

**UNIVERSITY OF FLORIDA  
COLLEGE OF HEALTH AND HUMAN PERFORMANCE  
DEPARTMENT OF RECREATION, PARKS & TOURISM**

**LEI 3320 LEADERSHIP AND SOCIAL RECREATION  
COURSE SYLLABUS – SPRING 2009  
TUESDAY & THURSDAY – 2<sup>ND</sup> PERIOD  
8:30 AM – 9:20 AM  
285 FLG**

**D.J. GAMBLE, PH.D., CTRS, INSTRUCTOR  
308 FLG, 392-4042, EXT., 1240  
[dgamble@hhp.ufl.edu](mailto:dgamble@hhp.ufl.edu), email address**

**Office Hours: BY APPOINTMENT  
TUESDAY & THURSDAY 9:30 AM – 11:30 AM;  
WEDNESDAYS 10:00 AM – 11:00 AM**

**DR. MICHAEL SAGAS, CHAIRPERSON  
DEPARTMENT OF RECREATION, PARKS & TOURISM  
300 FLG  
392-4042, PHONE NUMBER**

**FINAL EXAMINATION INFORMATION  
28B, Tuesday, April 28, 2009, 10:00 AM – 12 NOON**

## **COURSE DESCRIPTION & LEARNING INTENT**

This course is designed to facilitate the development of your knowledge and understanding of the principles, practices, and strategies of leadership (1) as character (2) as a supervisory function, and (3) as a function in services delivery in the recreation, leisure, parks, and tourism services profession. Leadership, as character, will focus on self-development, as an approach to development the knowledge self required to function in supervisory capacities from the perspectives of the agency, consumer, and community. The processes of leadership will be examined in general and related to the leadership needs in the delivery and provision of recreation, leisure, and sport program and service.

## **COURSE PURPOSE & GOAL**

The purpose of this course is to examine leadership as character and as a job function in the professions of recreation, leisure, parks, sport, and tourism. The goals are to help you (1) to develop a comprehensive knowledge of leadership as character and as a process; (2) to develop the abilities necessary to function as a leader professionally; and (3) to facilitate an understanding of the role and value of effective leadership, in general, and in the delivery of recreation, leisure, sport, and tourism programs and services.

## **COURSE OBJECTIVES**

At end of the course the student will:

1. Understand of group dynamics and processes (8.15).
2. Use of leadership techniques to enhance individual, group, and community experiences (8.16).
3. Understand the principles and procedures of supervisory leadership (8.0).
4. Understand different roles and styles of leadership.
5. Understand the requirement for leadership across the life span.
6. Understand leadership as a character.
7. Understand personal leadership abilities and skills.

## **REQUIRED TEXTS**

Bennis, W. (2003). *On becoming a Leader*. Updated and Expanded. NY: Basic Books Groups

Russell, R.V. (2005). *Leadership in recreation (3<sup>rd</sup> ed.)*. New York: McGraw-Hill.

## **INSTRUCTIONAL METHODS**

- |                                       |                        |
|---------------------------------------|------------------------|
| A) Lecture/Discussion                 | B) The Socratic Method |
| C) In-Class Exercises & Presentations | D) Leadership          |

## **COURSE POLICIES AND RELATED REQUIREMENTS**

1. The University of Florida makes **attendance** optional; however, it is recommended that you attend class regularly as **25%** of your grade will be determined by attendance and level of participation. **Participation** -- Each student is expected to share in discussions and express ideas and opinions **relevant** to the topic being discussed during class. The class participation grade is based on answers provide, questions asks, and ideas and opinions expressed by students during class. Keeping up with the reading assignments is the best strategy to ensure that you are prepared for class. Infrequent or rare participation will result in a low participation score. **Absences:** Attending class and being on time is your responsibility. Formal university sponsored events such as off-campus class requirements, athletic participation, and attendance at professional park and recreation meetings, provided that you inform the instructor *prior* to missing class, will not be counted as an absence. All NCCU Athletes are required to submit a travel itinerary to the instructor at the beginning of the semester. Athletes will not be excused for travel without *prior* notification. **Tardy** is defined as not being on time, that is seated and attentive at the start of class. Three (3) later arrivals will count as 1 missed class. **Therefore**, regular attendance is recommended as the instructor will not provide lecture materials or information covered in class during your absence from class except in cases of a documented emergency.

