owners, participants, officials, volunteers and spectators. (TAAF.)**
- **Provide accident insurance for participants, officials and volunteers. (TAAF.)**
- **Opening Ceremonies. (L.O.C.)**
- **Press conference/formal announcement/kick-off function (each year – L.O.C.)**
- **TAAF Games of Texas Poster and Official Program (TAAF must receive two (2) free pages), Including ad sales for program (L.O.C.)**
- **Participant entry/registration fees. (Each specific sport organization).**
- **Payment to TAAF of ten dollars ($10.00) per individual entered in any non-TAAF sport. (Each specific sport organization)**

TAAF Games of Texas Bid
(Revised 5/2007)
- Payment to T.A.A.F. of five dollars ($5.00) per individual entered in a T.A.A.F. sport; ten dollars ($10.00) if the individual does not have a current T.A.A.F. Individual Sports Card. Exception: T.A.A.F. receives all entry fees from Track & Field and Swimming.
- Payment to T.A.A.F. of ten dollars ($10.00) per team in all team sports, plus the cost (year of the games rate) of Individual insurance (currently 2006-$1.23 per participant)
- Payment of games fees for officials. (Each specific sport organization). (T.A.A.F. is responsible for officials/computer crew at track & field and swimming.)
- Certification and assignment of officials. (Each specific sport organization)
- Game balls and equipment. (Each specific sport organization)
- Police/security at venues. (L.O.C.)
- Medical services at venues. (L.O.C.)
- Scorers, attendants, statisticians, announcers, etc. (Each specific sport organization plus assistance from L.O.C.)
- Provide a participant's packet to all participants including venue maps & schedule (L.O.C.)

### Article 6 - AWARDSING OF BID

6.1. The T.A.A.F. Games of Texas site(s) will be awarded by a majority vote of the general membership of T.A.A.F.

### Article 7 - IF AWARDED THE T.A.A.F. GAMES OF TEXAS

7.1. Once a bid is awarded, arrangements will be made for the formal signing of the T.A.A.F. Games of Texas agreement.

7.2. A copy of the agreement will be forwarded to the local organizing committee, the respective T.A.A.F. member city/cities and the T.A.A.F. Executive Board member from the area in advance of formal execution.

7.3. The T.A.A.F. Executive Director will arrange, through the successful bidder and the Executive Board member, to set a meeting date to inspect the venues proposed for the Games and for formal execution of the agreement by all parties.

7.4. If awarded a T.A.A.F. Games of Texas, the local organizing committee and/or the T.A.A.F. member city/cities agree their venues (playing fields) will conform to the specifications stated in the official rulebooks of the T.A.A.F. and any National Governing Bodies (NGB's) involved.

7.5. The flat, minimum guarantee to T.A.A.F. (4.1) is payable as follows:

*Unless specified* payment is included and accepted in the original bid:

**One Year Bid: (Minimum bid $15,000).**
- Five thousand dollars ($5,000.00) payable January 15 following the awarding of the bid.
- Ten thousand dollars ($10,000.00) payable January 15 the year Games are to be held.
- If the year the Games are to be held is more than two years following the awarding of the bid or if the bid is greater than the minimum, the payment schedule will be negotiated between the bidder and T.A.A.F.
Two Year Bid: (Minimum bid $25,000)
- Ten thousand dollars ($10,000.00) payable January 15 following the awarding of the bid.
- Ten thousand dollars ($10,000.00) payable January 15 the year the first Games are to be held.
- Five thousand dollars ($5,000.00) payable January 15 the year the second Games are to be held.
- If the bid is greater than the minimum, the payment schedule will be negotiated between the bidder and T.A.A.F.

7.6. There may be sponsorship contractual agreements existing between one or more sponsors and the T.A.A.F. organization that might create a conflict locally. If such a conflict occurs, efforts will be made to reach a compromise; however, if an agreement can not be reached, the local organizing committee and the member city/cities agree the T.A.A.F. contractual agreements will have precedence over the T.A.A.F. Games of Texas.

7.7. In the event an entity (LOC or T.A.A.F.) secures a "Title" or "Presenting" sponsor; for this sponsorship to be in effect, both entities must provide approval in writing. The sponsorship will be divided 80-20 with the entity securing the sponsorship receiving 80% and the other entity receiving 20%. T.A.A.F. agrees not to seek a "title or presenting" sponsor for one year from original bid signing date. T.A.A.F. must be included in all contract negotiations with "Title or Presenting" sponsors.

