

Leadership for Recreation, Parks, and Leisure Services (4th Edition)

CHAPTER 1 The Language of Leadership

Overview

The aim of Chapter 1, *Leadership for Recreation, Parks, and Leisure Services*, is to acquaint the student with the topic of leadership in general. In addition, the chapter aims to help students understand the relationship of leadership to the recreation, parks, and leisure field. This chapter answers such basic questions such as “what is a leader?” “How do leaders assume their roles?” and “What is leadership?” Further, the material presented in this chapter explores concepts such as leadership and influence, empowerment, and followers. Types of leadership, as well as the leaders as a standard seeker, are also included in the discussion. Leadership and ethics is included as well as a discussion on leadership and the leisure experience.

Learning Objectives

The learning objectives for Chapter 1 are as follows:

1. To gain an understanding and awareness of recreation and leisure in contemporary society
2. To obtain knowledge of leadership roles and theory
3. To understand the relationship between leadership, influence, empowerment, power, and followers
4. To understand the role that leadership plays in recreation, parks, and leisure services

Key Terms

The following key terms have been identified for Chapter 1:

Leisure. There is no universally accepted concept of leisure. It has been defined as a block of time, as a state of mind, and as an activity.

Recreation. A common definition of recreation suggests that it is an activity engaged in voluntarily that is satisfying to the individual.

Leaders. A leader can be thought of as an individual who guides, directs, and influences the attitudes and behavior of others. A leader guides participants toward goals that are intended to meet their individual needs, wants, and interests while at the same time achieving the goals of the recreation, parks, and leisure services organization.

Leadership. Leadership is the process of influencing and assisting groups and individuals to achieve great things. It is a process of building commitment amongst individuals and mobilizing them as they struggle for shared aspirations. The essence of leadership involves inspiring a shared vision, enabling others to act, modeling desired ways of behaving, and recognizing and celebrating the contributions individuals make.

Leadership Roles. There are four possible ways in which a leader assumes his or her position: (1) by appointment; (2) by election; (3) by emergence; or (4) as a result of his or her charismatic qualities.

Leadership Theories. This term refers to those concepts that have been systematically organized around the topic of leadership. They reflect the assumptions and principles that are used to explain concepts of leadership.

Influence and Empowerment. Leadership is a process of influence. Influence can be thought of as the impact the leader has on others as a result of their personality, position, or abilities. Empowerment refers to the ability of the leader to share or give influence to others.

Power. Power is the force or influence that a person brings which enables them to act or perform effectively. It emanates from five sources: formal or legitimate power, reward power, coercive power, expert power, and referent power.

Followers. Where there are no leaders, there are no followers. A follower is one who subscribes to and/or supports the direction of another.

Leadership and Ethics. Leaders have a responsibility of acting in an ethical fashion. Effective leaders are individuals who set the tone for their work with individuals, groups, and organizations. There is a direct relationship between the values that leaders espouse and act on.

Goal-Directed Behavior. Leaders promote ends, values and selected behaviors. The role of the leader is one of directing, guiding, or influencing individuals to take action in order to satisfy their needs, wants, and interests. Thus, recreation, parks, and leisure services leadership is goal directed.

Standard Seeker. Leaders establish level of expectations and norms of behavior of individuals engaged in leisure. They are standard seekers and setters.

True/False Questions

1. Leadership involves creating hope for individuals through providing opportunities to experience leisure. **True**
2. Defining leisure as a block of time is its universally accepted concept. **False**

3. The term “wholesomeness” is often used in the definition of recreation. **True**
4. A leader can be thought of as one who guides, directs, and influences the attitudes and behaviors of others. **True**
5. The most common way that individuals assume their role as a leader is by election. **False**
6. Leadership mainly is concerned with directing, commanding, or controlling individuals. **False**
7. The influence of persuasion in leading others comes from one’s power resources. **True**
8. The idea of empowerment means to enable others to have influence. **True**
9. There is no direct relationship between power and leadership. **False**
10. Recreation, parks, and leisure service leaders are standard seekers and setters. **True**

Multiple Choice Questions

1. When a leader assumes their role because of certain spontaneous events or conditions, it is known as
 - A. Appointment
 - B. Election
 - C. **Emergence**
 - D. Charisma
 - E. Command
2. What terms best characterize the work of a leader?
 - A. Guides others
 - B. Directs others
 - C. Influences others
 - D. **All of the above**
 - E. None of the above
3. What characteristic is required for successful leadership?
 - A. Positive reinforcement
 - B. **Passion**
 - C. Concern for the environment
 - D. Family unity
 - E. Independent decision making

4. The _____ leader is one who occupies the leadership role as a result of the power of their personality.
- A. Appointment
 - B. Election
 - C. Emergence
 - D. Charismatic**
 - E. None of the above
5. Which of the following is *not* a power resource for a leader?
- A. Ideas
 - B. Reputation
 - C. Prestige
 - D. Purpose
 - E. Participants**
6. _____ power can be thought of as a leader's ability to provide positive reinforcement to the individual.
- A. Legitimate
 - B. Formal
 - C. Reward**
 - D. Cohesive
 - E. Referent
7. Desirable relationships that can be established between a face-to-face leader and a participant include which of the following:
- A. Social and emotional bond
 - B. Sense of risk
 - C. Cooperation
 - D. Shared decision making
 - E. All of the above**
8. Which of the following is *not* an explanation why individuals follow others?
- A. Efficiency
 - B. Effectiveness**
 - C. Satisfaction
 - D. Experience
 - E. All of the above
9. Which of the following elements is *not* essential in influencing the relationships between leaders and followers?
- A. A relationship based on influence
 - B. A command and control structure**
 - C. An intention of real changes
 - D. Development of mutual purposes
 - E. None of the above

10. Which of the following are *not* goals or benefits of recreation, parks, and leisure services?
- A. Exploration
 - B. Creativity
 - C. Mental Health
 - D. Social Relations
 - E. Responsive dialog**

Short Answer Questions

1. Recreation, parks, and leisure service workers keep hope alive. What does this mean?
2. What is the difference between leisure and recreation?
3. What is a leader? What are the characteristics of a leader?
4. To lead or not to lead. What does this statement mean? Why is it important in the crafting of leisure experiences?
5. Leaders are standard seekers. What implications does this comment have for leaders of recreation, parks, and leisure services?

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CHAPTER 2
Caring and Ethical Leadership

Overview

Chapter 2, *Caring and Ethical Leadership*, was framed to help the student gain a greater understanding of the importance of ethics and caring leadership. The chapter is divided into two sections ~ the first is focused on the ethical behavior of leaders and participants and the second focuses on the concept of caring. The chapter attempts to answer such questions as “What are ethics?” “Why are ethics important?” “What are the relationships of leadership to ethics?” “What are areas of ethical responsibilities?” and “What are major ethical principles?” The chapter also focuses on the process of building positive caring relationships.

Learning Objectives

The learning objectives for Chapter 2 are as follows:

1. To gain an understanding of caring and ethical leadership
2. To be able to define ethics and understand their importance in recreation, parks, and leisure service leadership
3. To gain knowledge of areas of ethical responsibilities
4. To gain knowledge of major ethical principles
5. To understand elements in building positive caring relationships

Key Terms

The following key terms have been identified for Chapter 2:

Ethics. There are a number of ways to define ethics. One way to define ethics is to think of it as a system of moral principles.

Ethical Principles. A system or set of principles or standards that guide moral behavior; the essence of ethics is knowing right from wrong.

Human Social Ethical Responsibilities. Refers to the interactions that one has with other individuals; a core of ethical practices that govern such relationships including one’s integrity, honesty, fair-mindedness, straightforwardness, compassion, loyalty, transparency, and dependability.

Community Ethical Responsibilities. All organizations operate in communities . . . [and] . . . have the responsibility to contribute to these communities.

Environmental Ethical Responsibilities. Conserving and preserving the natural environment is a sound environmental ethic.

Autonomy. Choice in one's leisure is to ensure individuals engage in independent decision making and have a sense of self-determination and freedom of action.

Paternalism. A policy or practice of governing individuals which results in limiting or depriving individuals of responsibilities and freedom.

Social Justice. Securing and affirming basic human and social rights.

Environmental Justice. Securing and affirming basic human and social rights so that they have access to environmental resources.

Nondiscrimination. Nondiscrimination implies that the individual will not be constrained on the basis of one's age, gender, race, ethnic heritage, disability, social economic status, educational level or perhaps even domicile.

Nonmaleficence. One's work should do no harm to those being served.

Beneficence. Can be thought of as a charitable act of kindness.

Informed Consent. Implies that individuals participating in a program have made a voluntary and rational decision to participate in the program or service offered.

Manipulation/Coercion. The shrewd or devious acts on the part of the leader that are done for one's own advantage.

Confidentiality/Privacy. Ensuring that information is accessible only to those authorized to have access.

Veracity. Refers to ensuring that there is accuracy and precision in being truthful and forthright when presenting information, facts or ideas to individuals.

Accountability. Assuming responsibility for one's actions.

Trust. Relying on another person's actions or judgment on their behalf.
Professionalism ~ refers to the adoption of the methods, procedures, practices, character, or standards expected by the occupation for professional practice.

