

# Department of Kinesiology, Health Promotion, and Recreation

*Spring 2025 - Tuesdays 2:00 – 3:20 PM and Thursdays will be Knowledge Audits and Experiential Learning*

# SECTION I: COURSE INFORMATION

1. Title: **Leadership in Recreation, Event, and Sport Management**
2. Number: **RESM 2150-001**
3. Course Description: Study of the theories and practices related to leadership in recreation, event, and sport management, as well as related professions. This course emphasizes self-awareness; leadership styles, techniques, and effectiveness; group dynamics; problem-solving; decision-making; and volunteer and staff leadership. We will work together to help you become the leader you want to be.
4. Student Learning Outcomes:
	1. Define and explain the construct of leadership styles and techniques across the lifespan.
	2. Describe 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 and become the leader you want to be.
5. 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

1. Instructor: **Dr. M. Jean Keller**
2. Email: Jean.Keller@unt.edu
3. Office Hours: After class on Tuesday. Please email me and we will find a convenient time to talk in person, by Zoom, or by phone. Please know I am here to help you become the leader you want to be.
4. Phone Number: 940.565.3427

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

1. COME to CLASS
2. KEEP UP with the READINGS and STUDY the chapters for the KNOWLEDGE AUDITS,
3. SUBMIT ASSIGNMENTS ON TIME, and FOLLOW the DIRECTIONS,
4. REFLECT ON YOUR LEARNING and EXPERIENCES and APPLY THEM to become the leader you want to be.

# 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 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 accommodation 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. Students must obtain a new letter of reasonable accommodation for every semester and meet with each faculty member before implementation in each class. For additional information, see the Office of Disability Accommodation website at [http://www.unt.edu/oda.](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 classrooms. 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, and sabotage. A finding of academic dishonesty may result in 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.](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

1. The course will utilize Canvas, as it is UNT’s learning management system. You will need to:
* Upload assignments to Canvas in appropriate format.
* Use presentation software.
1. 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](file:///C%3A%5CUsers%5Cmjk0007%5CDownloads%5CUNT%20Student%20Help%20Desk%20site) (http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

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

**Telephone Availability**:

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

**Laptop Checkout**: 8am-7pm

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

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

# SECTION VIII: HOW THE STUDENT IS GRADED / EVALUATED

## Course Requirements

***Engagement Activities***

 **RESM KNOWLEDGE AUDITS**

For each class module, students will be expected to complete a knowledge audit engagement activity found within the module on Canvas. Engagement in the activity should be completed by 11:59 PM Central Time on the scheduled date (see Course Calendar). Activities must be completed by the due date, and **LATE WORK WILL NOT BE ACCEPTED.**

The specific requirements and method of completing each engagement activity will be outlined in the course modules. While the knowledge audits (quizzes) are open notes/book, there is a time limit of 60 minutes to complete it. You may not have time to look up every answer so you should have read all the course materials before attempting the quiz. There will be 12 knowledge audits (due dates outlined on the course calendar). Each activity is worth 50 points (**600 points**).

1. Twelve (12) Knowledge Audits (Quizzes) – 12 X 50 points = 600 points

The knowledge audits will cover chapter readings, class discussions, and module materials.

These will be multiple-choice quizzes to help assess your learning. The knowledge audits will open on **Thursdays** at **midnight and** closeon **Thursdays** **at 11:59 pm**. The dates for the knowledge audits are **January 23, 30; February 6, 20 (Note: 2 chapters 4 and 5 will open for you to take, allow more time), 27; March 6, 27; April 3, 10, 24; and May 1.** The knowledge audits will be taken on Canvas, and you may use your textbook, module materials, and notes. You are asked to work independently.

1. Leadership Autobiography and SWOT Analysis – 75 points – **Due: February 13**

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 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 (family, grade school, camps, middle school, youth sports, high school, college, work experiences, military, clubs, organizations, 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 qualities, abilities, and skills (strengths, weaknesses, opportunities, and threats).

