

UNIVERSITY_{of} NORTH TEXAS

Department of Kinesiology, Health Promotion, and Recreation

Fall 2023 - Tuesdays 12:30 – 1:50 PM and Thursdays will be Knowledge Audits and
Experiential Learning

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. The emphasis in this course 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. Engage in team building, communication, and leadership activities.
4. Demonstrate how values and ethics affect professional leadership.
5. Create a personal leadership philosophy.
6. Design a professional development plan to help you gain leadership skills and experience to help you become the leader you want to be.

E. Required Text:

Jordan, D. J. & Ramsing, R. (2017). *Leadership in Leisure Services: Making a Difference*. (4th Ed). Urbana, IL: Sagamore Venture. **(The textbook is necessary to achieve the student learning outcomes).**

SECTION II: INSTRUCTOR INFORMATION

A. Instructor: **Dr. M. Jean Keller**

B. Email: Jean.Keller@unt.edu

C. Office Hours: After class on Tuesday. Please email me and we will find a convenient time to talk in person, or by Zoom, or by phone. Please know I am here to help you.

D. Phone Number: 940.565.3427

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

- A. COME to CLASS
- B. KEEP UP with the READINGS and STUDY the chapters for the KNOWLEDGE AUDITS,
- C. SUBMIT ASSIGNMENTS ON TIME, and FOLLOW the DIRECTIONS,
- D. REFLECT on YOUR LEARNING and EXPERIENCES and APPLY THEM to become the leader you want to be.

SECTION IV: RESM PROGRAM PHILOSOPHICAL STATEMENT

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 accommodations 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 the 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. 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. Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

C. Emergency Notification & Procedures: The University of North Texas uses a system, called Eagle Alert, to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

D. Family Educational Rights and Privacy Information: Students have the right to expect that grades will be kept confidential. 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.

E. Acceptable Student Behavior: The University of North Texas' 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

F. Student Academic Integrity: According to UNT Policy 06.003, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, use of artificial intelligence without citing its form, 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>.

If you have any questions or concerns at any time, please ask. I am here to help you be successful.

SECTION VI: CANVAS and Technical Support

- A. The course will utilize Canvas, as it is UNT's learning management system. You will need to:
- Upload assignments to Canvas in the appropriate format
 - Use presentation software
- B. Technical Assistance: Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. The UNT Student Help Desk can help with Canvas or other technology issues.

Help Desk: [UNT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130; **Walk-In Availability:** 8 am-9 pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8 am-8 pm
- Saturday: 9 am-5 pm

Laptop Checkout: 8 am-7 pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

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) – 12 X 50 points = 600 points

The knowledge audits will be over the chapter readings and module materials. These will be multiple-choice quizzes to help assess your learning. The knowledge audits will open at **12 am** and close at **11:59 pm**. The dates for the knowledge audits are **August 31, September 14, 21, and 28 (Note: 2 chapters 4 and 5 allow more time), October 19 and 26, November 2 (Note: 2 chapters 8 & 9), 30, and December 12 (Note: 2 chapters 11 and 12 allow more time)**. The knowledge audits will be taken in Canvas, and you may use your textbook, module materials, and notes. You are asked to work independently.

B. Leadership Autobiography and SWOT Analysis – 75 points – Due: September 7

You have had different experiences throughout your life that have shaped the person that you are today and the leader you will 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 experiences and its development. 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, relationships, and factors that have influenced your understanding of leadership throughout your life. Consider leadership competencies, skills, followers, leadership styles, and power. Within your leadership autobiography, you will include: (a) your current understanding of what is leadership; (b) how your life experiences (grade school, camps, middle school, youth sports, high school, college, sports, religious experiences, community events) and relationships (family, friends, coaches, teachers, mentors, etc.) have shaped your understanding of leaders and leadership; and (c) an analysis of your leadership assessment (strengths, weaknesses, opportunities, and threats). You may want to watch “The Power of Telling Your Story,” <https://www.youtube.com/watch?v=NqCsc31xg24>

Here is a to start thinking about your leadership story. As the oldest child in a family with six children, my parents depended on me to watch my siblings. I learned quickly, I had to get their attention and be a strong communicator in what I wanted my younger siblings to do. I learned to model the desired behavior and recognize them when they exhibited appropriate behaviors. Being a leader in my family carried over to when I became a Girl Scout and later a Girl Scout camp counselor. Ms. Mary Zeller, my scout leader was motivational by being an effective communicator and having a caring spirit. Use the theories and concepts of human development, life stages, power, communication skills (verbal and non-verbal), and group dynamics to explain your understanding of leaders and leadership. Then link these notions and your experience to identifying your leadership Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis). You will identify three (3) items in each of the SWOT areas.