True/False Questions

1. At the heart of leadership is the notion that effective leaders make ethical decisions that reflect the existing norms, customs, mores, and rituals. **True**
2. Ethics as a system of moral principles governs the relationships between individuals, groups and organizations. **True**
3. Ethics in North America that guide human behavior have been built on the Judeo-Christian ethic and, in more recent times, the philosophy of existentialism. **False**
4. Professional ethics provide individuals with certain privileges such as self-regulation, control over standards for training for entry into professional practice. **True**
5. Human social ethical responsibilities focus primarily on the social and cultural aspect of community life. **False**
6. Supporting the development of a community can be manifested in direct support and participation in local governance, activities, and events. **True**
7. Adopting strong environmental ethical strategies is an important ethical responsibility of park and recreation leaders. **True**
8. Building caring relationships between a leader and a participant requires that one think carefully about how such interactions will impact others. **True**
9. An ethic care refers to being tolerant of others and sensitive to their needs. **True**
10. Promoting feelings of respect, support, assurance and helpfulness as well as affirmation of others is helpful in building a caring supportive environment. **True**

Multiple Choice Questions

1. Ethics can be best thought of as
 - A. A system of moral principles
 - B. Rules of conduct
 - C. A moral framework
 - D. All of the above**
 - E. None of the above

2. Professional ethics can **best** be thought of as
 - A. A moral compass**
 - B. A person-centered philosophy
 - C. An articulated set of goals and purposes
 - D. All of the above
 - E. None of the above

3. Leadership and ethics go hand-in-hand because
 - A. Leaders are attention driven
 - B. Leaders set a moral tone**
 - C. Leaders promote appropriate ways of non-compliance
 - D. Leaders establish relationships between themselves and participants
 - E. None of the above

4. Promoting clean air, water, and a reduction of pollution can be thought of as
 - A. Human social, ethical responsibilities
 - B. Community ethical responsibilities
 - C. Environmental ethical responsibilities**
 - D. All of the above
 - E. None of the above

5. The UN Declaration of Human Rights is an example of
 - A. Human social, ethical responsibilities**
 - B. Community ethical responsibilities
 - C. Environmental ethical responsibilities
 - D. All of the above
 - E. None of the above

6. Investing time, energy, and resources in the development of an individual can be thought of as
- A. Human social, ethical responsibilities
 - B. Community ethical responsibilities
 - C. Environmental ethical responsibilities
 - D. All of the above
 - E. **None of the above**
7. Ensuring that individuals are not harmed physically, socially, or emotionally
- A. Autonomy
 - B. Social and environmental justice
 - C. Informed consent
 - D. **Non maleficence**
 - E. Manipulation
8. Refers to accuracy and precision in being truthful and forthright; truth telling
- A. Cohesion
 - B. Confidentiality
 - C. **Veracity**
 - D. Accountability
 - E. Trust
9. Ethic of care refers to
- A. **Treating other with kindness, generosity, and in a charitable fashion**
 - B. Promoting self-assessment
 - C. Encouraging interaction between human beings
 - D. Promoting reliability and responsiveness
 - E. A conveyance of trust and confidence
10. Caring leadership involves
- A. Compassion for the participant
 - B. Attentiveness to the needs of others
 - C. Concern for the welfare of others
 - D. **All of the above**
 - E. None of the above

Short Answer Questions

1. What are ethics? Why are they important?
2. What are the relationships between leadership and ethics?
3. Identify and discuss three areas of ethical responsibility. What are inalienable rights?
4. Much of the work of the recreation, park, and leisure profession is built on the set of moral principles. Why is the observance and adherence of these major ethical principles important in the delivery of recreation, park, and leisure services?
5. What are the critical elements in building positive caring relationships between the leader and the participant?

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Chapter 3
Leadership: Basic Concepts and Theories

Overview

Chapter 3 provides the student with a broad overview of two major areas of concern. The first is a presentation of information focused on broad, theoretical, or conceptual orientation to leadership. The second area explores leadership study, styles, and models. Over the last 80 years, the study of leadership has produced many different ideas and concepts regarding this topic. Understanding various leadership styles, the impact the situation has on leadership, and the willingness or ability of followers to support a leader can serve as a useful tool. The experiential learning activity “Finding Your Leadership Style” can be useful in this examination process.

Learning Objectives

The learning objectives for Chapter 3 are as follows:

1. To gain an understanding of theories of leadership.
2. To attain an awareness of theoretical and conceptual orientations of leadership.
3. To obtain knowledge of the progression of leadership studies, styles, and models.
4. To gain an awareness of the elements that contribute to one’s leadership style, and with this knowledge, to analyze one’s personal approach to leadership.

Key Terms

The following key terms have been identified for Chapter 3:

Leadership Theories. This term refers to those concepts that have been systematically organized around the topic of leadership. They reflect the assumptions and principles that are used to explain concepts of leadership. Most often, the following theories are used in explaining leadership: Great Man Theory, Trait Theory, Group Theory, Situation Theory, and Excellence Theory.

Leadership Styles. Leadership styles can be thought of as the way in which an individual expresses their actions. One’s leadership style would therefore be the way in which a leader expresses their actions that distinguishes them from others.

Democratic Leadership. A democratic leadership style implies that the leader consults individual group members in the decision-making process.

Autocratic Leadership. The leader, using an authoritarian leadership style, tightly controls activities of the group. The leader spells out all policies and interpretation of policies.

Laissez-Faire Leadership. The laissez-faire leadership style is characterized by a lack of control or structure. In other words, the leader gives the group complete freedom in decision making.

Initiating Structure (task). Initiating structure refers to the way in which the leader establishes and defines group goals as well as to the resulting group structure and role expectations.

Consideration (people). Consideration can be thought of as the relationship that develops between the leader and his or her subordinates with regard to the ideas and feelings of the latter.

Transformation/Transactional Leadership. Transactional leadership involves an exchange between the leader and those who could be defined as followers. Transformational leadership is built on a different set of assumptions than transactional leadership. This type of leadership inspires followers to commit to a common purpose and empowers group members to reach their potential

Collaborative Leadership. Collaborative leadership involves building relationships between individuals in order to promote the concept of teaming. Collaboration means to work together or to cooperate with others.

Leader Presence. Leader presence suggests that an individual may convey their essence by simply sharing intangible qualities that they manifest within themselves. Leaders use their “presence” to influence values, attitudes, and behavior. Great teachers and coaches exude energy, warmth, sincerity, and a genuine love of others. These qualities have the potential to transform people. Simply by living one’s life in contact with others where such characteristics are present conveys meaning. Expanding the idea of role modeling, the concept of leader presence promotes more encompassing relationships.

Servant Leadership. Servant leadership places serving others at the focal point of the work of the recreation, parks, and leisure service leader. Characteristics of servant leaders include (1) listening; (2) empathy; (3) healing; (4) awareness; (5) persuasion; (6) conceptualization; (7) foresight; (8) stewardship; (9) commitment to the growth of people; and (10) building community.

Authentic Leadership. Leadership is a matter of authenticity, not style. Leadership begins and ends with authenticity. It’s being yourself; being the person you were created to be, not the search for a popular style or approach. There are five essential dimensions: (1) understanding purpose; (2) practicing solid values; (3) leading with heart; (4) establishing connected relationships; (5) Demonstrating self-discipline.

True/False Questions

1. Leadership can be thought of as an art, although there is an underlying foundation or science to the process of leadership. **True**
2. The Trait Theory of Leadership is built upon the idea that certain historical events provide a platform for one's emergence as a leader. **False**
3. The Lewin, Lippitt, and White studies identified three types of leadership styles – Democratic, authoritarian, and laissez-faire. **True**
4. A democratic leadership style implies a lack of control or structure. **False**
5. Consideration can be thought of as the relationship that develops between and his or her subordinates with regard to the ideas and feelings of the subordinates. **True**
6. An important discovery from the Ohio State studies on leadership was the concept that two elements of leadership behavior, consideration and initiating structure, could be combined and dichotomized on a continuum in terms of their relationship to one's task or human relationships orientation. **True**
7. The New Managerial Grid, developed by Blake and Mouton, includes two dimensions: (1) concern for production; and (2) concern for task. **True**
8. Transformational leadership could be described as an exchange of labor or effort for a wage. **False**
9. The heart of Fiedler's Contingency Model of Leadership Effectiveness is the degree of favorableness of the situation to the leader and is determined by three basic factors: (1) leader-member relations; (2) task structure; and (3) position power. **True**
10. An authentic leader and a servant leader are genuinely focused on four types of potential behaviors: (1) victim; (2) dreamer; (3) doer; and (4) leader-manager. **False**

Multiple Choice Questions

1. This theory of leadership is built on the assumption that there is an exchange between leaders and group members.
 - A. Great Man Theory
 - B. Trait Theory
 - C. Group Theory**
 - D. Situation Theory
 - E. Excellence Theory

2. This theory of leadership suggests that selected variables dictate the type of style that is appropriate in a given situation.
 - A. Great Man Theory
 - B. Trait Theory
 - C. Group Theory
 - D. Situation Theory**
 - E. Excellence Theory

 3. When the leader tightly controls the activities of a group, this is best known as what style of leadership?
 - A. Democratic
 - B. Authoritarian**
 - C. Laissez-faire
 - D. Task
 - E. Human Relations

 4. A leadership style that emphasizes the relationship that develops between the leader and their subordinates with regard to the ideas and feelings can be described as
 - A. Democratic
 - B. Situational
 - C. Task
 - D. Transactional
 - E. Human Relations**

 5. A leader using this approach makes all the decisions for the group, but allows some variances in the performance of tasks.
 - A. Exploitive Autocratic
 - B. Benevolent Autocratic**
 - C. Consultative
 - D. Participative
 - E. None of the above

 6. The_____approach to leadership finds the leader seeking input from group members and allows them to assist in the decision-making process.
 - A. Exploitive Autocratic
 - B. Trait theory
 - C. Consultative**
 - D. Participative
 - E. All of the above
-

7. The implied threat of the withdrawal of an incentive is an overarching concern for which type of leadership?
 - A. Attribution Leadership
 - B. Transformational Leadership
 - C. Transactional Leadership**
 - D. Contingency Leadership
 - E. Situational Leadership

8. If you were to use Hersey and Blanchard's Tri-Dimensional leader effectiveness model, which variables would you need to consider so you could determine what leadership style would be most appropriate?
 - A. Mutual respect and an emphasis on freedom of choice.
 - B. Empathy and healing
 - C. Self-discipline and connected relationships
 - D. The demands of the situation and the level of maturity of the group members.**
 - E. None of the above

9. The Path-Goal Theory proposes which of the following leadership styles?
 - A. Directive leadership
 - B. Supportive leadership
 - C. Participative leadership
 - D. Achievement-oriented leadership
 - E. All of the above**

10. The concept of leader presence can be best thought of as
 - A. A sharing of the essences**
 - B. A conscious choice
 - C. A lack of ethical leadership
 - D. All of the above
 - E. None of the above

Short Answer Questions

1. Most leadership models consist of two elements--task orientation and people orientation. What do these mean, how can they be combined, and what implications do they have for effective leadership?
2. Describe and discuss the difference between transformational and transactional leadership.
3. What is meant by the statement "there is no one best leadership style?" What situational factors influence the adaptation of one's leadership style?
4. What does the concept of task relevant maturity mean and how does it impact on a leader's style?