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 experiences to identifying your leadership **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (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 you have control over and 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 have limited control over these factors. You may want to consider putting in place contingency plans for dealing with these factors when they occur. For example, “I have to work to pay for school, and have no time to learn a new technology that could help me with leadership decision-making skills.” A contingency plan is to let your work supervisor know of your interest in this technology and ask if she would support you in 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), double-spaced pages are 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.**

1. Your Leadership Philosophy: “This I Believe” – 100 points – **Due: March 20**

 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 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 your future career. 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, outside the text, that help you think about leadership competencies and theories (make these relevant to your career interests area),
* Then describe the theories and competencies 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 your career area (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 may lead who may be different from you? Consider different age, sex, gender identity, race, ethnicity, disabilities, religious/spiritual beliefs, and experiences than you own.

While there is no prescription about how long your leadership philosophy (“This I Believe”) paper should be, four (4) to five (5), double-spaced pages are 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.**

1. Your Leadership Development Plan – 125 points; **Due: April 10**

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*. You will:

1) Define and describe a short-term (1-2 years) vision you have for yourself as a leader. 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 January 14 – March 29, 2025, to learn how to motivate and communicate with youth while developing their limited basketball skills. Coach Slate, who has 15 years of experience, will serve as my mentor and guide. While I will not get paid, the experience is worth it, and I will complete 100 hours that will go on my resume. Also, Coach Slate can write a letter of reference for me.

**Goal 2:** Obtain a paid internship with the Dallas Parks and Recreation Department as a youth athletic assistant program coordinator in the summer of 2025. To gain the internship, I will need to update my resume and have it reviewed by the UNT Career Center coach by January 23, 2025; meet with the Dallas Parks and Recreation Program Director and RESM internship supervisor by February 25, 2025; and complete the internship application by March 1, 2025.

**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 to learn how to create a spreadsheet, execute basic computations, write, and format column text and titles, and use the auto-fill features by May 1, 2025.

4) Then identify the experiences, people, and resources that will help you achieve your leadership goals.

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 clear short-term time frame.

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, paper, or template. Examples are provided in the assignment.

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

1. Leadership and Experiential Learning Journal – 100 points; Three parts - **Due: February 6, February 21, and May 5**

Experiential learning is a unique form of learning that allows you to learn through first-hand experiences. During the semester you will engage in a minimum of 25 hours of leadership experiential learning. These hours can be at your place of employment or another organization. If you need help finding a place to do your experiential learning, please let me know.

You will identify your leadership experiential learning location and mentor by February 6.

You will create your leadership experiential learning activities with your mentor by February 21. These will include leadership activities that will support your learning and growth in becoming more effective in your 1) oral and written communication skills, 2) influencing behaviors and motivating others, and 3) solving problems and resolving conflicts. These are key aspects to help you become the leader you want to be.

After completing your experiential learning activities, you will reflect on them and what you learned about yourself, 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. You will use the ‘what happened, so what does it mean, and now what (what did I learn that I can use to become the leader I want to be)’ model in this reflection assignment.

Questions to consider when preparing your reflection paper due: May 6.

‘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 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’ includes: 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?

Your paper will include: your documented hours of experiential learning by your mentor and your mentor’s evaluation of your learning. Your reflections on what you did to assess and improve your 1) oral and written communication skills, the activities you experienced that impacted how you can 2) influence behaviors and motivate others, and 3) solve problems and resolve conflicts. You will share what happened, what you learned, and how you will use the learning to become the leader you want to be. Your paper should be 4 to 5 pages and include references to support your statements.

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

**SECTION IX: ASSIGNMENTS, POINTS, AND DUE DATES**

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| --- | --- | --- |
| **Graded Assignments** | **Points** | **Due Dates** |
| Reading and Module Knowledge Audits (12 quizzes x 50 pts.) | 600 | January 23, 30; February 6, 21 (Note: 2 chapters 4 and 5 will open on February 20 to take. Please allow more time), 27; March 6, 27; April 3,10, 24; May 5 |
| Leadership Autobiography and SWOT Analysis |  75 |  February 13 |
| Personal Leadership Philosophy | 100 |  March 20 |
| Personal Leadership Development Plan  | 125 |  April 10 |
| Leadership Experiential Learning Reflection | 100 | **Three (3) Parts**February 6, site location and mentor – 10 pointsFebruary 21, activity selections – 15 pointsMay 5, reflection – 75 points |
| **TOTAL** | **1000** |  |

# 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**

1. The instructor reserves the right to amend the grading scale for the benefit of the students.
2. The instructor reserves the right to change the syllabus at any time during the course only for the benefit of the students.
3. Any changes to the syllabus will be discussed with students and posted on Canvas.