2. All **assignments and written projects** are due during class on the date scheduled. All written work must meet the standards characteristics of college level work. The Department

has adopted the APA style manual as the standard for assignments and reports completed to meet course requirements. The style and guidelines of the manual are to be used to help with the development of references lists, in text documentation, and other formatting matters.

3. **Office Hours:** See the title page for day and time information. To ensure that you can be seen when it is necessary, appointments are to be requested via email by noon the day before you would like the appointment. A maximum of 15 minutes will be allotted for each appointment. If you need more time, include this in the email request. You will receive a response, at the latest, by 4:30 pm the day before the appointment.

4. **Managing Course Requirements:** If you experience difficulties with the any aspect of course materials, assignments, or homework, take advantage of time set aside for office hours to discuss the situation. If the discussion does not meet you needs, you can discuss the matter with the department chair, Dr. James Zhang (see location information on the front of this document)

5. **Special Needs:** Special needs are to be processed through the Dean of Students Office. Documentation of the needs will be provided by this office. A discussion is necessary to ensure that your needs are met. Please schedule an appointment to discuss your need(s).

**EVALUATION PROCEDURES**

The following methods will be used to measure your progress toward the successful achievement of the course objectives.

a. Examinations: Three objectives measures will be given during the term. The scores made on examinations will represent **10%** of the final grade.

b. Homework: Work to be completed outside of class will be posted to the website weekly. The due date will be announced at that time. All homework 1) must be type written and 2) can only be handed in during class. Work completed in the area will represent **15%** of the final grade.

c. Paper & Presentation: A paper and a presentation are required to meet this requirement. The Leadership Agenda paper will be completed during the semester and a presentation of the agenda will be made at the end of the semester. The Leadership Agenda Paper will represent **30%** of the final grade. And the presentation will represent **20%** of the final grade. Together they, the two papers represent **50%** of the final grade.

<b>GRADE PLAN SUMMARY</b>		
<b>TYPE OF MEASUREMENT</b>	<b>% OF FINAL GRADE</b>	<b>FINAL GRADE SCALE</b>
Examinations	10	100 - 90 = A
Homework	15	89 - 85 = B+
Leadership Agenda	30	84 - 80 = B
Leadership Agenda Presentation	20	79 - 75 = C+
Participation/Attendance	25	74 - 70 = C
<b>TOTAL</b>	<b>100</b>	69 - 65 = D+
		64 - 60 = D
		59 Below= E

## **SUPPLEMENTAL RESOURCES**

Excellent references are available in the Library. Please select several books to support your learning experience and to use with the development of course projects. Below is a short list of text that may be available. You are encouraged to identify and use other text and articles on leadership.

### **References**

- Bennis, W. (1989). *On becoming a leader*. NW: Addison-Wesley Publishing, Co.
- Covey, S.R. (1989). *The 7 Habits of Highly Effective People*. NW: Simon and Schuster, Inc.
- DeGraff, D.G., Jordon, D. J., De Graaf, K. H. (1999). *Programming for Parks, Recreation, and Leisure Services: A servant leadership approach*. State College, PA: Venture Publishing, Inc.
- Edginton, C. R. & Ford, P. M. (1985). *Leadership in recreation and leisure service organizations*. New York, NY: John Willey & Sons.
- Johnson, D.E. & Johnson, F.P. (2006). *Joining together: Group theory and group skills (9<sup>th</sup> ed.)*. Boston, MA: Allyn and Bacon.
- Jordon, D. J. (2001). *Leadership in leisure services: Making a difference (2<sup>nd</sup> ed.)*. State College, PA: Venture Publishing, Inc.
- Kraus, R. & Bates, B. J. (1975). *Recreation leadership and supervision: Guidelines for professional development*. Philadelphia, PA: W.B. Saunders. (Classic)
- Niepoth, E.W. (1983). *Leisure Leadership: Working with people in recreation and parks settings*. NJ: Prentice-Hall (Classic)
- Sessoms, D. & Stevenson, J. (1981). *Leadership and Group Dynamics*. Boston, MA: Allyn and Bacon. (Classic)
- Shivers, J. (1986). *Recreational leadership. Group dynamics and interpersonal behavior*. Englewood Cliffs, NJ: Prentice-Hall. (Classic)