5. Compare and contrast servant and authentic leadership.

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CHAPTER 4 Leadership Roles

Overview

Chapter 4, *Leadership Roles*, was prepared to help the student identify levels of leadership and roles found in the recreation, parks, and leisure services field. We can think of leadership roles as existing at four levels within recreation, parks, and leisure services: face-to-face, supervisory, managerial, and community leadership. Each of these leadership roles requires different blends of technical, human, and conceptual skills. The information presented in this chapter will help the student understand the various criteria necessary at each level. The chapter is richly illustrated with examples from the field and the case study and reflection exercise provide opportunities for the student to explore how these leadership roles are applied in local recreation, parks, and leisure service agencies.

Learning Objectives

The learning objectives for Chapter 4 are as follows:

1. To distinguish four types of leadership found in recreation, parks, and leisure services organizations.
2. To identify three general roles in face-to-face leadership.
3. To explain the various supervisor responsibilities.
4. To define the primary function of an administrator or executive.
5. To identify the various roles of civic leaders.

Key Terms

The following terms have been identified for Chapter 4.

Face-to-face leadership. The face-to-face leader works directly with people. There are many situations that demand an obvious, direct, and influential leader. Examples include leaders of games, songs, initiative tasks, dance, drama, special events, tours, tournaments, conferences, social events, arts and crafts, community centers, and countless other activities.

Leader as instructor. The instructional leader attempts to teach the participants various skills, knowledge, and attitudes during a program activity.

Leader as counselor. The term counselor is used in several diverse recreation, parks, and leisure settings to designate one who advises an individual or group concerning behaviors, activities, values, and decisions.

Leisure counselor. Leisure counselors focus on helping clients understand their leisure potential and on finding ways to add some meaning to their lives through the leisure experience.

Youth worker. A youth worker is someone who assists youth in the transitional period of adolescence. These responsibilities are varied. They serve as counselors, instructors, outreach workers, roving leaders, street gang workers, detached workers, or program leaders.

Leader as coach. The coach is one who facilitates team leadership. The functions of a coach will often include responsibility for liability, medical fitness, care of injuries, the number of games and practice sessions to hold, knowledge of the rules, ability to discipline player firmly and fairly, encourage cooperation, and exemplify perseverance.

Supervisor leadership. Supervisors provide direction to individuals, helping them to carry out their tasks and to resolve both personal and job-related problems. Supervisory leadership involves overseeing the work of others in such a way that they are helped to accomplish the goals of the recreation and leisure service organization.

Managerial leadership. Managerial leaders provide overall direction to the organization, establishing broad goals, providing motivation, engaging in long-range planning, establishing and administering reward systems, and overseeing those individuals who are directly accountable to them.

Community leadership. Public recreation, parks, and leisure services agencies promote and encourage involvement of citizens and laypersons in the governance and operation of their programs, services, and activities. Community leaders provide leadership by interpreting needs, providing input regarding the distribution of organizational resources, and actively promoting the work of the agency to the community as a whole.

In Loco Parentis. This term is defined as “in the position or place of a parent.” Typically, this term is applied to the role of the camp counselor, especially when the child is in a resident camp or adventure setting.

True/False Questions

1. Leadership is found at all levels within recreation, parks, and leisure service organizations. **True**
2. The leader is an individual who leads others by guiding, directing, and influencing their behavior. **True**
3. Technical skills are the understanding of the overall goals of the organization and the role one plays in order to meet these goals. **False**
4. A policy maker helps groups make decisions relating to goals, membership, meeting time and place, dues, and similar matters. **True**
5. The leisure counselor is expected to be the most versatile of all leaders. **False**
6. Providing the work assignments and hours that staff will work is the responsibility of the managerial leader. **False**
7. In an organization that has horizontal organizational structure, the authority, information, and decision making move from the top then downward through a number of supervisors and departments. **False**
8. There are three different managerial leadership considerations in leading an organization during its lifecycle. **False**
9. Civic leadership can best be thought of as work that takes place in the community working with board members, commissioners, advisory group members, and volunteers. **True**
10. Managerial leadership involves building commitment, motivation, and excitement in others. **True**

Multiple Choice Questions

1. Competence in performing a task may be thought of as a _____ skill.
A. Technical
B. Human
C. Conceptual
D. All of the above
E. None of the above

2. The ability to relate to others may be thought of as _____ skill.
- A. Technical
 - B. Human**
 - C. Conceptual
 - D. All of the above
 - E. None of the above
3. When a managerial leader is building the organizational culture, the leader must
- A. be the energy behind making the vision happen and transmit this energy into their subordinates
 - B. be able to transfer the beliefs, values, and basic assumptions into the beliefs and values of the subordinates.**
 - C. be good at the finance, planning, marketing, and human resource functions.
 - D. unlearn things that are no longer serving the organization.
 - E. All of the above
4. Working directly with people as an instructor refers to what type of leadership?
- A. Face-to-face leader**
 - B. Supervisor
 - C. Administrator
 - D. Civic leader
 - E. None of the above
5. Supervisors, when helping groups define their objectives, will need to carry out the following functions:
- A. Initiating
 - B. Informing
 - C. Supporting
 - D. Evaluating
 - E. All of the above**
6. Which of the following is not a function of a coach as a leader?
- A. Teaching skills
 - B. Liability
 - C. Engaging in long-range planning**
 - D. Disciplining players
 - E. Exemplifying perseverance
7. Which of the following is not one of the six elements of high performing organizations?
- A. Shared Information
 - B. Compelling Vision
 - C. Career development**
 - D. Shared Power
 - E. All of the above are key elements

8. Teaching can best be thought of as
 - A. The communication of skills, knowledge, or values**
 - B. The communication of benefits, knowledge, or values
 - C. The communication of skills, knowledge, or duties
 - D. The communication of benefits, duties, or structure
 - E. The communication of structure, duties, or skills

9. Which of the following is an important element of supervisory leadership?
 - A. Creating culture
 - B. Building basic assumptions
 - C. Maintaining functions
 - D. Changing concepts
 - E. Teaching or leading**

10. Managerial leadership involves which of the following?
 - A. Animation
 - B. Creating culture
 - C. Sustaining culture
 - D. Serving as a change agent
 - E. All of the above**

Short Answer Questions

1. Define and discuss the similarities and differences between a face-to-face, supervisory, administrative, and civic leader.

2. Discuss how technical, human, and conceptual skills are applied at the face-to-face, supervisory, administrative, and civic leadership levels.

3. There are multiple roles that a leader must assume when working with groups. Provide specific examples when a leader must assume the following roles: policy maker, planner, organizer, resource person, stimulator, referee, disciplinarian, group symbol, and/or spokesperson. What are the inherent conflicts between these roles?

4. Prepare a job description for a face-to-face leadership working with the Cedar Center Park and Recreation Department. Include job title, job description, and qualifications.

5. The camp counselor is expected to be the most versatile of all leaders. Explain and give an example of different situations when the camp counselor will need to act as a parent, a teacher, a friend, and/or a confidant.

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Chapter 5
Leading Change: Innovation, Decision Making, and Problem Solving

Overview

Chapter 5 presents the student with both information and examples of leading for change. Recreation, leisure, and parks professionals are being challenged to rethink, reframe, and restructure the way in which programs and services are organized and delivered. The chapter begins with a discussion on why it is important to lead change. Students are then introduced to three important concepts: (1) innovation; (2) decision making; and (3) problem solving.

Learning Objectives

The learning objectives for Chapter 5 are as follows:

1. To gain an understanding of leading for change.
2. To define innovation.
3. To understand the difference between decision making and problem solving.
4. To gain knowledge of how decision making and problem solving assist when leading change.

Key Terms

The following key terms have been identified for Chapter 3:

Change. To make the form, nature, or content of recreation, leisure, and parks programs and services different from what they are. Change can also be defined as transforming or converting something.

Innovation. The word innovation comes from the Latin *innovationem*, or the noun of action from *innovare* and means the introduction of something new or a new idea, method, or device. It can also mean unlocked potential, competitive advantage, or renewal.

Creativity. This term can be defined as the production of novel and useful ideas. Creative ideas can come from individuals or groups of employees. Creative ideas can lead to innovation within a recreation, leisure, or parks organization

Catalyst. A catalyst within an organization is someone who challenges the status quo. They draw attention to the need for change. They often think 'outside the box.'

Process Helper. A process helper in an organization is good at using problem-solving skills to facilitate change. They show organizations how to recognize and define needs and analyze problems and set goals.

Solution Give. Someone who puts solutions into practice by finding ways to adapt the solution to both a personal or organizational need. A solution giver creates an awareness of the solution's value and encourages acceptance of the solution.

Resource Linker. This is someone within an organization who is able to bring resources such as money, knowledge, time, skills, expertise, and motivation together to support innovative ideas.

Stabilizer. The function of someone who is a stabilizer within an agency is to bring an awareness of all the forces that are promoting change, holding back the change, or interfering with the change. A stabilizer can assist in changing the direction of the forces of change so that the cost of change does not threaten the success of innovation.

Leaderful practice. Leading in a 'leaderful' way encourages all members of an organization to make a unique contribution to its growth, both independently and interdependently with others. It is based on the 4 Cs: leading in a concurrent way, leading as a collective, leading collaboratively, and leading with compassion.

Forces against change. These forces can be defined as anything that reduces the willingness to make a change such as attitudes, behaviors, time, energy, money, and lack of information. The forces against change may occur early or late in the change process.