FOR ADDITIONAL INFORMATION OR IF YOU HAVE ANY QUESTION,
PLEASE CONTACT:
Mark Lord - T.A.A.F. State Office – (512) 863-9400
We agree to and will follow all of the before mentioned requirements

Marco A. Cisneros
print
College Station Parks and Recreation
sign
Host City

Darrell Lovelette
print
Bryan Parks and Recreation
sign
Host Entity

Kevin Hurley
print
Associate A.D for Facilities
sign
Host Entity

FOR ADDITIONAL INFORMATION OR IF YOU HAVE ANY QUESTION, PLEASE CONTACT:
Mark Lord - T.A.A.F. State Office – (512) 863-9400
BID

TEXAS AMATEUR ATHLETIC FEDERATION
T.A.A.F. GAMES OF TEXAS BID

Must be returned to the State office on or before deadline established by T.A.A.F.

The following bid is hereby tendered in accordance with the T.A.A.F. Games of Texas Bidding Procedures as published and updated.

OUR BID IS FOR ONE (1) YEAR ___________ TWO (2) YEARS: ___

This bid is for the 2014/2015 Games of Texas Multi-Sport Championships.

If awarded, we would prefer the following inclusive dates.

From 7/31/2014 - 7/30/2015 AND From 8/1/2014 - 8/2/2015

- Amount of Bid to T.A.A.F. is $25,000
  (Minimum bid is $15,000.00 for one year or $25,000 for two years).
- The bidding group hereby guarantees T.A.A.F. will not be charged for any rental, maintenance, souvenir percentage or use of any venues during the T.A.A.F. Games of Texas. (Check and Initial your response.)

YES: ___ No: ___

Additional guarantees are listed below or attached to this bid:

We further understand that if we are awarded the above Games of Texas, a formal agreement will be entered into between the T.A.A.F., the bidding entity and the member city.

Date 4/1/09 Signed: ] [Maral
  Member City

Date 4/1/09 Signed:  [Kindley
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member City

Date ___________________ Signed: __________________________
  Member County
2014 Games of Texas  
Proposed Sports/Venues/Dates

<table>
<thead>
<tr>
<th>Sport</th>
<th>Venue</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Ceremonies</td>
<td>TAMU Blueball Park</td>
<td>8/1/2014</td>
</tr>
<tr>
<td>Boxing</td>
<td>Hilton Hotel</td>
<td>8/1-8/2/2014</td>
</tr>
<tr>
<td>Golf</td>
<td>Bryan Municipal</td>
<td>7/30-8/3/2014</td>
</tr>
<tr>
<td>Softball</td>
<td>Veteran's Park</td>
<td>8/2-8/3/2014</td>
</tr>
<tr>
<td>Swimming</td>
<td>TAMU Natatorium</td>
<td>8/1-8/3/2014</td>
</tr>
<tr>
<td>Tennis</td>
<td>TAMU Tennis Center</td>
<td>8/1-8/3/2014</td>
</tr>
<tr>
<td>Track and Field</td>
<td>Bryan ISD</td>
<td>8/1-8/3/2014</td>
</tr>
<tr>
<td>Archery</td>
<td>TAMU Archery Center</td>
<td>8/2-8/3/2014</td>
</tr>
<tr>
<td>Bowling</td>
<td>Grand Station</td>
<td>8/2/2014</td>
</tr>
<tr>
<td>Disc Golf</td>
<td>TAMU research Park</td>
<td>8/2/2014</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>TBD</td>
<td>8/2-8/3/2014</td>
</tr>
<tr>
<td>Horseshoes</td>
<td>Sue Haswell Park</td>
<td>8/2/2014</td>
</tr>
<tr>
<td>Judo</td>
<td>TBD</td>
<td>8/2-8/3/2014</td>
</tr>
<tr>
<td>Skateboarding</td>
<td>G Hysmith Skatepark</td>
<td>8/2/2014</td>
</tr>
</tbody>
</table>
2014 Games of Texas Budget

Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Temp/Seasonal)</td>
<td>$13,000</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$1,000</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$6,000</td>
</tr>
<tr>
<td>Rental - Facility</td>
<td>$12,850</td>
</tr>
<tr>
<td>Rental - Equipment</td>
<td>$15,000</td>
</tr>
<tr>
<td>Medical Services (EMT)</td>
<td>$1,000</td>
</tr>
<tr>
<td>Security</td>
<td>$1,500</td>
</tr>
<tr>
<td>Contract Labor (Officials etc.)</td>
<td>$50,000</td>
</tr>
<tr>
<td>Printing (Programs/Flyers)</td>
<td>$12,500</td>
</tr>
<tr>
<td>Travel/Lodging (Officials)</td>
<td>$7,000</td>
</tr>
<tr>
<td>Signage</td>
<td>$1,000</td>
</tr>
<tr>
<td>Postage</td>
<td>$750</td>
</tr>
<tr>
<td>Marketing/Advertising</td>
<td>$25,000</td>
</tr>
<tr>
<td>Food/Beverage</td>
<td>$3,000</td>
</tr>
<tr>
<td>Rec Supplies/T-Shirts</td>
<td>$1,500</td>
</tr>
<tr>
<td>Bid Fees</td>
<td>$25,000</td>
</tr>
<tr>
<td>Assessments</td>
<td>$31,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$207,100</strong></td>
</tr>
</tbody>
</table>