Strengths

Strengths are internal, positive attributes about yourself related to leadership. These things are within your control. Think about what makes a successful leader and determine if you have these characteristics, behaviors, attitudes, or dispositions. Use your learning in this course for ideas. 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 factors to consider improving to become a successful leader. Think about what makes a successful leader and determine if you lack these characteristics, behaviors, attitudes, or dispositions. For example, “I think about my response instead of really listening to people when I am meeting with them.” 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, college activities, sports, work, 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 becoming the leader you want to be. You may want to consider putting in place contingency plans for dealing with these factors when they occur. For example, “I have to work and have no time to learn a new technology that could help me with leadership decision-making skills.” A contingency plan to let your work supervisor know of your interest in the technology and ask if she would support you learning it while you are at work.

While there is no prescription about how long your leadership autobiography and SWOT Analysis should be, three (3) to four (4) pages, double-spaced is suggested. Please properly cite and reference your resources using APA 7th edition formatting. This may be a helpful resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Please see the grading rubric and make sure you cover all areas.

C. Your Leadership Philosophy: “This I Believe” – 100 points – Due: October 5

This is your statement about what you believe about leadership, and it should be something with which you are personally comfortable. This statement is one you will shape throughout your professional recreation, event, and sport management career. The goal of your “This I Believe” statement is for you to take what you have learned and what you know about yourself from your autobiography to create your beliefs about leadership in recreation, event, and sport management. You will reference your learning from your readings that helped you to shape your philosophy.

You will:

- Review the 10 leadership competencies on page 3 of your textbook,
- Reflect on the leadership styles on pages 10-18, of your textbook, as you are thinking about your beliefs,
- Find and review at least 2 other references that help you think about leadership competencies and theories,
- Then describe them to demonstrate your understanding of leadership and their relationship to what you believe about leadership. Your leadership philosophy should include: a) your core values and beliefs about yourself and others; and b) your roles as a leader in recreation, event, and sport management (please be specific if you know what you want to do), if you are still exploring career options indicate this and you may be more general. Additionally, you will include a reflection on how you see others relative to your leadership styles and behaviors. For example, how will you relate to and establish meaningful relationships with those you will lead who may be different from you? Consider age, sex, gender identity, race, ethnicity, disabilities, religious/spiritual beliefs, and experiences.

While there is no prescription about how long your leadership philosophy (“This I Believe”) paper should be, four (4) to five (5) pages, double-spaced is suggested. ***You should work on this paper continuously over the course.*** Please properly cite and reference your resources using APA 7th edition formatting. A resource may be:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Please see the grading rubric and make sure you cover all areas.

D. Group Leadership Activity Plan – 50 points – Due: November 9

You will complete the Template for RESM 2150 Activity Leadership as a group. As professionals in recreation, event, and sport management, you will work in groups. At times, you will be the leader, and at other times the follower. You have been assigned a group and an activity topic. Your group will prepare and lead the activity you designed associated with your topic for another group in our class. The template will help you design, plan, implement, and reflect on the activity your created and implemented. Please plan and practice your activity before you deliver it on December 5. Your Activity Plan will be reviewed, and you will be given feedback to create an excellent activity for your classmates. The activity should be about 15 minutes in length and then about 5 minutes for debriefing. Plan, accordingly, using the activity template above. Your groups will be about 6 people and you will be leading your activity with about 30 people.

Please see the grading rubric and make sure you cover all areas.

E. Your Leadership Development Plan – 125 points; Due: November 16

Your leadership development plan is a continuation and application of your learning from the readings, course modules, your leadership autobiography and SWOT analysis, and “This I Believe” paper. Now that you have spent time thinking about leadership, it is time to put the ideas into action. The goal of this assignment is to help *you begin with the end in mind*. In preparing your leadership development plan. You will:

