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 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. 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:**

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. **COME TO CLASS, KEEP UP with the READINGS, and STUDY for the KNOWLEDGE AUDITS**

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. 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. In addition to class meetings, we may use Zoom for discussions and check-ins 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, class discussions, and module materials. These will be multiple-choice quizzes to help assess your learning. They will open on a Thursday during the course. The knowledge audits will open on Thursday at 12am and at 11:59 pm. The dates for the knowledge audits are January 21, 28; February 4, 11, 18, 25; March 4, 11, 18, 25; April 1, 8. The knowledge audits will be taken in Canvas and you may use your text and notes.

B. Leadership Autobiography and SWOT Analysis – 125 points – Due: February 17

   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, relationship, and factors that have influenced your understanding of leadership throughout your life. Review chapters 1-4 for ideas. 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, high school, college, 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 appropriate behaviors. Being a leader was 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 skills (verbal and non-verbal), and group dynamics. 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 some of those 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 some of those 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, 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 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. A contingency plan may be you let your supervisor know of your interest in the new technology, and ask if she would support you learning it while you are at work.

See the grading rubric and make sure you cover all areas.

C. Personal Leadership Philosophy – 150 points – Due: March 24

This is your statement 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 a personal philosophy of leadership statement is for you to take what you have learned in this course and what you know about yourself from your autobiography 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 philosophy to at least three leadership theories/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 explain the theories/concepts in detail; however, you will describe them to demonstrate your understanding of them and their relationship to the leadership philosophy you are constructing. Your leadership philosophy should include reference to core values and beliefs you have about yourself, others, and your roles as a contributing leader 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 who may be different from you? Consider addressing how your leadership beliefs and philosophy have changed during your time in this course 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 (4) to six (6) pages, double-spaced is a likely expectation. You should work on this paper continuously over the course.

See the grading rubric and make sure you cover all areas.

D. Your Leadership Development Plan will be completed in three (3) steps – Due: Step 1: (25 points) April 7; Step 2: (35 points) April 14; Step 3 (65 points) April 21

This final paper for the course is a continuation and application of your learning from the readings, class PowerPoints, videos, discussions, 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), you will consider:

(a) Step 1 – Define and describe the vision you have for yourself as leader in recreation, events, and sport management. Create you definition of an effective leader and discuss how your personal philosophy of leadership will permeate your future leadership work and experiences in the recreation, event, and sport management profession.

(b) Step 2 – After reflecting on the characteristics of effective leaders, your leadership vision and philosophy, and your SWOT analysis, clearly state two areas you would like to develop to become the leader you want to be and explain why developing these areas will help you become this type of leader. You will create two to three SMART leadership development goals; and then identify experiences, people, and resources that will help you achieve your leadership goals. Link your thoughts back to your leadership autobiography, definition, philosophy, and SWOT analysis. Then clearly describe the activities (no less than two and no more than four) you will engage in to achieve your SMART leadership development goals. Be specific and detailed with your activities and make sure they are specific, measurable, achievable, realistic, and have a timeline.

(c) Step 3 – Your leadership development plan. Using the feedback, you received from steps 1 and 2, create your leadership development plan that may be shared with internship supervisors, mentors, and future supervisors. Discuss challenges you foresee to becoming the leader you want to be and how you will overcome them. Be mindful and thoughtful in your thinking and creative in your presentation.

See the grading rubric and make sure you cover all areas. Please remember steps 1 and 2 build to the culmination of your leadership development plan.
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 (note 3 individual steps) | 125
TOTAL | 1000

SECTION IX: GRADING SCALE

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1,000</td>
<td>90.0 – 100</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899.5</td>
<td>80.0 – 89.9</td>
<td>B</td>
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<td>700 – 799.5</td>
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<td>C</td>
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<tr>
<td>600 – 699.5</td>
<td>60.0 – 69.9</td>
<td>D</td>
</tr>
<tr>
<td>0 – 599.5</td>
<td>0 – 59.9</td>
<td>F</td>
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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 to the syllabus will be posted on Canvas.

SECTION XI: TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Chapter 1</td>
<td>The meaning of leadership</td>
<td>By January 18 - Get to Know Each Other – Extra Credit (On Canvas) Due: 11:59pm – January 18</td>
</tr>
<tr>
<td>January 19</td>
<td>Chapter 1</td>
<td>Leaders and followers</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>January 21</td>
<td>Chapter 1</td>
<td>The meaning of leadership: Leaders and followers</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>January 26</td>
<td>Chapter 2</td>
<td>Leadership over the lifespan</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>January 28</td>
<td>Chapter 2</td>
<td>Leadership over the lifespan</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>February 2</td>
<td>Chapter 3</td>
<td>Cultural adaptive leaders</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>February 4</td>
<td>Chapter 3</td>
<td>Cultural adaptive leaders</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Topic</td>
<td>Due Date and Time</td>
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<td>February 9</td>
<td>Chapter 4</td>
<td>Communication skill for leaders</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>February 11</td>
<td>Chapter 4</td>
<td>Communication skill for leaders</td>
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<tr>
<td>February 16</td>
<td>Chapter 5</td>
<td>Nonverbal communications and leadership</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>February 17</td>
<td>Chapter 5</td>
<td>Leadership autobiography and SWOT analysis</td>
<td>Leadership Autobiography and SWOT Analysis – Due at 11:59pm</td>
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<td>February 18</td>
<td>Chapter 5</td>
<td>Nonverbal communications and leadership</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>February 23</td>
<td>Chapter 6</td>
<td>Leadership and group dynamics</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>February 25</td>
<td>Chapter 6</td>
<td>Leadership and group dynamics</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>March 2</td>
<td>Chapter 7</td>
<td>Influencing and inspiring desired behaviors</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>March 4</td>
<td>Chapter 7</td>
<td>Influencing and inspiring desired behaviors</td>
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<tr>
<td>March 9</td>
<td>Chapter 8</td>
<td>Conflict resolution and mediation skills</td>
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<td>March 11</td>
<td>Chapter 8</td>
<td>Conflict resolution and mediation skills</td>
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<td>March 16</td>
<td>Chapter 9</td>
<td>Leading with values and ethics</td>
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<td>March 18</td>
<td>Chapter 9</td>
<td>Leading with values and ethics</td>
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<td>Chapter 10</td>
<td>Face-to-face leadership</td>
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<td>March 24</td>
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<td>March 25</td>
<td>Chapter 10</td>
<td>Face-to-face leadership</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>March 30</td>
<td>Chapter 11</td>
<td>Leaders as risk managers</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>April 1</td>
<td>Chapter 11</td>
<td>Leaders as risk managers</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<tr>
<td>April 6</td>
<td>Chapter 12</td>
<td>Professionals and professional development</td>
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<tr>
<td>April 7</td>
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<td>Step 1 Leadership Development Plan</td>
<td>Step 1 Leadership Development Plan – Due at 11:59pm</td>
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<tr>
<td>April 8</td>
<td>Chapter 12</td>
<td>Professionals and professional development</td>
<td>Knowledge Audit – (On Canvas) from 12:00 am to 11:59pm</td>
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<td>Step 2 Leadership Development Plan</td>
<td>Step 2 Leadership Development Plan – Due at 11:59pm</td>
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<tr>
<td>April 21</td>
<td></td>
<td>Your leadership development plan</td>
<td>Your Leadership Development Plan – Due at 11:59pm</td>
</tr>
</tbody>
</table>