Contingency (10%)       $20,710.0

TOTAL                     $227,810.0

Revenues

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsorship</td>
<td>$65,000</td>
</tr>
<tr>
<td>Entry Fees</td>
<td>$95,000</td>
</tr>
<tr>
<td>Gate fees</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$235,000</strong></td>
</tr>
</tbody>
</table>
2014/2015 Games of Texas

Financial Statement

College Station Parks and Recreation Department

<table>
<thead>
<tr>
<th>Labor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration-80</td>
<td>$880</td>
</tr>
<tr>
<td>Recreation-81</td>
<td>$7,728</td>
</tr>
<tr>
<td>Special Facilities-82</td>
<td>$2,588</td>
</tr>
<tr>
<td>Parks Operations-83</td>
<td>$3,180</td>
</tr>
<tr>
<td>Forestry-84</td>
<td>$360</td>
</tr>
<tr>
<td><strong>Labor Total</strong></td>
<td><strong>$14,836</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Plotter paper</td>
<td>$380</td>
</tr>
<tr>
<td>Printing</td>
<td>$250</td>
</tr>
<tr>
<td>Binders</td>
<td>$69</td>
</tr>
<tr>
<td>Accessories</td>
<td>$300</td>
</tr>
<tr>
<td>Thank You Cards</td>
<td>$100</td>
</tr>
<tr>
<td>Promotional</td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>$1,500</td>
</tr>
<tr>
<td>Posters</td>
<td>$50</td>
</tr>
<tr>
<td>Table Top</td>
<td>$1,000</td>
</tr>
<tr>
<td>Newspaper Ad</td>
<td>$150</td>
</tr>
<tr>
<td>Signage</td>
<td>$2,500</td>
</tr>
<tr>
<td>Meals</td>
<td></td>
</tr>
<tr>
<td>Meetings</td>
<td>$871</td>
</tr>
<tr>
<td>Events</td>
<td>$7,514</td>
</tr>
<tr>
<td><strong>Supplies Total</strong></td>
<td><strong>$14,684</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rentals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pool @ TAMU</td>
<td>$5,670</td>
</tr>
<tr>
<td>Grand Station Entertainment</td>
<td>$325</td>
</tr>
<tr>
<td>Archery @ TAMU</td>
<td>$525</td>
</tr>
<tr>
<td>Sport Shooting @ Tonkaway Ranch</td>
<td>$1,312.50</td>
</tr>
<tr>
<td>Golf @ Traditions</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Rental Total</strong></td>
<td><strong>$13,832.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Diem</td>
<td>$2,300</td>
</tr>
<tr>
<td><strong>Travel Total</strong></td>
<td><strong>$2,300</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Postage</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Printing</strong></td>
<td></td>
</tr>
<tr>
<td>Internal (Venue signs, passes, etc.)</td>
<td>$600</td>
</tr>
<tr>
<td>Programs</td>
<td>$12,000</td>
</tr>
<tr>
<td><strong>Printing Total</strong></td>
<td>$12,600</td>
</tr>
<tr>
<td><em>Does not reflect all departmental city labor expenses associated with the Games of Texas (Media staff, recreation labor, etc.)</em></td>
<td></td>
</tr>
<tr>
<td>Other expenditures: absorbed in department budgets for misc. items (Postage, copying charges, travel, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Contract Labor</strong></td>
<td></td>
</tr>
<tr>
<td>Venue Operations</td>
<td>$4,325</td>
</tr>
<tr>
<td>Sport Officials</td>
<td>$46,850</td>
</tr>
<tr>
<td>Security</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>Contract Labor Total</strong></td>
<td>$54,175</td>
</tr>
<tr>
<td><strong>Officials Rooms</strong></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>$1,020</td>
</tr>
<tr>
<td>Tennis</td>
<td>$1,020</td>
</tr>
<tr>
<td>Karate</td>
<td>$170</td>
</tr>
<tr>
<td>Wrestling</td>
<td>$340</td>
</tr>
<tr>
<td>Soccer</td>
<td>$1,190</td>
</tr>
<tr>
<td>Judo</td>
<td>$170</td>
</tr>
<tr>
<td><strong>Officials Rooms Total</strong></td>
<td>$3,910</td>
</tr>
<tr>
<td><strong>Bid / Assessment Fee</strong></td>
<td></td>
</tr>
<tr>
<td>Bid Fee</td>
<td>$25,000</td>
</tr>
<tr>
<td>Assessment Fee</td>
<td>$31,000</td>
</tr>
<tr>
<td><strong>Estimated Total Expense</strong></td>
<td>$172,837.50</td>
</tr>
<tr>
<td><strong>Estimated Total Income</strong></td>
<td></td>
</tr>
<tr>
<td>Sponsorships</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>$50,000</td>
</tr>
<tr>
<td>Entry-Fees</td>
<td>$98,875</td>
</tr>
<tr>
<td>Gate-Fees</td>
<td>$254,655</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$403,530</td>
</tr>
</tbody>
</table>


