

UNIVERSITY_{of} NORTH TEXAS

Department of Kinesiology, Health Promotion, and Recreation

Fall 2020 – August 24 – December 11, 2020 – Online Format with some Zoom interactions

SECTION I: COURSE INFORMATION

- A. **Title:** Leadership in Recreation, Event, and Sport Management
- B. **Number:** RESM 2150-001
- C. **Course Description:** Study of the theories and practices related to leadership in the recreation, event, and sport professions. Emphasis is placed on self-awareness; leadership styles, techniques, and effectiveness; group dynamics; problem solving; decision-making; along with volunteer and staff leadership. We will work together to help you become the leader you want to be.
- D. **Student Learning Outcomes:**
 - 1. Define and explain the construct of leadership styles and techniques across the lifespan.
 - 2. Describe how communications, group dynamics, behavior management, conflict resolution, and risk management interface with leadership skills.
 - 3. Outline the phases in face-to-face leadership.
 - 4. Demonstrate how values and ethics affect professional leadership.
 - 5. Create a personal leadership philosophy and professional development plan for yourself to continue to gain leadership skills and experiences you want.
- E. **Required Text:**
 - 1. Jordan, D. J. & Ramsing, R. (2017). *Leadership in Leisure Services: Making a Difference*. (4th Ed). Urbana, IL: Sagamore Venture.

SECTION II: INSTRUCTOR INFORMATION

- A. **Instructor:** Dr. M. Jean Keller
- B. **Email:** Jean.Keller@unt.edu
- C. **Office Hours:** Please email me and we will find a convenient time to talk by Zoom or phone

SECTION III: HOW TO BE SUCCESSFUL IN THIS COURSE AND BECOME THE LEADER YOU WANT TO BE

- A. KEEP UP with the READINGS.
- B. SUBMIT ASSIGNMENTS ON-TIME.
- C. FOLLOW the DIRECTIONS.
- D. PUT in TIME AND EFFORT to you STUDIES.

SECTION IV: RESM PROGRAM PHILOSOPHICAL STATEMENT

- A. The Recreation, Event and Sport Management faculty value leisure and recreation and believe in its diverse personal, community, and societal benefits. We also believe in an inclusive, holistic, and lifespan approach to leisure and recreation. Our program attempts to prepare students for professional service in an evolving and diverse world by addressing changing demographics, political, financial, and technological issues related to recreation, event, and sport management. As a team, the Recreation, Event and Sport Management faculty working with you, strive to create a student-centered learning environment that lays a foundation to promote lifelong learning, effective human relations skills, critical thinking, problem solving abilities, and creativity.

SECTION V: UNIVERSITY POLICIES

- A. Americans with Disabilities Compliance: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.
- B. Family Educational Rights and Privacy Information: Students have the right to expect that grades will be kept confidential. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Grades will not be provided to anyone other than the student unless authorized, in writing, by the student.
- C. Acceptable Student Behavior: The University's expectations for student conduct apply to all instructional forms including electronic classroom. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.
- D. Academic Integrity: According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. You will find the policy and procedures at: <https://policy.unt.edu/policy/06-003>.
- E. If you have any questions or concerns at any time, please ask. I am here to help you be successful.

SECTION VI: CANVAS

- A. The course will utilize Canvas as it is UNT's online learning platform.
- B. All assignments will be submitted to the instructor via Canvas.
- C. We will meet in Zoom for discussions and to check-in with each other.

SECTION VII: POSTING OF GRADES

- A. Grades will be posted on Canvas. Please frequently check your grades on Canvas.

SECTION VIII: HOW THE STUDENT IS GRADED / EVALUATED

- A. Twelve (12) Knowledge Audits (Quizzes) – 600 points

The knowledge audits will be over the chapter readings and module materials. These will be multiple choice quizzes. They will open on a **Friday of during the course at 12am and close at 11:59 pm**. The dates are **September 4, 11, 18, 25; October 9, 16, 23, 30; November 6, 13, 20; and December 4**. The knowledge audits will be taken in Canvas and you may use your text.