People. An agency's greatest resource, people are one of the four strategies in Edginton and Chen's (2008) Model of Organizational Transformation and Change.

Process. The processes or systems that an organization employs refer to the detailed procedures that are used in carrying out tasks. Process is one of the four strategies in the Model of Organizational Transformation and Change.

Structure. Another one of the four strategies in the Model of Organizational Transformation and Change, this term describes the way in which an organization carries out its tasks, organizes people, and establishes relationships within and without.

Culture. The fourth strategy in the Model of Organizational Transformation and Change, culture refers to the norms, rituals, values, philosophy, rules, and feeling or climate that is conveyed by the organization.

Decision making. This term describes a mental or cognitive (thinking) process of reaching a decision. A decision results when a course of action is chosen from a number of options.

Problem solving. This term is sometimes defined as an examination of a problem and the discovery of a solution or answer to that problem. Problem solving can be considered as an interesting and exciting experience that allows for an exploration of options, preferences, and possibilities.

True/False Questions

1. The fast-growing information highway, the Internet, the growth of 'e' businesses and worldwide competition for recreation programs and service are some reasons why recreation, parks, and leisure service professionals have had to change the way they lead. **True**
2. Currently, recreation, parks, and leisure service leaders do not have either the political or market opportunity to change core offerings of recreation and parks programs. **False**
3. Creative ideas always lead to innovation. **False**
4. The function of a *stabilizer* within a change process is to bring awareness of all the forces that are promoting the change or interfering with the change. **True**
5. The four strategies discussed in Edginton and Chen's (2008) Model of Organizational Transformation and Change are: (1) people; (2) structure; (3) process; and (4) culture. **True**
6. Decision making can be defined as a way to examine a problem and find a solution or answer to that problem. **False**
7. When entering into a problem-solving step process, the first three steps include: (1) recognizing and defining the problem; (2) analyzing and refining the problem; and (3) identifying alternative solutions. **True**
8. When evaluating a possible solution to a problem, the critical leadership roles include clarifying, harmonizing, and agreeing. **False**
9. Bolman and Deal's (1997) research has shown that effective leaders and effective organizations rely on viewing the organization from multiple frames or lenses. **True**
10. If someone describes a symbolic frame of an organization they would be referring to such things as ceremony, ritual, celebration, and inspiration. **True**

Multiple Choice Questions

1. Leaders in the recreation, parks, and leisure field have been challenged to 'lead in a different way' because of
 - A. The changing demographics in North America
 - B. Lifestyle issues such as cardiovascular disease and diabetes
 - C. Diverse populations
 - D. Environmental concerns
 - E. All of the above**

2. Truly great leaders can help lead change because they
 - A. Blend intelligence with wisdom
 - B. They impart reason.
 - C. They give voice to vision and articulate goals
 - D. They know that it is easy to change
 - E. A, B, and C are correct**

3. Innovation within a recreation, parks, or leisure service organization can include
 - A. Keeping an agency up to date
 - B. Keeping an agency competitive
 - C. Keeping an agency democratic
 - D. Keeping an agency in a state of status quo
 - E. A and B are correct**

4. The five 'change agents' within an organization that can assist in leading for change include
 - A. Catalyzer, process helper, solution giver, resource linker, and stabilizer**
 - B. People, structure, process, culture, and organizer
 - C. Specialization, standardization, formalization, centralization, and flexibility
 - D. Change, innovation, decision making, problem solving, and organization
 - E. Management, employees, participants, governing bodies, politicians

5. "Leaderful practice" can be defined as
 - A. Taking charge of a group of employees
 - B. Encouraging all members of an organization to make a unique contribution to its growth, both independently and interdependently with others**
 - C. A focus on detailed procedures
 - D. Paying attention to the structure of an organization
 - E. None of the above

6. Referring to how widely or narrowly the work functions within an organization are distributed describes which dimension of a restructuring process of an organization?
- A. Configuration
 - B. Centralization
 - C. Specialization**
 - D. Formalization
 - E. None of the above
7. An organization's culture refers to which of the following terms?
- A. Norms
 - B. Rituals
 - C. Tasks
 - D. Procedures
 - E. A and B are correct**
8. A pros and cons list is a common technique used in which leadership process?
- A. Innovation
 - B. Problem Solving
 - C. Building relationships
 - D. Decision making**
 - E. None of the above
9. Bolman and Deal (1997) suggest that key words such as coordination, control, policies and procedures, planning, and budgeting describe which frame in their Four Frame Leadership Model?
- A. Political Frame
 - B. Human Resource Frame
 - C. Participative Frame
 - D. Symbolic Frame
 - E. Structural Frame**
10. The political frame of Bolman and Deal's Four Frame Model addresses which important skills necessary in a successful organization?
- A. Negotiation and bargaining**
 - B. Systems management and organization
 - C. Scheduling and budgeting
 - D. Supporting and collaborating
 - E. None of the above

Short Answer Questions

1. Describe the changing demographics and lifestyle issues that currently are affecting your local community. Then describe three ways in which you could provide recreation, parks, and leisure opportunities that could support community members who are growing older and who face health conditions that could be limiting their full participation in family and community events.
2. List and describe five creative ideas that could be used to transform the recreation, parks, and leisure programs and services at a local center in your community.
3. Review Edginton and Chen's (2008) Model of Organizational Transformation and Change and determine how you might change:
 - 1) Your own behavior, so that you can 'lead change.'
 - 2) The structure of a local recreation, parks, and leisure service organization so that you could introduce a new and innovative program or service.
 - 3) The process or system that is currently in place in your local recreation, parks, and leisure service organization so you can increase both the efficiency and the effectiveness of this organization.
4. Review the Five Change Agent Roles described in this chapter. Then determine who your own change agents have been who have assisted you in your preparation to become a recreation, parks, or leisure professional.
5. Think about past leadership roles you have been involved in and describe three resistance forces--forces that worked against change and innovation--that you or your supervisors might have encountered when you attempted to plan for a new and innovative program or service.

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Chapter 6 Leadership Across the Lifespan

Overview

Chapter 6, *Leadership Across the Lifespan*, presents the student with a general overview of various stages of human development. Leadership strategies and methods will vary depending on the age group with which the leader is facilitating. Understanding of physical, social, and cognitive differences is essential in the leadership process and knowledge of the differences between children, youth, adult, and older persons are necessary. A great deal of discussion can be generated in the classroom setting regarding what students think constitute appropriate leadership styles and strategies when viewed by different age groupings. In particular, we have provided information regarding stereotyping and effective communication when working with various ages.

Learning Objectives

The learning objectives for Chapter 6 are as follows:

1. To classify the stages of human development and its relation to the leisure experience.
2. To explain the factors that can affect the social health of youth.
3. To describe goals and principles of youth development programs and types of services.
4. To identify demographic characteristics of adults and the benefits of participation in a variety of recreation, parks, and leisure services programs in their lives.

Key Terms

The following key terms have been identified for Chapter 6:

Youth Worker. A youth worker is someone who assists youth in the transitional period of adolescence. Youth worker responsibilities are varied. They serve as counselors, instructors, outreach workers, roving leaders, street gang workers, detached workers, or program leaders.

Children. A person between birth and puberty.

Adolescence. The period of physical and psychological development from the onset of puberty to maturity. Feelings of competence, social well-being, and other important life skills are formed during this life period and are carried with individuals throughout their adult lives.

Emerging Adults. A culturally-based developmental period between the ages of 18-29 characterized by many demographic transitions and periods of focused identity exploration. This stage of life is distinct subjectively for emerging adults who do not see themselves as adolescents, but also do not entirely see themselves as adults.

Adults. One who has attained maturity or legal age.

Older Adult. A person of or over the age of retirement.

Youth Development. The act of empowering, supporting, caring, advocating, listening, and mentoring youth during their adolescent growth.

Youth Potential. The possibilities or capabilities of being, but not yet realized within youth.

Competence. The state or quality of being properly well qualified, skilled, or able. Three basic areas of competence are personal competence, a sense of social maturity, and a sense of identity and self-esteem.

Attitudes and Stereotypes. A state of mind, feeling, opinion, or belief with regard to some matter or idea.

Community-based Programs. Programs that offer a variety of social, leisure, and health related services, traditionally called Senior Centers. In addition to recreation and education programs, centers frequently offer the following services: information, counseling, and referral; health education and services; meals and nutrition education; housing arrangements referral; legal and income counseling; protective services and education; employment referral and training; transportation; outreach programs; and volunteer opportunities.

Adult Daycare Facilities. A center that provides additional health-related services not available in the senior citizens center, thus helping older persons to maintain residence in the community. These health-related services might include provision of medication; specific care from a physician, nurse, or other health care professional; or provision of programs that enable family members to work during the day.

Long-term Care Facilities. A residential institution for those older persons and others who are in need of more complex and sophisticated health care, but not at the more costly level available in hospitals.

True/False Questions.