GOT Sponsorship Plan
2014 / 2015 Games College Station/ Bryan/TAMU

Sponsor Team –

Coordinator: This is the team leader who is responsible for driving the team, making decisions, accounting, adjusting the plan, liaising with TAAF/Venue Coordinators, needs assessment, merch production and coordination and success of the team.

Logistics Chair: This person works closely with the coordinator to make sure all the commitments of the team and the sponsors are met. For example, if signage is supposed to go up at the venues, this person makes sure the signs are up where they should be, logos are on the shirts, the Games Program is correct, In-kind donations are received and accounted for, and sponsor gifts and thank yous are properly presented. If food is donated it is confirmed, delivered, correct counts are made and the whole process is planned and executed.

Sales Team: This team of parks people are the group that works with the coordinator and logistics chair to sell the games package to local/regional/state sponsors under the guidance of the coordinator.

Presentation Plan –

The presentation Plan includes brainstorming with the sponsor team, venue coordinators and TAAF to produce a “hit list” of who sales presentations will be pitched to and when. The presentation plan includes a generic full color GOT fluff piece with demographics on the games, its outreach, its economic impact and its potential to the BCS area. Each presentation plan will also be tailored specifically to each potential sponsor to speak to their assumed marketing needs and desires according to their expected level of participation. This piece will be prepared in-house prior to presenting to that particular sponsor. The entire sponsorship plan will also be available to each sponsor in the event they desire a different level of participation. Samples of GOT products and web page pieces shall be included in each presentation.

Sponsorship Menu –

The sponsorship menu will be a well developed list of choices that benefactors can easily choose from to meet their business's marketing and budgetary needs. It will easily define their commitment and the benefits they will receive from their commitment. It will include cash contributions and in-kind donations.

Presenting Sponsor money/trade/in-kind

The Medals

Event Sponsors

Opening Ceremonies    Track&Field    Swimming    Softball Soccer

Gymnastics and so on... can be money/in-kind/trade

Food/Beverage

Account Credit/ Specific Event/ Specific Day/money

Cell Phone

phones/radios/money

Credit Card

prepaid credit cards

Hotel

free rooms/discounts/catering

Transportation

Free cars/rental cars/money

Signage/Printing/sports gear/deodorant/... anything goes, we can do it!
College Station – Bryan – Texas A&M
Games of Texas 2014 & 2015

Be Part of Something Really Big!
Be Part of Something Really Special!

Demographics Section here-sell it, tell them who they reach and why. Tell them about our past experience with the games and how the whole community got behind it. Tell them about the economic impact of the games in Waco, Round Rock, and Corpus and so on. Tell them about the state wide reach.

For Local companies: Tell them about the time of year and why it’s good to be seen doing this and why it’s good for our local economy.

Demographics and such should be coming from Mark Lord.

Presenting Sponsor

2014 TAAF ACADEMY Games of Texas
Sports and Outdoors

THE Presenting Sponsor is the headline sponsor on the following:

- The TAAF GOT website which is viewed by 20,000 individuals and has over 40,000 hits annually.
- Over 100,000 impressions in PRIME space throughout the weeklong Olympic style athletic festival.
- Association with a first class, professionally run, grass roots, wellness oriented, family oriented sporting festival.
- Signage (your logo, or message of your choice, 4x6, full color at our cost) at 20 venues for multiple days naming as presenting sponsor.
- Specifically designed logo that incorporates your business logo into the names logo which is printed, monogrammed and screened onto over 100,00 quality items such as officials wear, commemorative shirts, towels, posters, programs, lanyards, access passes, Frisbees, cozies, and more.
- Verbal recognition at all venues throughout the event for each sport.
- Inclusion in all athletes’ packets of a flyer, coupon, map to store
- Full page, full color ad in program. 10,000 will be printed and distributed throughout the games.
- VIP seating, access, and product availability at all venues.

Presenting Sponsor Commitment (annual commitment, times two years)

$35K per year or can be paid out over two years.
The Medals!