- 1) Define and describe a short-term (2-4 years) vision you have for yourself as a leader in recreation, events, and sport management. What do you want to do as a leader and why?
- 2) After reflecting on the characteristics of effective leaders, consider your leadership vision, and leadership SWOT analysis, then clearly state two areas you would like to develop and explain why and how developing these areas will help you become the leader you want to be.
- 3) You will create 2 to 3 leadership development goals. Examples of professional leadership goals:
I want to lead a youth basketball league and I have limited experience in this.
Goal 1: Gain coaching experience with the YMCA youth basketball program by volunteering with Coach Slate starting on September 10 – November 10, 2024, to learn how to motivate and communicate with youth while developing their limited skills in basketball. Coach Slate will serve as my mentor and guide. He has over 10 years of experience. While I will not get paid, the experience is worth it, and I will complete 100 hours that will look good on my resume. Also, Coach Slate will be able to write a letter of reference for me.
Goal 2: Obtain a paid internship with Dallas Parks and Recreation Department as a youth athletic assistant program coordinator in the summer of 2024. To gain the internship, I will need to update my resume and have it reviewed by the UNT Career Center coach by January 10, 2024; meet with the Dallas Parks and Recreation Program Director and RESM internship supervisor by February 25, 2024; and complete the internship application by March 1, 2024.
Goal 3: One of my weaknesses, is I do not know how to use Excel, and I will need to know this as a leader. I will work with my current supervisor at ABC Sporting Goods at to learn how to create a spreadsheet, execute basic computations, write, and format column text and titles, and use the auto-fill features by the end of fall semester 2024.
- 4) Then identify the experiences, people, and resources that will help you achieve your leadership goals. Link your goals to your leadership autobiography and SWOT analysis, as well as your leadership philosophy.
- 5) Then clearly describe the specific activities (no less than two and no more than four) that you will engage in to achieve your leadership development goals in the next two to four years. Be specific and detailed with your activities and make sure they are specific, measurable, achievable, realistic, and have a timeline.

Your leadership development plan should be created so that it may be shared with internship supervisors, mentors, and future supervisors. Discuss the challenges you foresee to becoming the leader you want to be and how you will overcome them. Be creative in your presentation style. This may be a PowerPoint, Prezi, Vyond, video, or template. Examples are provided in the assignment.

Please see the grading rubric and make sure you cover all areas.

- F. Leadership and Experiential Learning Activities Reflection – 100 points; Due: December 7
Experiential learning is a unique form of learning that allows you to learn through first-hand experience. You will experience three different group activities and then you will reflect on them and what you learned about you, your leadership abilities, and others. Reflection may be defined as what takes place in your mind when you stand back and think about these experiences. Reflection is a highly personal and subjective activity. Each of you will interpret your experiences in diverse ways. We will use the ‘what, so what, now what’ model in this reflection assignment.

Additionally, you will work in small groups to lead activities that will support you in developing your skills, techniques, and styles to help you become the leader you want to be. You will reflect on what you did, what you did not do, and what you would do differently if you had it to do over again.

Questions to consider when preparing your reflection paper:

‘What’: What happened during the activities? What did you notice most about yourself and others? What facts or observations stood out? How is this like or different from what you learned in class? What aspects of these were most relevant, meaningful, and helpful to you? ‘

‘So, what’: Why were these activities and experiences important? If not, why not? What conclusions are emerging? What suggestion can you make about why this happened? What else could have happened? Think about your experiences from multiple lenses.

‘Now what’ include: What actions or changes to your leadership approach happened due to the activities? What do you need to better prepare yourself for leadership experiences going forward? At this stage, you can engage in “meta-reflection.” What do you want to learn and do based on your experiences?

Please see the grading rubric and make sure you cover all areas

SECTION IX: ASSIGNMENTS, POINTS, AND DUE DATES

Graded Assignments	Points	Due Dates
Reading and Module Knowledge Audits (12 quizzes x 50 pts.)	600	August 31 September 14, 21, 28 (Chapters 4 & 5) October 19, 26 November 2 (Chapters 8 & 9), 30 December 12 (Chapters 11 & 12)
Leadership Autobiography and SWOT Analysis	75	September 7
Leadership Philosophy	100	October 5
Group Leadership Activity Plan	50	November 9
Leadership Development Plan	100	November 16
Reflection of Experiential Learning Activities	75	December 7
TOTAL	1000	

EXPERIENTIAL LEARNING ACTIVITIES

Activities	Dates & Places
Understanding Groups and People in Groups	September 5 – PEB Gym
Verbal and Nonverbal Communications	October 10 - PEB Gym
Group Dynamix – Learning Together	November 14 – 12:30-3:30 pm – Group Dynamix, Carrollton, TX 75006
You as Group Leaders	December 5 – PEB Gym

SECTION X: GRADING SCALE

Point Total	Letter Grade
900 – 1,000	A
800 – 899	B
700 – 799	C
600 – 699	D
Below 600	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 course only to the benefit of the students.
- C. Any changes to the syllabus will be discussed with students and posted in Canvas.