1. In America today, there are over 41.5 million adolescents. **True**
2. The fast growing segment of the population both in Canada and the US are children and youth under the age of 18. **False**
3. In terms of youth development, our primary self-concept of oneself in adulthood is established by the age of middle childhood or age 11. **False**
4. Social health includes such factors as success in school, being substance-free, and other behaviors in accordance with social norms, or what is considered “normal” in society. **True**
5. According to the Center for Disease Control and Prevention, the social health of youth in America has improved in the past two decades. **True**
6. Pro-social development can be considered one character competency that youth need to demonstrate or gain from participation in a recreation, parks, or leisure services program. **True**
7. Examples of vocational competence is a broad base knowledge; ability to appreciate/participate in areas of creative expression; good oral and written skills; problem-solving and analytical skills, and ability to learn or an interest in learning and achieving. **False**
8. Ninety-five percent of people over the age of 65 are live in a community setting. **True**
9. Twenty percent of people over the age of 65 live in long-term care facilities such as nursing homes and assisted living. **False**
10. One of the primary purposes of a senior center is to offer vocational competence training. **False**
11. It is essential that a recreation leader first examine his or her attitudes, perception, values, and stereotypes concerning older persons prior to assuming leadership with older persons. **True**

Multiple Choice Questions

1. Which life stage is most concerned with task mastery?
 - A. Early Childhood
 - B. Middle Childhood**
 - C. Adolescence
 - D. Young Adulthood
 - E. Middle Adulthood

2. Which life stage is self-directed and interested in group recreation?
 - A. Middle Childhood
 - B. Adolescence
 - C. Emerging Adulthood**
 - D. Middle Adulthood
 - E. Late Adulthood

3. The capability to effectively manage one's own affairs is considered
 - A. personal competency**
 - B. social maturity
 - C. sense of identity and self-esteem
 - D. cognitive competency
 - E. citizenship competency

4. A sense of responsibility gained by having the experience of having others dependent on one's action is considered
 - A. personal competency
 - B. social maturity**
 - C. sense of identity and self-esteem
 - D. cognitive competency
 - E. citizenship competency

5. To understand one's nation's and community's history and values, and form a desire to contribute to the nation and community is considered
 - A. personal competency
 - B. social maturity
 - C. sense of identity and self-esteem
 - D. cognitive competency
 - E. citizenship competency**

6. The criteria that matter most for emerging adults in making progress to adulthood is considered to be
 - A. reaching the age of 18
 - B. reaching the age of 21
 - C. achieving financial independence
 - D. accepting responsibility for oneself and making independent decisions**
 - E. having a long-term partner or getting married

6. When a person moves into a period of young and middle adulthood, the emphasis tends to be on leisure activities that are
- A. less strenuous in physical activity
 - B. concerned with winning
 - C. focus on service learning
 - D. **intrinsically satisfying**
 - E. have a strong peer culture
7. The “baby boomer” generation are those people who were born between the years
- A. People born before the 1930’s
 - B. 1930 and 1945
 - C. **1945 and 1960**
 - D. 1960 and 1970
 - E. 1970 and 1980
8. Which of the following is not stereotypical behavior toward older adults?
- A. Automatically providing program activities that older adults are suppose to like, such as bingo and sing-alongs
 - B. thinking that older adults do not have the capacity or interest to learn new things
 - C. Assuming that individuals in their retirement years limit their activities rather than expand them
 - D. Avoiding activities that require physical exertion
 - E. **Understanding that aging is a normal developmental process and is universal**
9. Which of the following settings provides services that help senior citizens maintain residence in the community by providing programs that enable family members to work during the day?
- A. Community Senior Centers
 - B. **Adult Day-Care Centers**
 - C. Long-term Care Facilities
 - D. All of the above
 - E. None of the above
10. When working with older adults leaders should focus on
- A. helping the older person examine his or her attitudes, values, perceptions, and stereotypes about other older persons
 - B. helping older persons to develop positive attitudes towards themselves
 - C. helping the older person become involved in self-help
 - D. a & c
 - E. **b & c**

Short Answer Questions

1. List the different life stages including the age, developmental characteristics and activities associated with each life stage.
2. Discuss pro-social youth development. Identify different recreation activities that could be designed to emphasize five different competencies of youth.
3. Discuss the challenges of providing recreation activities and programs for emerging and middle adults.
4. Identify six different programming techniques and methods that a leader would consider when working with older adults.
5. Compare and contrast the following older adult recreation setting: community-based programs, adult day-care centers, and long-term care facilities.

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CHAPTER 7
The Dynamics of Leadership in Groups

Overview

This chapter explores the interaction of individuals in groups and how these interactions contribute either positively or negatively to the recreation experience. Further, the chapter examines group leadership and roles and discusses how a recreation, parks, and leisure services leader can work with groups to enhance their enjoyment of recreation, parks, and leisure service activities.

Learning Objectives

The learning objectives for Chapter 7 are as follows:

1. To understand the importance of group dynamics for the recreation, parks, and leisure services leader.
2. To understand the difference between primary and secondary groups and their effects on the recreation, parks, and leisure services experience.
3. To identify the different functions of groups and the roles played by individuals in a group.
4. To identify various techniques the leader can use as he/she works with groups.

Key Terms

The following key terms have been identified for Chapter 7:

Group Dynamics. Patterns of action that occur and influence the behavior of individuals as they interact in groups.

Primary Groups. This refers to a setting in which intimate, face-to-face interaction, and cooperation among individuals occurs. This type of group offers opportunities for individual interaction and self-expression. The most easily identified example of a primary group is the family.

Group Properties. Refers to the elements that influence the degree of interdependence necessary to solidify a collection of individuals. They are interaction, norms, status structure, goals, cohesiveness, and a common perception of membership.

Group Functioning. Refers to various stages of action and shared common elements of structure that all groups employ as they interact to complete an objective. The stages of functioning include stroking, organizing, producing, and creating.

Group. A group is defined as a collection of individuals who interact with one another in such a way that they are interdependent to some degree. Interdependence or interrelatedness is the variable common to all groups.

Secondary Groups. Refers to groups where human interaction is transferable, readily redirected to other individuals, and defined in specific standardized terms. Secondary groups' transactions are narrow and limited to the transaction itself.

Sociometry. A method for visually interpreting patterns of interaction that takes place within a group.

Group Roles. As the status structure of a group emerges, certain individuals occupy roles. Depending upon the circumstances, these roles can change hands.

True/False Questions

1. Most people join groups for the same reasons. **False**
2. Group dynamics is concerned only with the factors that influence communication and interaction between individuals. **False**
3. There are a variety of situations in which the recreation, parks, and leisure services leader can benefit from knowledge of group dynamics. **True**
4. A group can be thought of as a high unified collection of individuals. **False**
5. Joseph Lee is known as the father of the kindergarten movement. **False**
6. Primary groups are involved in interactions that are transferable, readily redirected to other individuals, and defined as specific standardized terms. **False**
7. Norms can be thought of as the behaviors expected of group members. **True**
8. Sociometry can be thought of as a procedure for identifying patterns of interaction among group members. **True**
9. The size of a group will influence its operation. **True**
10. Leadership within groups is generally predetermined before the group forms. **False**

Multiple Choice Questions

1. Which of the following is **not** cited in your textbook as an external force that affects group activities?
 - A. Organizational values and expectations
 - B. Community values and expectations
 - C. Individual values and expectations**
 - D. None of the above

2. The leader within the instructional groups should have knowledge of
 - A. Group atmosphere
 - B. Communication styles
 - C. Ways that he/she can assist individuals to meet each other
 - D. A & B**
 - E. All of the above

3. Which of the following could be defined as a group?
 - A. All students in a recreation class
 - B. All students in an internship seminar
 - C. Four students working together on a class project**
 - D. All of the above
 - E. None of the above

4. Joseph Lee's contribution to the leisure, recreation, and parks field did **not** include
 - A. Work with the playground Association of America
 - B. His leadership as the President of the National Recreation and Parks Association**
 - C. His financial contributions to promote the movement
 - D. His accomplishments as the leading philosopher of the early movement

5. Which is **not** a reason to join a group?
 - A. Social reasons
 - B. Self-enhancement or advancement
 - C. Coercion
 - D. Money**
 - E. None of the above

6. Which of the following is **not** a group property?
 - A. Interaction
 - B. Norms
 - C. Status structure
 - D. Cohesiveness
 - E. None of the above**

7. The amount of influence that an individual has within a group is dependent on
- A. The amount of money one has
 - B. The amount of knowledge or ability to persuade others**
 - C. The number in the group an individual knows
 - D. All of the above
 - E. None of the above
8. Which of the following is **not** a responsibility that a group leader can assume?
- A. To develop a sense of “we-ness”
 - B. To identify goals
 - C. To force people to interact with one another**
 - D. To develop patterns of communication
9. Group conflict arises when there are
- A. Incompatible goals
 - B. Intergroup communication
 - C. Status incongruities
 - D. All of the above
 - E. A & C**
10. Which is **not** a group maintenance role?
- A. Encourager
 - B. Self-confessor**
 - C. Compromiser
 - D. Standard setter

Short Answer Questions

1. Discuss four different types of groups that occur within the recreation, parks, and leisure services and how knowledge of group dynamics helps the leader in working with these groups.
2. Discuss the differences between primary and secondary groups. Describe how these differences affect the leadership used in each of the groups.
3. Describe three group properties and describe how these properties affect the cohesiveness of group members.
4. Describe the five types of communication that are used within small groups.
5. Discuss how the three different types of group roles influence the work of the group. Give an example of each type of role.

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CHAPTER 8 Leadership and Motivation

Overview

Chapter 8, *Leadership and Motivation*, has been written to assist the student in gaining an understanding of why people are motivated to participate in leisure experiences. The chapter is primarily designed to help better frame the role of the leader in providing the leisure experience. The motivation process is defined. In addition, information regarding leader participant interactions is presented. How relevant, meaningful, and attractive leisure experiences come into being and understanding the role that motivation plays in the process will assist the student in understanding the assumptions necessary for producing quality programs and services.

Learning Objectives

The objectives for Chapter 6 are as follows:

1. To gain an understanding of leadership and motivation
2. To understand the motivation process
3. To gain an awareness of the role of the recreation, parks, and leisure services leader in the process of motivating participants
4. To obtain an awareness of participation benefits and their relationship to motivation

Key Terms

The following key terms have been identified for Chapter 6:

The Motivation Process. The motivation process is characterized by six steps: (1) the existence of needs; (2) the initiation of drives; (3) selective attention to relevant stimuli; (4) initiation of goal-directed activity; (5) attainment of a reward or goal; and (6) the reduction of the drive.

Needs. When an individual has an imbalance—physically, psychologically, or socially—he or she has a need. Physiological needs are those deficiencies

associated with biological drives, such as the need for food, water, sex, and sleep.

Drives. We use the term drive as meaning an activator and director of behavior. A drive is the energizing process that results in movement toward the fulfillment of a need. Different needs will result in the activation of different drives.