**Gold – Silver – Bronze Sponsors**

**Gold Sponsor**

The Gold Sponsor will have a major presence on each of the following:

- The TAAF GOT website which is viewed by 20,000 individuals and has over 40,000 hits annually.
- Over 100,000 impressions in PRIME space throughout the weeklong Olympic style athletic festival.
- Association with a first class, professionally run, grass roots, wellness oriented, family oriented sporting festival.
- Signage at 20 venues for multiple days naming as presenting sponsor. (Your logo on GOLD/Silver/Bronze Sponsor Banner at each venue, full color, our expense)
- YOUR business logo screened onto over 100,000 quality items such as commemorative shirts, posters, programs, access passes, and more.
- Verbal recognition at all venues throughout the event for each sport.
- Inclusion in all athlete’s packets of a flyer, coupon, map to store.
- Half page, full color ad in program. 10,000 will be printed and distributed throughout the games.
- VIP seating, access, and product availability (pending conflicting venue rules) at all venues.

Gold Sponsor Commitment (annual commitment, times two years)

$7.5K per year (total of $15K)

**Silver Sponsor**

The Silver Sponsor will have a major presence on each of the following:

- The TAAF GOT website which is viewed by 20,000 individuals and has over 40,000 hits annually.
- Over 100,000 impressions in Primier space throughout the weeklong Olympic style athletic festival.
- Association with a first class, professionally run, grass roots, wellness oriented, family oriented sporting festival.
- Signage at 20 venues for multiple days naming as presenting sponsor. (Your logo on GOLD/Silver/Bronze Sponsor Banner at each venue, full color, our expense)
- YOUR business logo screened onto over 100,000 quality items such as commemorative shirts, posters, programs, access passes, and more.
- Verbal recognition at all venues throughout the event for each sport.
- Inclusion in all athlete’s packets of a flyer, coupon, map to store.
- Third page, full color ad in program. 10,000 will be printed and distributed throughout the games.
- VIP seating, access, and product availability (pending conflicting venue rules) at all venues.

Silver Sponsor Commitment (annual commitment, times two years)

$4K per year (total of $8K)
Bronze Sponsor

The Bronze Sponsor will have a major presence on each of the following:

- The TAAF GOT website which is viewed by 20,000 individuals and has over 40,000 hits annually.
- Over 100,000 impressions in Premier space throughout the weeklong Olympic style athletic festival.
- Association with a first class, professionally run, grass roots, wellness oriented, family oriented sporting festival.
- Signage at 20 venues for multiple days naming as presenting sponsor. (Your logo on GOLD/Silver/Bronze Sponsor Banner at each venue, full color, our expense)
- YOUR business logo screened onto over 100,000 quality items such as commemorative shirts, posters, programs, access passes, and more.
- Verbal recognition at all venues throughout the event for each sport.
- Inclusion in all athlete’s packets of a flyer, coupon, map to store.
- Quarter page, full color ad in program. 10,000 will be printed and distributed throughout the games.
- VIP seating, access, and product availability (pending conflicting venue rules) at all venues.

Bronze Sponsor Commitment (annual commitment, times two years)
$3K per year (total of $6K)
Single Event Sponsors

Sponsoring a single event gives your business the opportunity to target a specific group of TAAF participants while still having a major presence on the TAAF grid! Each EVENT SPONSORSHIP presents different opportunities for the sponsor to highlight their business or product while supporting this community of athletes and the economy of B/CSI.

Opening Ceremonies

The Opening Ceremonies is fashioned in the style of the Olympics Opening Ceremonies where all the participants and spectators are brought together and the celebration is electric. College Station/Bryan/TAMU has a reputation for producing and hosting three of the very best Opening Ceremonies in the wonderful history of the Games of Texas. The event will include a Parade of Athletes, fireworks, music, dance, performance artists, and local flavor. It is slated to take place with a maximum capacity crowd at Olsen Field on the campus of Texas A&M University on the Friday night of the GOT.

This sponsorship is a premium as the impressions per dollar will be a great value in addition to the captive nature of the audience, the level of expectation of the event and the extensive mix out of town guests and local attendees at the event. This is a home-run type of sponsorship!

Listing/Naming/Recognition as the Presenting Sponsor of the Opening Ceremonies

Opening Ceremony Sponsor will also have a presence on each of the following:

- The TAAF GOT website which is viewed by 20,000 individuals and has over 40,000 hits annually.
- Over 100,000 impressions in Primier space throughout the weeklong Olympic style athletic festival.
- Association with a first class, professionally run, grass roots, wellness oriented, family oriented sporting festival.
- Logo placement on all Parade of Athlete signs for each sport, which will then go to the sport venue; for multiple days naming as Opening Ceremony sponsor. (Your logo on Sponsor Banner at each venue, full color, our expense)
- YOUR business logo screened onto over 100,000 quality items such as commemorative shirts, posters, programs, access passes, and more.
- Verbal recognition at all venues throughout the event for each sport.
- Inclusion in all athlete's packets of a flyer, coupon, map to store.
- Full page, full color ad in program. 10,000 will be printed and distributed throughout the games.
- VIP seating, access, and product availability (pending conflicting venue rules) at all venues.