SECTION XI: TENTATIVE COURSE SCHEDULE

DATES	READINGS	TOPICS	QUIZZES & ASSIGNMENTS DUE
August 22	Welcome	Course Welcome, Set Expectations, and Review Course Syllabus	Get Your Textbook and Review RESM 2150 in Canvas
August 24	Read Assignment Leadership Autobiography and SWOT	Leadership Autobiography and SWOT Analysis Assignment	Get to Know Each Other – Extra Credit (On Canvas) Due: 11:59 pm
August 29	Chapter 1	The meaning of leadership: Leaders and followers	
August 31	Chapter 1	The meaning of leadership: Leaders and followers	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm
September 5	Experiential Learning	Understanding Groups and Getting to Know Each Other - Group Activities	Met in the PEB Gym – Wear Comfortable Clothing and Tennis Shoes. We Will Be Doing Activities and Moving
September 7	Assignment	Leadership Autobiography and SWOT Analysis Assignment	Leadership Autobiography and SWOT Analysis Assignment 11:59 pm
September 12	Chapter 2	Leadership over the lifespan	
September 14	Chapter 2	Leadership over the lifespan	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm
September 19	Chapter 3	Cultural adaptive leaders	
September 21	Chapter 3	Cultural adaptive leaders	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm
September 26	Chapters 4 & 5	Communication skills for leaders – verbal and nonverbal	
September 28	Chapters 4 & 5	Communication skills for leaders – verbal and nonverbal	Knowledge Audits – 2 audits (On Canvas) from 12:00 am to 11:59 pm Personal – Please allow extra time
October 3	Leadership Group Work	Time to meet with your group and plan your activity	
October 5	Assignment	Personal Leadership Philosophy – “This I Believe”	Personal Leadership Philosophy – “This I Believe”– Due at 11:59 pm
October 10	Experiential Learning	Verbal and nonverbal communications and group dynamics - Group Activities	Met in the PEB Gym – Wear Comfortable Clothing and Tennis Shoes. We Will Be Doing Activities
October 12	Leadership Group Work	Time to meet with your group to prepare your activity	
October 17	Chapter 6	Leadership and group dynamics	
October 19	Chapter 6	Leadership and group dynamics	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm
October 24	Chapter 7	Influencing and inspiring desired behaviors	
October 26	Chapter 7	Influencing and inspiring desired behaviors and	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm

October 31	Chapters 8 & 9	Conflict resolution and mediation skills & leading with ethics and values	
November 2	Chapters 8 & 9	Conflict resolution and mediation skills & leading with ethics and values	Knowledge Audit – (On Canvas) – 2 knowledge audits from 12:00 am to 11:59 pm. Please allow more time.
November 7	Leadership Group Work	Time to meet with your group to prepare your group activity	
November 9	Chapter 9	Group Leadership Activity Plan	Group Activity Plan – Due 11:59pm
November 14	Activities – Please note the change in location and time 12:30 – 3:30 PM	Putting your leadership skills into practice and learning more about yourself as a leader and follower	Group Dynamix – 1100 Venture Ct. #120, Carrollton, TX 75006 972.416.9646 https://groupdynamix.com/ Please wear comfortable clothing and tennis shoes as we will be moving
November 16	Assignment	Leadership Development Plan	Leadership Development Plan – Due at 11:59 pm
November 21 & 23	Relax and Enjoy	Happy Thanksgiving	
November 28	Chapter 10	Face-to-face leadership	
November 30	Chapter 10	Face-to-face leadership	Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm
December 5	You Will Lead Activities	Putting your leadership skills into practice and learning more about yourself as a leader and follower	Met in the PEB Gym – Wear Comfortable Clothing and Tennis Shoes. You Will Be Leading Your Activities
December 7	Assignment	Your leadership and experiential learning reflection	Your Leadership and Experiential Learning Reflection – Due at 11:59 pm
December 12	Chapters 11 & 12	Leaders as risk managers & Professionals and professional development	Knowledge Audits – 2 audits (On Canvas) from 12:00 am to 11:59 pm – Please allow extra time