Goals. Goals are the ends sought by participants as a result of their participation in the leisure experience.

Goal-Directed Activity. Goal-directed behavior is the detectable manifestation of drives, such as desire for power, affection, approval, and so on. It can be defined as behavior that results in the reduction of a need or drive.

Participant Motivation. This term refers to the process that participants engage in as they seek benefits from a leisure experience. Leaders play a key role in shaping and molding leisure environments that provide cues for individuals to seek leisure.

Cues in the Physical Environment. The way in which the physical environment is arranged has a great deal of influence on participant behavior. In simplistic terms, the recreation, parks, and leisure services leader can manipulate the physical environment by changing such things as lighting, spatial arrangements, color, decorations, and other factors.

Cues in the Social Environment. When we speak of the manipulation of the social environment, we are referring to the leader's ability to create opportunities for friendship, interaction, love, companionship, membership, recognition, and so on.

Cues in the Psychological Environment. When we speak of the psychological environment, we are referring to the participant's need for self-knowledge, novelty, aesthetic satisfactions, self-worth, self-identification, achievement, power, mastery, and transcendence.

Leader/Participant Interaction. This refers to the interactive relationship that is developed between the leader and the participant.

Barriers. There are many barriers that can occur and that prevent individuals from achieving desired goals. Some of these are attitudinal, consumptive, temporal, communicative, social-cultural and economic, health, and experiential.

Participation Benefits. It is the anticipation of benefits (the fulfillment of psychological, social, and physical needs) that motivates the individual to become involved in leisure experiences. As indicated, individuals seek benefits or the expectation of benefits rather than activities or products.

True/False Questions

1. Individual behavior is based on principles of motivation? **True**
2. Felt needs can be thought of as those activities, programs, and services in which an individual currently participates. **False**
3. Expressed needs are those needs that an individual feels he or she would like to experience in the future. **False**
4. Erikson's eight stages of development are characterized by a conflict that must be resolved for the individual to be able to cope at later stages. **True**
5. The term "drive" can be thought of as an activator or director of behavior. **True**
6. Drives cannot be seen, only inferred. **True**
7. Relevant stimuli can be defined as information that relates to an individual's current drive. **False**
8. Participants seek experiences, not products, activities, services, facilities, or programs. **True**
9. The idea of "cueing" an individual to an experience has its basis in social occasion's theory. **True**
10. The theory of expectancy refers to whether an individual will participate in a given activity is dependent on present experience. **False**

Multiple Choice Questions

1. _____ needs are established by expert groups who suggest minimum standards for service.
 - A. Express needs
 - B. Felt needs
 - C. Normative needs**
 - D. Comparative needs
 - E. Created needs

2. The desire to achieve or excel can be thought of as which of the following motive or drives?
 - A. Competence
 - B. Curiosity
 - C. Activity
 - D. Affection
 - E. Achievement**

3. The motive or drive to help others without the expectation of external rewards is known as
 - A. Achievement
 - B. Social approval
 - C. Altruism**
 - D. Consistency
 - E. Status

4. An example of goal-directed leisure behavior is which of the following?
 - A. Novelty
 - B. Risk
 - C. Adventure
 - D. Social approval
 - E. All of the above**

5. The concept of flow is a compelling construct for explaining the interaction of individuals with the environment because it
 - A. Enhances understanding of boredom and anxiety
 - B. Relates challenge to skill
 - C. Provides dispositions and perceptions
 - D. Both A & B**
 - E. Both B & C

6. Cues in the physical environment can be made by changing such things as
 - A. Lightening, spatial arrangements**
 - B. Color and mood
 - C. Decorations and intimacy
 - D. Mood and spatial arrangements
 - E. Lightening and recognition

7. Cues in the social environment include the leaders
 - A. Personality
 - B. Energy
 - C. Demeanor
 - D. Behavior
 - E. All the above**

8. Cues in the psychological environment that can influence a participant include
 - A. Rewards**
 - B. Stimulation
 - C. Nostalgia
 - D. Physical well-being
 - E. Therapeutic healing

9. Motivators may include all but which of the following?
 - A. Personal development
 - B. Social bonding
 - C. Therapeutic healing
 - D. Nostalgia
 - E. All of the above**

10. The best one word definition for a need is
 - A. Activator
 - B. Deficiency**
 - C. Communicative
 - D. Consumptive
 - E. End

Short Answer Questions

1. Discuss the motivation process and its relationship to the delivery of leisure services.
2. Define and discuss the difference between needs, drives, and goals.
3. Discuss the role of the environment in the motivation process.
4. How does the leader cue individuals to experience leisure? Identify and discuss major benefits that may be sought through leisure.
5. Discuss why leader participant interaction is important in assisting individuals to experience leisure.

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CHAPTER 9
Leadership and Communication

Overview

This chapter explores the various dimensions of the communication process. Specific topics include the meaning of communication, various components of communication, and the model of the communication process. This chapter also presents information concerning types of communication, functions of communication, perception and communication, styles of communication, and barriers to effective communication. In addition, the importance of active listening is discussed.

Learning Objectives

The learning objectives for Chapter 9 are as follows:

1. To understand the differences and similarities between interpersonal and organizational communication.
2. To understand the process of transactional communication and the important elements in the process.
3. To understand the role that individual perception has on the communication process.
4. To understand the importance of active listening.
5. To identify barriers that are present that prevent positive communication between the leader and individuals.

Key Terms

The following key terms have been identified for Chapter 9:

Interpersonal Communication. Interpersonal communication is the process of transferring information and influencing the behavior of people on a one-to-one basis. It is essential for effective interaction between the leader and the participant and, thus, essential to achieving the recreation, parks, and leisure experience.

Transactional Communication. This term implies that communication is two-way interaction rather than one-way and, therefore, can affect the sender as well as the receiver. Transactional communication is interaction with people rather than communication to people.

Conflict Resolution. Arises from the inability to communicate effectively. Understanding the barriers that lead to conflict in the communication process can help the leader increase the likelihood that communication will be effective.

Decoder-Receiver. Decoding can be thought of as the translation of a message by a receiver. The decoding process is concerned with the acquisition of the intended meaning of the message transmitted by the sender, leading to behavioral change.

Organizational Communication. This can be thought of as the way by which an agency transmits information to its staff and participants concerning its goals. It involves the establishment of channels of communication with an organizational structure in order to transmit reports, complaints, requests, orders, inquiries, and information, both within and outside of the organization.

Persuasion. Persuasion is the attempt to change a person's behavior through communication. Generally speaking, persuasion is a process of gradually securing the cooperation of others.

Sender Encoder. This can be thought of as the individual or electronic technological device that originates the communication. For communication to occur, one must first prepare the message for transmission. The encoding process is a way of preparing ideas, thoughts, and concepts for transmission to another individual or other individuals.

Perception Selectivity. The individual's perceptive process determines the stimuli that are to be selected for attention at any given moment.

True/False Questions

1. For communication to be effective, the sender should only be concerned that the ideas, concepts, and thoughts are clearly transmitted? **False**
2. Organizational communication refers only to communication that an agency transmits to its staff and participants concerning its goals? **False**
3. Transactional communication suggests that people are both sending and receiving messages simultaneously? **True**
4. Because of the nature of leisure, recreation, and parks activities, nonverbal communication is the form most utilized to communicate with participants? **False**
5. As diversity increases in the leisure, recreation, and parks profession, a leader needs to become more aware of how his/her body language is interpreted? **True**
6. Persuasion is generally targeted at appealing to a person's emotions rather than reason? **False**
7. The components that make up the communication process are the sender-encoder, the message, and the decoder-receiver. **False**

8. Perception is a psychological process rather than a cognitive process? **True**
9. The physical environment can influence an individual's perception of a given situation. **True**
10. Active listening requires that one agrees with what is being said? **False**

Multiple Choice Questions

1. Effective communication with individual participants will directly influence
 - A. The participants' acquisition of skills and knowledge
 - B. The ability to generate enthusiasm
 - C. The formulation of participants' attitudes
 - D. A & B
 - E. All of the above**
2. Types of communication include
 - A. Verbal
 - B. Non-verbal
 - C. Body language
 - D. A & B
 - E. All of the above**
3. An example of a visual symbol is
 - A. McDonald Golden Arches**
 - B. Web site
 - C. Body language
 - D. Brochure
 - E. All of the above
4. Which is **not** a function of communication?
 - A. Persuasion
 - B. Information
 - C. Social relation
 - D. Conflict resolution
 - E. None of the above**
5. The process of communication includes
 - A. Sender
 - B. Decoder
 - C. Channel
 - D. A & C
 - E. All of the above**

6. Understanding perception enables a leader to understand
 - A. A participant's attitude
 - B. A participant's values
 - C. A participant's motivation
 - D. A & C
 - E. A & B**

7. Which of the following is an environmental variable that influence perceptions?
 - A. Contrast
 - B. Familiar setting
 - C. Repetition
 - D. A & B
 - E. A & C**

8. Active listening involves
 - A. Being in touch with your own feelings
 - B. Allowing others to complete thoughts
 - C. Providing nonverbal responses
 - D. A & B**
 - E. B & C

9. Which is **not** a step in the development of a speech?
 - A. Deciding you know more than the audience
 - B. State specific goals of the speech
 - C. Trying to entertain the audience
 - D. A & B
 - E. A & C**

10. Which is not a form of mass communication?
 - A. Newspapers
 - B. Radio
 - C. Books
 - D. Letters**
 - E. None of the above

Short Answer Questions

1. The textbook refers to five different types of communication. Briefly define three types and discuss the positive and negative aspects of using them to communicate with participants.
2. Discuss the four functions of communication.
3. Explain the process of communication as outlined in the textbook.

4. Describe and discuss three variables that influence a person's perceptual selectivity.
5. Discuss how a person's values, past experiences, and personal evaluation of hearsay affect a person's perception in the communication process for both the receiver and sender.