Opening Ceremony Presenting Sponsor Commitment (annual commitment, times two years)
$18K per year (total of $36K)

Track & Field Sponsor

Track and Field is the largest sport in the Games of Texas! Over 7,500 entries recorded in each of the past two years; with more than 12,000 attending the Track Meet. Participants come from all over the state of Texas as far as El Paso and Amarillo to Orange and Brownsville and Lufkin and Texarkana. Participants generally attend at least two days of the meet and range in age from 6 years to 18 years of age.

More later!
2000 GAMES OF TEXAS
OPENING CEREMONIES
AUGUST 5, 2000

The 2000 Games of Texas Opening Ceremonies, located at "Pat" Olsen Field on the Texas A&M University Campus, has been planned to inspire and delight participants and spectators alike, with the pride that comes not only from being a Texan but also from being an American.

Heading up the Parade of Athletes will be the Burleson County Goodwill Ambassadors and the Texas Ladies Aside riding Peruvian Paso Horses. Next, the Parade of Athletes, under the direction of the Army Reserves 420th Engineer Brigade, features the games athletes and local youth athletes. They will be assisted by the Brazos Valley Umpires Association. During the procession an aerial "salute" to the athletes will be provided by the TAMU Flying Club. Following the salute, the Danish "Show Team" Gymnasts, sponsored by Aerofit Club and Activity Center will perform and the Miller "Six Pack In the Sky" will perform their famous free fall then move into their "six pack" formation with colored chutes. They are sponsored by the Miller Brewing Company and Brazos Beverages.

A special presentation of "God Bless America" will be performed by the U.S. Black Belt Academy as the colors are being presented. The director of Texas A&M's Singing Cadets will lead the crowd in the national anthem followed by Father Pat Zurek with the invocation. After the introduction of the dignitaries, Texas A&M Athletic Director and head football coach R. C. Slocum will give the athletes their oath, swear in the officials and declare the 2000 Games of Texas open.

A balloon release of over 10,000 balloons, provided by the Bryan-College Station Jaycees will officially mark the opening of the games to be followed by a card display, organized by the Bryan-College Station Junior League, welcoming the athletes.

The next portion of the ceremonies will provide entertainment broken into two distinct segments. The first will have a sports theme and will be a choreographed number featuring the Texas Games Youth Athletic Squad performing routines exemplifying soccer, tennis, football and baseball. The second segment will be an aerobics theme with a choreographed number featuring Bryan High's Shy-Annes, A&M Consolidated High's Bengal Belles, Jazzercize, Aerofit, and the Dance Troupe. Throughout these routines, a spectacular laser light show will be presented by the Lone Star Laser Show, which has become world famous in recent years.

The grand finale will begin with the famous "torch run" by two of Texas' finest athletes, followed by an exquisite display of grace, style and poise by Gold's Gym team of bodybuilders. This will all be topped off by a spectacular fireworks display by the Zambellis International Fireworks, who are the country's leading firework show company.
MEMORANDUM

TO: Project Assistant

FROM: RATS Project Leader

SUBJECT: Soliciting Foundations’ Support

DATE: April 10, 2014

We have been retained by the Brystation Association of People with Disabilities (BAPD) to develop a recreation complex for their members. Indoor and outdoor facilities will be included and the cost is estimated to be $2 million. Since this is a private non-profit organization, the funds for the complex will have to be raised privately. In my judgment, the key to raising the $2 million is to identify four donors who will provide challenge grants of $150,000 each. We would announce two of them to launch the campaign, one half-way through, and the final one near the end. These grants would only be given if they were matched by donations from others.

BAPD has asked us for a list of foundations, which we would recommend as prime targets to approach for these challenge grants. Please provide me with a list of five foundations that you believe are most likely to be responsive to funding projects of this kind, at the level, which we need, in this part of Texas. With each of the foundations nominated, please provide your rationale for selecting that foundation, relating this to its goals, grants which it has made elsewhere, and/or other justification. Be sure to state the source(s) of your information. This assignment is relatively vague in that it does not provide any profile information about Brystation. This is deliberate, because it provides you with the flexibility to make any reasonable assumptions you may wish that will facilitate the identification of relevant foundations. If a tightly proscribed profile were provided, it would preclude many foundation options.

You also need to develop a sample proposal letter of two to three pages in length targeted at one of the foundations requesting the grant, which BAPD can use. In crafting the proposal letter assume that the Brystation area is Bryan-College Station and that the conditions of Brazos Valley are synonymous with those in Bystation. This proposal letter is of critical importance. There are analogous illustrations in the Crompton text on pages 451-453 which may be helpful, as well as the material in the foundations’ chapters.

