**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 302: Dynamics of Leadership in Recreation and Human Services (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 302: Dynamics of Leadership in Recreation and Human Services (**login at http://moodle.csun.edu)

**Required Text:** Bennis, W. & Goldsmith, J. (2010). Learning to Lead: A Workbook on Becoming a Leader. New York: Basic Books (4th ed.)

Russell, R. (2012). Leadership in Recreation. Urbana, IL: Sagamore. (4th ed.) - OR-

Edginton, C.R., Hudson, S.D. and Scholl, K.G. (2011). Leadership for recreation, parks, and leisure services (4th ed.). Champaign, IL: Sagamore Publishing, L.L.C.

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Includes an analysis of personal leadership theory and small-group dynamics and a review of classic leadership studies, with emphasis on leadership values and methods, including group dynamics, communication, decision making and motivation. Emphasis on competencies and skills needed for successful leadership of small groups. Experimental components are an integral part of class design. Field trip experiences required.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the classic leadership/management theory and research.
2. Comprehend communication theory as it relates to leadership effectiveness and demonstrate competency in listening skills and personal communication effectiveness including multi-cultural settings.
3. Practice decision-making theory as it relates to leadership influence in groups and demonstrate competency in generation of new ideas and analysis of alternatives, evaluation of consequences (safety management), and implementation strategies.
4. Practice group process theory as it relates to leadership influence in creating & sustaining effective teams and managing conflict and discipline issues in groups.
5. Comprehend motivation theory as it relates to sustaining involvement in groups and as it relates to the recruitment, review, and termination of employees with reference to legal issues related to the hiring and termination process.
6. Apply the influence of personal value systems in leadership effectiveness.
7. Apply the role of temperament theory or strengths theory on personal leadership and in sustaining effective teams.
8. Comprehend the theories of personal time management and techniques for managing personal goal attainment.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, projects, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Learning to Lead Workbook Exercises (Individual, In-Class Small Group, In-Class Whole Class) - 40 points***

Students will complete all required assignments in the workbook. Some assignments will be completed in class. Since it is for “personal leadership development,” evaluation will be on detailed, thorough and thoughtful completion of assignments. The reflective workbook assignments should follow the specific directions provided and/or the general guidelines distributed for a reflective journal entry.

Many class sessions will provide an experiential leadership learning experience. Students may be in the role of identified leader for a particular class exercise or working in triads on a skill development area. Active participation is central to achieving skill competency.

**2. *Leadership in the Movies– 30 points***

Students will watch two (2) movies that illustrate leadership issues and submit a 3-4 page paper about the movie, its leadership issues, applicable leadership theories/concepts, and personal reactions. An informal in-class presentation will be required.

**3. *Leadership Profile– 30 points***

Students will research a current leader and write a 5-7 page paper that discusses the individual’s leadership style based on at least three theories/concepts presented in class materials. An informal in-class presentation will be required.

**4. *Individual Problem-Solving Project – 30 points***

Students will develop a 6-8 page paper about a leadership position they held/hold/could hold in a recreation/tourism setting, organized by Leadership Role/Personal Assessment, Challenge Identification, and Leadership Plan.

**5. *Group Leadership Project- 40 points***

The leadership experience weekend can be the group leadership project. An outdoor adventure experience or similar experiential design will explore issues of leadership values and the leadership decision making & group development process. Optional: An alternative is for a group to complete an out-of-class experiential leadership project with instructor approval.

**6. *In-Class Participation- 30 points***

Participation includes asking questions, sharing thoughts during the discussions, actively participating and contributing to group-problem solving activities, and discussing observations from the reading assignments.

**Evaluation:**

|  |  |
| --- | --- |
| Leadership Workbook | 20% |
| Movie Analysis | 15% |
| Leadership Profile | 15% |
| Problem Solving Project | 15% |
| Group Leadership Project | 20% |
| In-Class Participation | 15% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |
| --- | --- |
| I. Introduction  A. Overview of leadership theory  B. Leadership skill models  C. Leadership theories  1. Trait/character theories  2. Behavioral theories  3. Situational theories  4. Path-goal theories | Weeks 1-3 |
| II. Decision Making Skills  A. Problem solving thinking skills (Spivak et al)  B. Brainstorming techniques  C. Creativity & play models  D. Consequential thinking  E. Strategy analysis  F. Group decision making models  1. Consensus/Democratic/Authoritarian | Weeks 2 - 4 |
| III. Group Process Models & Skills  A. Types & characteristics of groups  B. Group life cycle  C. Group building techniques  D. Leading discussions & other meeting strategies  E. High performance teams research  F. Conflict management techniques  G. Temperament theory research on work teams  H. Strength Finder research on teams  I. Closure techniques  J. Cultural influences on group models | Weeks 5-8 |
| IV. Communication Skills & Leadership  A. Listening skills (Danish et al)  1. Non-verbal  2. Verbal  B. Speaking skills  1. “I” messages  2. Presentation techniques  C. Cross-cultural communication & leadership | Weeks 9-11 |
| V. Personal Management Skills  A. History of time management skills  B. Managing priorities | Week 12 |
| VI. Motivation & Leadership Roles  A. Motivation theory  B. Recruitment  1. Applications/ Interviews  C. Training  D. Performance reviews  E. Terminations | Weeks 13-15 |