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CHAPTER 10
Leadership and Diversity

Overview

Chapter 10, *Leadership and Diversity*, explores the processes associated with developing cultural and inclusion competence critical for today's recreation, parks, and leisure services leaders to anticipate and adapt to occurring demographic, social, and immigration changes to provide effective programs and services.

Learning Objectives

The learning objectives for Chapter 10 are as follows:

1. To understand that leadership and diversity is a relationship building process.
2. To understand how one's view of the world is based on one's cultural upbringing.
3. To understand processes to increase one's cultural competency.
4. To recognize common barriers that inhibit cultural competency.
5. Understanding that accessible and inclusive recreation, parks, and leisure services programs and facilities begin during the planning and design process.
6. To understand that Universal Design principles put a high value on both diversity and inclusiveness.
7. To identify examples of respectful accommodations that assist individual's with specific characteristics participation in recreation, parks, and leisure services.

KEY TERMS

Diversity. The nondiscrimination of others who are different from you.

Inclusion. Actively welcoming, involving, and making those of a different race, ethnicity, age, sexual orientation, gender identity, disability, religion, language, or social class feel welcome and part of your program and community.

Cultural Competency. An understanding of human behavior in a world of human differences. A conscious questioning, challenging, and revising one's traditional assumptions, biases, and prejudice of individuals who are not like you in order to function effectively within society.

Bias. An individual's subjective view of what is determined to be "right," "wrong," "normal," or "deviant."

Values. A combination of attitudes that generate action or deliberate choice to avoid an action.

Norms. The visible and hidden rules of behavior within a specific group.

Ethnocentrism. The experience of one's own culture as the primary center of reality and the avoidance of cultural differences.

Ethnorelativism. The viewpoint that one's own beliefs and behaviors are just one experience in the context of many other viable possibilities.

Respective Accommodations and Modifications. An individualized support that promotes access to learning, recreation, leisure, or work

Universal Design. A human-centered, values-based, and decision-making framework for designing facilities and programs with everyone in mind.

True/False Questions

1. Biases and prejudices are learned as one get older. **False**
2. Cultural and inclusion proficiency begins with one reflecting on his/her own beliefs, values, biases, and attitudes. **True**
3. There is more variation within a cultural or social minority group then across groups. **True**
4. An example of when a person or organization is at the "*Blindness*" stage of cultural or inclusion competence would be when the dominate belief of people aligns with "mainstream" behavior such as when an organization will only provide registration and other paperwork in English-only format. **False**
5. Cross's "*Blindness*" stage of intercultural competence and Bennett's "*Minimization*" developmental stage are similar. **True**
6. To understand different languages in order to communicate effectively across different cultures would be considered a motivational cultural competency skill. **False**
7. "Cultural proficiency" refers to individuals and agencies seeking to add to the knowledge base of cultural and inclusion practices by conducting research and developing demonstration projects. **True**

8. Ethnocentrism is the awareness that one's own culture is one perspective within the context of other cultures. **False**
9. Universal Design principles are primarily useful when one is remodeling or building a new facility. **False**
10. Universal symbols are best used for individuals with hearing and visual impairments but not as helpful for individuals with learning or behavioral needs. **False**

Multiple Choice Questions

1. To begin the process of diversity and cultural competence, one must internally reflect on ones currently held beliefs. Beliefs are
- A. the social influences that consciously or unconsciously shape our perception about what is right or wrong behavior.
 - B. a combination of attitudes that generate action or a deliberate choice to avoid action.
 - C. the visible and hidden rules of behavior within a specific group.
 - D. one's value orientation toward others who are different.
 - E. the fundamental set of assumptions that people hold dearly without question.**
2. Which cultural competency model was first developed for health care organizations but is now adapted for use at the individual level?
- A. The Process of Cultural/Inclusion Competency Model (Campinh-Bacote, 2002)
 - B. The Cross model of Intercultural Competence (Cross, Bazron, Dennis, & Isaacs, 1989)**
 - C. The Bennett Development Model of Intercultural Sensitivity (Bennett, 2004)
3. The Process of Cultural/Inclusion Competency Model developed by Campinh-Bacote, assumes that cultural competence consists of five constructs. These constructs are
- A. Awareness, Knowledge, Skill, Encounters, and Desire.**
 - B. Destructiveness, Incapacity, Blindness, Pre-Competence, and Basic Competence.
 - C. Defense, Minimization, Acceptance, Adaptation, and Integration.
 - D. Equity, Flexibility, Perception, Tolerance, and Respect.
4. Cultural and inclusion "desire" refers to
- A. recognizing one's own biases, prejudices, and assumptions about people who are racially or socially different.
 - B. An individual who wants to, rather than feeling pressured to, engage in the process of becoming culturally competent.**
 - C. The process of individual seeking and obtaining a sound educational foundation about diverse ethnic and social groups.
 - D. An individual's ability to collect relevant data and information to accurately appraise or examine the diverse needs of persons or people being served.
 - E. Engaging directly in cross-cultural interactions.

5. “Cultural pre-competence” refers to
- A. an individual who does not seek to be intentionally culturally destructive, but remains extremely biased by a held belief of superiority over subordinate groups.
 - B. an individual's philosophy of viewing and treating all people the same and that color, gender, or religious variations do not make any difference.
 - C. a level of awareness within the individual or agency of one's shortcomings and needed areas of growth and taking steps to educate oneself to respond effectively to diverse populations.**
 - D. acceptance, appreciation, and respect for differences and continuing self-assessment regarding culture and diversity issues.
6. Which cultural competency model highlights that there is not a universal type of culturally competent person?
- A. The Process of Cultural/Inclusion Competency Model (Campinh-Bacote, 2002)
 - B. The Cross model of Intercultural Competence (Cross, Bazron, Dennis, & Isaacs, 1989)
 - C. The Bennett Development Model of Intercultural Sensitivity (Bennett, 2004)**
7. Individuals who experience cultural difference at a stereotypical level and make comments such as, “Those immigrants and illegal aliens are taking our jobs” would be at what stage of the Cultural Sensitive development model?
- A. Denial
 - B. Defense**
 - C. Minimization
 - D. Blindness
 - E. Pre-Competence
8. “White flight” is a societal phenomena that is defined at what stage of the Cultural Sensitive development model?
- A. Denial**
 - B. Defense
 - C. Minimization
 - D. Blindness
 - E. Pre-Competence
9. To be curious about and respectful toward cultural difference and not over generalize or assume that people in other cultures share your same belief, would be at what stage of the Cultural Sensitive development model?
- A. Minimization
 - B. Blindness
 - C. Acceptance**
 - D. Adaptation
 - E. Integration

10. An individual who experiences a multicultural identity or a long-term expatriate could be categorized at what stage of the Cultural Sensitive development model?

- F. Minimization
- G. Blindness
- H. Acceptance
- I. Adaptation
- J. Integration**

Short Answer Questions

1. Compare the similarities between the models of cultural competency (The Process of Cultural/Inclusion Competency; The Cross Model of Intercultural Competence; and The Bennett Developmental Model of Intercultural Sensitivity).
2. List at least five multicultural self-assessment questions that one could reflect on to increase their own cultural competency and inclusionary practices.
3. Explain the concept of Universal Design (UD) and its seven guiding set of principles.
4. Give example of at least three respectful accommodations and modifications that can be done within recreation, parks, and leisure service programs and facilities that can promote access and inclusion.

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CHAPTER 11
Managing Risks

Overview

This chapter explores the challenges of managing risks, the elements of negligence, and the standard of care expected of leaders as they conduct leisure activities. Specific topics include: inherent risks; negligent behaviors; what constitutes legal liability; the standard of care within the leisure, recreation, and parks profession; and how to manage activity risks. A short discussion of waivers and agreement to participate forms is covered, as is the role of insurance in helping to protect leisure, recreation, and parks organizations.

Learning Objectives

The learning objectives for Chapter 11 are as follows:

1. To understand the leader's responsibility in managing activity risks.
2. To gain awareness of the elements of negligence as they relate to leading recreation, parks, and leisure services activities.
3. To understand the "standard of care" with regards to supervision practices.
4. To gain knowledge concerning the controlling of risks through good supervision practices.

Key Terms

The following key terms have been identified for Chapter 11:

Risk. While there are many definitions of risk, they all contain the ideas of "probability and loss." The higher the probability of loss or injury, the greater the risk.

Negligence. Negligent behavior is conduct that is not in accord with the standard of care that a prudent professional should give and, hence, the participant is subject to "unreasonable risk " of injury.

Inherent Risk. These are risks that are integral to the activity. There is no liability for injury that occurs due to inherent risk in which the participant is knowledgeable or should be knowledgeable. The participant assumes such risks.

Agreement to Participate. Agreement to participate forms are used to show that the participant was informed on the inherent risks of the activity and chose to participate.

Legal Liability. Legal liability arises in situations where one did not intend to injure an individual, but in fact, an injury did occur. The injury may have occurred because of an act of omission (something one did not do), or commission (something one did do).

Plaintiff. The injured party in a liability case.

Waivers. An agreement by which the participant of a leisure, recreation, and parks activity agrees to absolve an agency from liability and from injury or damage suffered by the participant as a result of the negligence of the leisure, recreation, or parks professional.

Insurance. Payment by an organization for a policy that will cover costs in case the organization is sued for negligence.