Development of the proposal letter is likely to require a substantial investment of thought and crafting. Remember there are thousands of similar projects to which a targeted foundation could donate, why should it select the BAPD project to fund? It is possible that the five foundations which are targeted may be positively disposed towards the project, but they may not have the resources to contribute the $150,000 requested. The proposal letter should incorporate a menu of
alternatives in case this situation arises, but at the same time keep the emphasis on the $150,000 figure.

Please provide this information by 9:35 a.m. on April 17, 2014.

[POINT ALLOCATION: 15 pts. for targeted foundations and the rationale for their selection; 5 pts. for the sample proposal letter; 6 pts. for writing maturity].
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: Sun and Sea Hotel
DATE: April 17, 2014

The Sun and Sea Hotel is a 500 room first-class hotel located on the outskirts of the capital city of a small Caribbean island nation. The hotel has been operating for some years but has been a continual headache and major disappointment to the parent company. RATS has been invited to develop a plan which will resolve the hotel's problems and move it towards realizing its profit potential.

The island nation is a former colony which has been independent for almost four decades. This developing nation faces the economic, political and social problems typically associated with rapid modernization; thus, the hotel suffers from expatriate management and absentee ownership, labor-management friction, a relatively unskilled local labor pool and rising crime rates.

As the Sun and Sea Hotel is part of a large multinational hotel chain, many of its managers come from previous assignments in Europe and the United States, where they became accustomed to managing according to the social conditions and value orientations prevalent there. Frequently, managers and their families have difficulties adjusting to life in an island society. Complaints of "rock fever" are standard cocktail conversation, and manager turnover is high. Local managers find themselves cast in the role of "culture broker" and middleman. They often feel caught between the cultures of the organization, their expatriate counterparts and their own origins. One local manager describes his frustration this way, "I feel as if I don't belong anywhere anymore. If I act like the manager my company expects me to be, my family and friends accuse me of selling out. When I act like a local, the company and expatriates say I don't have what it takes to be a good manager!"

Several different, and often competing, views of management can be observed in the hotel and its operations. The corporate office, expatriate managers, aspiring local managers, employees, and the trade union seem to be in constant disagreement. These groups each have their own perspective and agenda, and one doesn't have to look far for examples of the problems engendered by their clashes: backbiting, infighting, sabotage and demoralization.

At the corporate office, boardroom discussion of the Sun and Sea Hotel is seasoned with war stories. Corporate officers tend to blame the "difficult natives" for the hotel's inability to
maintain the same standards of service as the company’s properties in Europe or the United States. There is also concern about some of the expatriate managers "going native" and letting too much of the local culture seep into the hotel.

Hotel employees and trade unions share the often unstated feeling that tourism creates a sophisticated form of servility. Having only thrown off the yoke of colonialism forty years ago, they are determined not to allow themselves to be bullied by Jack (foreign authority figures). Many employees are alienated from the organization where they work and are receptive to trade union leaders who may or may not use their support toward constructive ends.

Of course, the most obvious and costly consequence of the Sun and Sea Hotel's unmanaged clash of cultures is inconsistent guest satisfaction. Guests are often first-time visitors to the hotel and island. They are drawn by glossy brochures and exuberant travel agents who paint an unspoiled paradise peopled by smiling and carefree natives. Buoyant with anticipation, they're herded into jumbo jets where they huddle three across and count the minutes. Their expectations of "paradise" usually fizzle upon arrival at the airport, where poker-faced customs officials offer a less than cordial greeting to the island. Visitors then inch through traffic with a taxi driver who often bears an uncanny resemblance to those encountered in New York or London. By the time guests arrive at the hotel, they are sweaty and disillusioned. Nothing short of world-class service will appease them.

But service at the Sun and Sea Hotel is, at best, uneven. Dissatisfied employees treat guests with indifference. Requests are met with nonchalance; complaints are received as personal affronts. Guests may bristle at a tardy wake-up call, coffee served cold or an unscrubbed bathtub, but soon learn that expressing their displeasure does no good. The complaints that do reach management tend to be extreme, multiple, and accompanied by "money back" demands. Even when managers handle complaints well, the guest is usually already lost as a repeat customer.

Most guests leave the hotel somewhat less than exhilarated by their stay. They've neither experienced the local culture nor the international jet-set environment they had been sold. Many feel as if they were given a "canned" product--something diluted and mediocre. One former guest summed it up: "If I'd wanted noisy discos, hamburgers and crummy service, I could have stayed in New York."