# SECTION XI: TENTATIVE COURSE SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| **DATES** | **READINGS** | **TOPICS** | **QUIZZES & ASSIGNMENTS DUE** |
| January 14 | Welcome | Course Welcome, Set Expectations, and Review Course Design, Activities and Assignments | Get Your Textbook and Review RESM 2150 in Canvas |
| January 16 | Read Assignment - Leadership Autobiography and SWOT Read Chapter 1 | Leadership Autobiography and SWOT Analysis AssignmentGetting to Know Each Other | **Get to Know Each Other and RESM 2150 Course – Extra Credit (On Canvas) Due: 11:59 pm**  |
| January 21 | Chapter 1 | The meaning of leadership: Leaders and followers. Discussion of Leadership Autobiography and SWOT Analysis Assignment  |  |
| January 23 | Chapter 1 | The meaning of leadership: Leaders and followers | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| January 28 | Chapter 2  | Leadership over the lifespan. Discussion of Experiential Learning Assignment |  |
| January 30 | Chapter 2 | Leadership over the lifespan | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| February 4 | Chapter 3 | Cultural adaptive leaders  |  |
| February 6 | Chapter 3 | Cultural adaptive leaders | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm****Part 1 of 3 for Experiential Learning Assignment – Due 11:59 pm** |
| February 11 | In-class learning about leaders and leadership | Verbal and nonverbal communication between individuals and groups. Discussion of Personal Leadership Philosophy – “This I Believe About Leadership” assignment | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| February 13 | Assignment  | Leadership Autobiography and SWOT Analysis Assignment  | **Leadership Autobiography and SWOT Analysis Assignment – Due at 11:59 pm** |
| February18 | Chapters 4 & 5 | Communication skills for leaders – verbal and nonverbal |  |
| February 20 and 21 | Chapters 4 & 5 | Communication skills for leaders – verbal and nonverbal | **Knowledge Audits – 2 audits (On Canvas) from February 20 - 12:00 am to February 21 - 11:59 pm** **Part 2 of 3 for Experiential Learning Assignment – Due February 21, 11:59 pm** |
| February 25 | Chapter 6 | Leadership and group dynamics |  |
| February 27 | Chapter 6 | Leadership and group dynamics | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| March 4 | Chapter 7  | Influencing and inspiring desiredbehaviors |  |
| March 6 | Chapter 7 | Influencing and inspiring desiredbehaviors  | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| March 11 and 13 | **Happy Spring Break. Be safe and have fun.** |
| March 18 | In-class learning about leaders and leadership  | Influencing Behaviors and Motivation Discussion of Leadership Development Plan Assignment and Checking In about Experiential Learning Assignment | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| March 20 | Assignment | Personal Leadership Philosophy – “This I Believe About Leadership” | **Personal Leadership Philosophy – “This I Believe About Leadership”** **– Due at 11:59 pm** |
| March 25 | Chapter 8 | Conflict resolution and mediation skills |  |
| March 27 | Chapter 8 | Conflict resolution and mediation skills | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| April 1 | Chapter 9 | Leading with values and ethics |  |
| April 3 | Chapter 9 | Leading with values and ethics | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| April 8 | Chapter 10 | Face-to-face leadership |  |
| April 10 | Chapter 10 | Face-to-face leadership | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| April 15 | In-class learning about leaders and leadership  | Learning more about yourself as a leader and follower  | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| April 17 | Assignment | Leadership Development Plan | **Leadership Development Plan – Due at 11:59 pm** |
| April 22 | Chapter 11 | Leaders as risk managers |  |
| April 24 | Chapter 11 | Leaders as risk managers | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| April 29 | Chapter 12 | Leadership professional development |  |
| May 1 | Chapter 12 | Leadership professional development | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm**  |
| May 5 | Assignment | Your Leadership Experiential Learning Reflection  | **Part 3 of 3 for Experiential Learning Assignment (Reflection) – Due at 11:59 pm** |