- B. Leadership Autobiography and SWOT Analysis – 125 points – Due: October 5

You have had different experiences throughout your life that have shaped the person that you are today and the leader you want to become. As your first written assignment for RESM 2150, please write your "leadership autobiography." An autobiography tells your life story and this one will relate to your leadership. This is in your own words. Your leadership autobiography will encompass the development of your understanding of leadership to date. You should thoroughly explore your experiences, relationship, and factors that have influenced your understanding of leadership throughout your life. Within this autobiography of leadership, you will need to include: (a) your current understanding of what is leadership; (b) how your life experiences (grade school, high school, sports, religious experiences, community, family, friends, mentors, etc. have shaped your understanding of leaders and leadership; and (c) an analysis of your leadership assessment (strengths, weaknesses, opportunities, and threats). For example, as the oldest child in a family with six children, my parents depended on me to watch my brothers and sisters often. I learned quickly, I had to get their attention, be a strong communicator in what I wanted them to do, model the desired behavior, and recognize them when they exhibited the conforming behaviors. This was then reinforced when I became a Girl Scout and later a Girl Scout camp counselor. Use the theories and concepts of human development, life stages, power, communication, and group dynamics. Then link these notions and your experience to identifying your leadership **Strengths, Weaknesses, Opportunities, and Threats** (SWOT analysis). You will identify 3 items in each of the SWOT area.



Strengths

Strengths are internal, positive attributes about yourself related to leadership. These are things that are within your control. Think about what makes a successful leader and determine if you have some of those characteristics, behaviors, attitudes, or dispositions. For example, I am a good listener, explain how you know this.

Weaknesses

Weaknesses are internal negative factors that detract from your leadership strengths. These are things that you might need to improve on to be successful. Think about what makes a successful leader and determine if you lack some of those characteristics, behaviors, attitudes, or dispositions. For example, I think about my response instead of really listening to people, explain how you know this.

Opportunities

Opportunities are external factors in your environment that are likely to contribute to your success as a leader. Think about your courses, work, service learning experiences, and future occasions where you can develop your leadership experiences and skills. For example, I am in a fraternity and there is a need for a marketing chairperson. I could apply for this position. Explain what the opportunity holds for you to do, learn, practice, or experience.

Threats

Threats are external factors that will keep you from developing as the leader you want to be. You may want to consider putting in place contingency plans for dealing them when they occur. For example, I have to work, and I don't have time to learn some of the new technology that could help me with leadership decision-making. A contingency plan would be, you let your supervisor know of your interest in the new technology, and ask if s/he would support you learning it while you are at work.

C. Personal Leadership Philosophy – 150 points – Due: November 2

This is your statement and it should be something with which you are personally comfortable. It is understood that this will be somethings that you are shaping and reshaping throughout your professional career. The goal of this personal philosophy of leadership statement is for you to take what you have learned in this course and what you know of yourself to create an initial philosophy and purpose of your leadership in recreation, event, and sport management. You will reference your learning from your readings that helped you to shape your philosophy. You will minimally compare your leadership to at **least three** leadership theories and/or concepts discussed in your text. For instance, you might discuss democratic style of leadership, nonverbal communications, and motivation as part of your personal leadership philosophy. You do not need to summarize any of these experience in great detail; however, you will describe them enough to demonstrate your understanding of the concepts or theories and their relationship to the emerging leadership philosophy you are constructing.

Your leadership philosophy should include reference to core beliefs you have about yourself and your roles as a contributing leaders in recreation, event, and sport management (please be specific if you know what you want to do). This will include a reflection on how you see others relative to your leadership styles and behaviors. For instance, how will you relate to and establish meaningful relationships with those you will lead? Consider addressing how your leadership beliefs and philosophy have changed (if at all) during these five weeks and why you think that occurred or did not.