The leaders of the Sun and Sea Hotel recognize that the property cannot long continue to show even its present marginal profit, crippled as it is by operational problems and negative word-of-mouth publicity. The hotel's problems appear to fall into four interrelated categories. I want you to develop a set of recommended actions which will address and resolve each of them.

(1) **Business Strategy.** The hotel does not have an effective business strategy for operating successfully in this location. The company has tried to apply a generic corporate operational model which has been successful in all their North American properties, much to the
dissatisfaction of many natives, employees and guests. Identify a series of actions which should be taken for the company to be able to operate more successfully in this environment.

(2) Marketing. The corporate office spared no expense in its initial efforts to market the Sun and Sea Hotel. Splashy advertising in top dollar publications and aggressive sales forces peddled paradise to middle-income North Americans. As each successive wave of visitors to the island and hotel returned to the mainland, the hotel's image suffered more and more from negative word-of-mouth publicity and negative comments on the internet. In an attempt to counteract the damage, the corporate office budgeted even more funds for additional advertising and the development of new markets. What marketing actions would you implement to improve the hotel's situation?

(3) Human Resources Development. Business strategy and marketing problems are compounded by the company's inadequate human resources development efforts. At all levels, the hotel's personnel are ill-equipped to perform effectively. Expatriate managers struggle with their own and their families' cultural adjustment and this renders them ineffective for extended periods of time. Managers from the island nation tend to become complacent after years of watching expatriates move in and out of the top positions to which the locals aspire. What actions would you take to positively impact human resources development?

(4) Customer Contact. Employees raised to be gregarious and group-oriented in their own social system are alienated by the self-serving behaviors they observe in management and feel as if they are working in a foreign society. They are ill-disposed to greet hotel guests in the same open, friendly manner with which they might greet a visitor to their home. Detail actions Sun and Sea can take to rectify this negative disposition.

Please let me have your recommendations on Thursday, April 24, 2014.

[POINT ALLOCATION: 1, 6 pts.; 2, 7 pts.; 3, 4 pts.; 4, 4 pts; writing maturity, 6 pts.]
MEMORANDUM

TO: Project Assistant

FROM: RATS Project Leader

SUBJECT: Letter of Resignation

DATE: April 19, 2014

Congratulations on the new position for which you were recently selected. Your work as a project assistant at RATS has been greatly appreciated. It has offered you a wide range of different experiences from which I hope you have derived something positive. Certainly, I am appreciative of the efforts you have expended.

Please submit your formal letter of resignation to me on Thursday, December 5. The letter should be done in usual business letter format. (No memorandum is required). If you are unsure of business letter format, please review samples available in the library, or on the web especially in texts which deal with job applications and resume development.

In order to keep our records current, please (i) identify the new position which you have accepted; (ii) offer a brief description of it; and (iii) specify the salary. If the position is an internship or graduate school course, please describe your career aspirations/expectations after the internship/graduate school course is completed.

I also need to have submitted to me this time the three-ring binder containing all the project reports and presentations you have completed during your period of employment at RATS. The letter of resignation should be the first page in the binder. If your binder does not include a graded copy of each of the assignments for which you were paired with others, then please insert a page informing me of where the original graded project may be located.

Finally, on a separate sheet of paper, not included in the binder, please let me have your evaluations of the teaching assistants. You should not identify yourself on these. They will not be accessible to the teaching assistants until all final grades have been handed in to the Registrar.

Now that you are leaving, I would very much appreciate you noting in your letter any suggestions which might help me enhance the experience for your successors.

Attached is Question #1 on Examination 3. It is a take home question; please hand it in with the rest of your examination on May 2.

Best wishes for your future success.

[POINTS ALLOCATION: 4pts.]
"I am the master of my fate;  
I am the captain of my soul"

These final two lines of W. E. Henley's poem, Invictus, have inspired many. For example, Nelson Mandela speaks eloquently of their powerful influence in sustaining him through the almost 20 years of his inhumane imprisonment on Robben Island. As a result, Mandela later stated, "Today, when I look at Robben Island, I see it as a symbol of the finest qualities of the human spirit."

Closer to home, Dr. John McDermott, Distinguished Professor of Philosophy and iconic figure on the Texas A&M campus has suggested:

"The most perilous threat to human life is second handedness, living out the bequest of our parents, siblings, relatives, teachers, and other dispensers of already programmed possibilities. We should be wary of the inherited, however noble its intention, for it is the quality of our own experience which is decisive. Failure, deeply undergone, often enriches, whereas success achieved mechanically through the paths set out by others often blunts sensibility. We are not dropped into the world as a thing among things. We are live creatures who eat experience."

His philosophy is a partial operationalization of Henley's lines.

Comment on Henley's lines and McDermott's observation in any way you deem appropriate in the context of the next (say) 3 years of your professional and personal life. Please limit your response to no more than 500 words, and report the number of words at the end of the question.