***The extended course calendar will be available on MOODLE. The calendar will be modified on Moodle as the semester progresses. This syllabus is subject to change. It is the student’s responsibility to keep track of changes provided through Moodle.***

**Course Policies and Guidelines:**

1. Students’ participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
2. In order to create a safe, welcoming, and productive learning environment, students are expected to respect each other, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for university policies and code of conduct information.
3. Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.
4. If you miss class, make arrangements with peers to collect class information, announcements and materials. Information will not be repeated for those who are tardy or absent.
5. Communication: Students are expected to have access to their CSUN email account. The instructor will send class announcement to students via students’ official CSUN emails. If you have a primary email that is not your CSUN account, please have your CSUN email forwarded to your primary email.
6. Late Assignment: Late assignments will be accepted with a penalty of 15% off per day. Assignments submitted more than three days late will not be accepted without prior arrangement with the instructor. No assignments will be accepted after the last official day of class.
7. Make-up Work:Make-up assignments or exams will be given **only** when students meet the following conditions:
8. Absences caused by hospitalization, death in the family, or other emergencies must be documented within 48 hours of your return to class. Acceptable documentation includes a letter from a physician, a newspaper obituary, or a memorial service program.
9. Absences for official University activities (e.g., athletics, band, and chorus) must be documented and approved in advance.

Please contact the instructor if you have any questions regarding your eligibility to make up for an assignment.

1. Academic Honesty: According to the University’s policy on academic honesty, no form of academic of dishonesty will be tolerated. Any student found cheating, plagiarizing a written assignment, or committing any other infraction against CSUN’s policy will either receive a failing grade for the course, be referred for University disciplinary action, or both. Please refer to [www.csun.edu/a&r/soc/studentconduct.html](http://www.csun.edu/a&r/soc/studentconduct.html%20) for additional information.
2. Students are advised to consult with campus services to receive assistance if they have concerns regarding skills in areas such as writing or studying or computer skills.
3. Students are encouraged to be proactive and seek out the instructor as soon as they have any concerns about the class or their performance. The end of the semester is too late to take action to bring up a grade.
4. All assignments must be typed, double spaced, 12-point font, 1 inch margins and should follow the American Psychological Association (APA) style (6th ed.).
5. Microsoft Word is the ONLY acceptable document format for online or email submission. The following format should be used when naming the file: Course number\_last name\_first name\_short title (for example: RTM550\_xie\_jimmy\_syllabus).

**STUDENT RESOURCES**

***Disability Resources and Educational Services (DRES)***. In keeping with the University’s policy, reasonable accommodation is provided for students with disabilities that might affect their course participation or assignment completion. Any student with disabilities should contact DRES at 818-677-2684 or dres@csun.edu. DRES is located in Bayramian Hall room 110 (BH 110). Please visit [www.csun.edu/dres/index.php](http://www.csun.edu/dres/index.php) for additional information and/or assistance. The National Center on Deafness (NCOD) is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611.You are not required to disclose your disability to me in order to receive accommodation during this course.

***Learning Resource Center (LRC) and Writing Center***. The LRC is committed to helping students become better writers, critical thinkers, and communicators by providing face-to-face and electronic consultation, tutorials, reference manuals, and links to Web writing resources. As part of the LRC, the Writing Center staff is available to help students during the conception, research, drafting, or revision stages of a paper. Students may visit the Writing Center in Bayramian Hall room 408 (BH 408) or call 818-677-2033 to make an appointment. Walk-ins are available on a limited basis. For additional information and/or assistance, please visit www.csun.edu/lrc.

***University Counseling Services (UCS)***. Students sometimes experience significant confusion and distress when trying to manage school, work, relationships, and family responsibilities. UCS provides free and confidential consultations to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault) and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit UCS in Bayramian Hall room 520 (BH 520) or call 818-677-2366 (V), 818-677-7834 (TTY) for an appointment. UCS is located on the web at [www.csun.edu/counseling](http://www.csun.edu/counseling/).