While there can be no prescriptive conclusion about how long your personal philosophy should be, four to six pages, double-spaced is a likely expectation. You should work on this paper over the five weeks.

D. Your Leadership Development Plan – 125 points - Due: **December 4**

This final paper for the course is a continuation and application of your learning from the readings, your leadership autobiography and SWOT analysis and your philosophy of leadership. Now that you have spent some time thinking about your core beliefs of leadership, it is time to put some of these ideas into action. The goal of this assignment is to help you begin with the end in mind. In preparing your leadership development plan (approximately two, double-spaced pages), consider: (a) How will your personal philosophy of leadership permeate your future work and experiences? (b) What are three to four next steps or commitments you will make to become the leader you want to be? (c) What challenges do you foresee when striving to live out your leadership philosophy? (d) How will you address these challenges? Be mindful and thoughtful; and (e) Describe a vision you have for the leader you will become and the expectations you have as you seek to provide leadership in your selected area of the recreation, event, and sport management profession.

GRADED ITEM NAME	POINTS
Reading and Module Knowledge Audits (12 quizzes x 50pts.)	600
Leadership Autobiography and SWOT Analysis	125
Personal Leadership Philosophy	150
Personal Leadership Development Plan	125
TOTAL	1000

SECTION IX: GRADING SCALE

Point Total	Percent	Letter Grade
900 – 1,000	90.0 – 100	A
800 – 899.5	80.0 – 89.9	B
700 – 799.5	70.0 – 79.9	C
600 – 699.5	60.0 – 69.9	D
0 – 599.5	0 – 59.9	F

SECTION X: SYLLABUS CHANGES

- A. The instructor reserves the right to amend the grading scale for the benefit of the students.
- B. The instructor reserves the right to change the syllabus at any time during the semester.
- C. Any changes will be posted on Canvas.

SECTION XI: TENTATIVE COURSE SCHEDULE

DATE	READINGS	TOPIC	ASSIGNMENTS DUE
August 24	Chapter 1	The meaning of leadership: Leaders and followers	By August 28 - Get to Know Each Other – Extra Credit (On Canvas) Due: 11:59pm – August 28
September 4	Chapter 1	The meaning of leadership: Leaders and followers	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
September 7	Chapter 2	Leadership over the lifespan	
September 11	Chapter 2	Leadership over the lifespan	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
September 14	Chapter 3	Cultural adaptive leaders	
September 18	Chapter 3	Cultural adaptive leaders	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
September 21	Chapter 4	Communication skill for leaders	
September 25	Chapter 4	Communication skill for leaders	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm Personal
September 28	Chapter 5	Nonverbal communications and leadership	
October 2	Chapter 5	Nonverbal communications and leadership	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
October 5	Chapter 6	Leadership and group dynamics <u>Leadership autobiography and SWOT analysis</u>	Leadership Autobiography and SWOT Analysis – Due at 11:59pm
October 9	Chapter 6	Leadership and group dynamics	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
October 12	Chapter 7	Influencing and inspiring desired behaviors	
October 16	Chapter 7	Influencing and inspiring desired behaviors	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
October 19	Chapter 8	Conflict resolution and mediation skills	
October 23	Chapter 8	Conflict resolution and mediation skills	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
October 26	Chapter 9	Leading with values and ethics	

October 30	Chapter 9	Leading with values and ethics	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
November 2	Chapter 10	Face-to-face leadership <u>Personal leadership philosophy</u>	Personal Leadership Philosophy – Due at 11:59pm
November 6	Chapter 10	Face-to-face leadership	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
November 9	Chapter 11	Leaders as risk managers	
November 13	Chapter 11	Leaders as risk managers	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
November 16	Chapter 12	Professionals and professional development	
November 20	Chapter 12	Professionals and professional development	Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm
November 23		HAPPY THANKSGIVING	
December 4		<u>Your leadership development plan</u>	Your Leadership Development Pan – Due at 11:59pm