True/False Questions

1. Probability in risk refers to the possibility that something might occur in terms of injury or loss? **True**
2. One role that a recreation, parks, and leisure service leader plays in managing risks is helping the participant understand the inherent risk of an activity. **True**
3. Negligent behavior is conduct that is not in accord with the standard of care that any person should give? **False**
4. Because negligence is a federal law, it is enforced the same in each state? **False**
5. In a court of law, in order to show negligence has occurred, the defendant must show that a duty was owed? **False**
6. The professional standard of care does not vary based on the qualifications of the person in charge, whether experienced, older, or certified? **True**
7. In order to be judged as competent, the leader must show that a standard of care comparable with that of the best professional practices was followed? **True**
8. Natural hazards are those found within facilities such as windows, exits, light switches, and electrical cords? **False**
9. Trying to control risks means trying to eliminate all risks? **False**
10. The supervision ratio for a given activity is generally based on only the number of participants? **False**

Multiple Choice Questions

1. An inherent risk is one which
 - A. The participant assumes risk**
 - B. The participant does not assume risk
 - C. The participant knows the risk but does not assume it
 - D. None of the above

2. Which is **not** an element needed to prove negligence?
 - A. A duty was owed
 - B. The duty was breached
 - C. Failure to follow duty resulted in injury
 - D. Physical or emotional injury resulted**
 - E. None of the above

3. Managing risks is important because
 - A. People will always want to challenge their abilities**
 - B. People have become spectators rather than participants
 - C. Leaders need to ensure the safety of participants
 - D. A & C
 - E. None of the above

4. Which is **not** a category potential problem in managing risk when people are involved in recreation programs?
 - A. Failure to meet participant expectations
 - B. Failure to meet the organizations financial needs**
 - C. Damage or loss to property
 - D. Injury or health problems
 - E. None of the above

5. The standard of care is set by
 - A. Statute
 - B. Organizations
 - C. Age of the leader
 - D. A & B**
 - E. B & C

6. In order to understand their participants, the leader must understand
 - A. Age
 - B. Size
 - C. Maturity
 - D. All of the above**
 - E. None of the above

7. The duty to supervise arises from
 - A. Assuming a leadership position
 - B. Emerging as a leader
 - C. A voluntary assumption of duty**
 - D. All of the above
 - E. None of the above

8. Risk reduction includes
 - A. Training
 - B. Blaming others
 - C. Maintaining facilities
 - D. A & C**
 - E. B & C

9. Waivers protect organizations from
 - A. Inherent negligence
 - B. Ordinary negligence**
 - C. Gross negligence
 - D. All of the above
 - E. None of the above

10. Most waivers do not hold up in court because
 - A. The print size is too small
 - B. They tend to have ambiguous wording**
 - C. The title of the waiver is missing
 - D. A & C
 - E. All of the above

Short Answer Questions

1. Discuss the four elements of negligence and give an example of each element in recreation, parks, and leisure services.
2. Describe what is meant by the standard of care and how this standard is set for professionals in recreation, parks, and leisure services.
3. Discuss the importance of supervision in recreation, parks, and leisure services and what elements should be included in a supervision plan.
4. Describe what a leader needs to consider in conducting an activity. Be sure to discuss the four elements of instruction in your answer.
5. Discuss the difference between waivers and agreement to participate. Which is the primary form that should be used in recreation, parks, and leisure services? Why?

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**Chapter 12
Leadership in Outdoor and Aquatic Leisure Settings**

Overview

Chapter 12, *Leadership in Outdoor and Aquatic Leisure Settings*, was designed to give the student an overview of outdoor and aquatic leadership responsibilities. Leadership in the outdoors and in aquatic settings requires specific knowledge and skills to ensure that participants have an enjoyable and safe experience. Both outdoor leaders and individuals working in aquatic settings must follow carefully established risk management plans and understand basic concepts of group work, first aid, and specific skills to the activity being led.

Learning Objectives

The learning objectives for Chapter 12 are as follows:

1. To distinguish the different leadership responsibilities between outdoor skill leaders and environmental education leaders.
2. To understand the components of outdoor leadership qualifications.
3. To list various leading techniques used by environmental educators.
4. To explain the outdoor leader's role in caring for the environment in which outdoor recreation activities occur.
5. To identify six leadership roles in aquatic settings.
6. To identify important rules for aquatic safety and the various types of aquatic activities.

Key Terms

The following key terms have been identified for Chapter 12:

Outdoor Recreation. Any voluntary leisure activity that involves the use, understanding, or appreciation of natural resources or a combination of these. In this definition, the emphasis is on natural resources.

Outdoor Skill Leaders. An individual responsible for leading or teaching the necessary skills that depend on the natural environment for their performance. These outdoor leaders would teach skills such as backpacking, mountain biking,

flat water and whitewater canoeing, whitewater and sea kayaking, wilderness first aid, rock and ice climbing, mountaineering, caving, nordic and tele skiing.

Environmental Educators. Leaders who are responsible for fostering an appreciation, understanding, and responsibility for the environment to their students and program participants. These leaders might teach classes in forest ecology, pond and stream, earth science, insects, water quality, map and compass, Native American history, hiking, and canoeing.

Environmental Interpreters. These individuals are responsible for provoking interest and instilling facts, attitudes, and concepts through firsthand experiences and real objects. Their efforts are aimed at increasing the participants' knowledge of natural or historical resources and whetting their curiosity to learn more about the interdependence of living organisms, such as the web of life or the food chain including key interactions between human society and these basic biological concepts.

Naturalists. A naturalist, like an environmental educator, is an individual who specializes in teaching and facilitating awareness of the natural environment.

Adventure Educators. Outdoor leaders who are referred as *adventure educators* use outdoor recreation activities and experiences to produce personal growth and development among individual participants and the entire group.

Aquatic Activities. These are activities that occur in and on the water. This can encompass not only swimming, but also scuba diving, water skiing, water shows and pageants, water polo, canoeing, sailing, kayaking, and so on. These activities can occur in swimming pools, on lakes, at ocean beaches, and on rivers.

True/False Questions

1. Outdoor recreation is defined as any volunteer leisure activity that involves the use, understanding, or appreciation of natural resources or a combination of these.

True

2. The number of Canadians and Americans spending time in outdoor environments continue to decline. **False**

1. Four categories of outdoor leadership qualifications include foundational history, hard skills, soft skills, and meta skills. **True**

4. The role of an outdoor skill leader is to foster an appreciation, understanding, and responsibility for the environment to their students and program participants. **False**

5. Environmental educators use various techniques to increase the quality of their program. One of these techniques is to "go past the object you wish to talk about." **True**

6. The United States Lifeguard Standards state that lifeguards must be at least 14 years old for pool and water park guarding. **False**
7. Waterfront director has basically the same role as a lifeguard, except that waterfront directors work at summer camps. **False**
8. United States Masters Swimming (USMS) program provides opportunities for individuals age 19-104 to participate in competitive swimming activities, including national championship competition. **True**
9. Today, “swimming fitness activities and programs” are often aimed at youth who are overweight in order help fight the rise in childhood obesity. **False**
10. “Learn-to-swim programs” provide instruction in all types of instruction from lifesaving to scuba diving. **False**
11. Aquatic activities often provide persons with physical limitations a greater degree of freedom of movement and greater opportunities for expression than are possible out of the water. **True**

Multiple Choice Questions

1. The major function of an “outdoor skill leader” is to
- A. use outdoor recreation activities and experiences to produce personal growth and development among individual participants and the entire group.
 - B. lead and teach the necessary technical skills that depend on the natural environment for their performance**
 - C. foster awareness and knowledge of the complex nature of the natural environment
 - D. all of the above
 - E. none of the above
2. The major function of an “environmental educator or naturalist” is to
- A. use outdoor recreation activities and experiences to produce personal growth and development among individual participants and the entire group.
 - B. lead and teach the necessary technical skills that depend on the natural environment for their performance
 - C. foster awareness and knowledge of the complex nature of the natural environment**
 - D. all of the above
 - E. none of the above

3. Environmental interpreters differ from environmental educators in that interpreters
- A. are usually associated with a formal education setting that requires students to participate in a sequential learning process
 - B. usually provide experiential learning programs that use outdoor activities to improve team building, group dynamics, and communication skills.
 - C. usually work with a wide variety of people organized in informal groups, most of who are on vacation and voluntarily seeking knowledge.**
 - D. all of the above is the specific role of the environmental interpreter.
 - E. Interpreters and environmental educators have no difference in the structure of their programs

4. The “hard skills” of outdoor leadership include
- A. skills that are tangible and easily measured whether the leader has accomplished these competences**
 - B. qualities that are more difficult to assess, such as the ability for leaders to have empathy for first time learners
 - C. critical leadership competencies such as problem-solving and decision-making skills.
 - D. a set of rules that provides a professional activity with its structure of what should be accomplished as well as how this activity should be done
 - E. none of the above

5. The “meta skills” of outdoor leadership include
- A. skills that are tangible and easily measured whether the leader has accomplished these competences
 - B. qualities that are more difficult to assess, such as the ability for leaders to have empathy for first time learners
 - C. having technical activity competence, providing safety for group members, and avoiding environmental damage.
 - D. a set of rules that provides a professional activity with its structure of what should be accomplished as well as how this activity should be done
 - E. none of the above**

6. Which of the following is NOT a recommended interpretation technique?
- A. Set expectations of the distance, what they will see, and length of time
 - B. Stay in the lead of your group
 - C. make your first stop within site of your starting point
 - D. develop positive team building, group dynamics, and communication skills**
 - E. return on time and whenever possible bring group back to beginning point
7. A back float skill program is
- A. a buddy system guideline used for public and private pool to reduce the possibility of someone accidentally drowning
 - B. a program that teach very young children and babies skills they can use to remain safe in the water**
 - C. a part of the water safety instruction program that teaches lifeguards what to do when assisting individuals in distress
 - D. all of the above
 - E. none of the above
8. Skin diving or snorkeling is when one swims on or below the surface of the water with the aid of a mask, swim fins and breathing tube or snorkel and is classified as a
- A. low-risk activity
 - B. medium-risk activity
 - C. high risk activity**
 - D. open-swim activity
 - E. competitive activity
9. The “buddy system” as an aquatic safety measure involves
- A. aquatic staff working together as a team to oversee the swimming area
 - B. a participant choosing a friend and the two of them assume responsibility for each other.**
 - C. using this term to remind young children to wear their lifejackets during boating activities
 - D. one of the special name the YMCA uses in their Learn-to-Swim programs
 - E. None of the above

Short Answer Questions

1. Developing a strong professional practice is important for leaders working in outdoor and aquatic settings. Outline the 12 components to professional outdoor leadership qualifications.
2. List the 15 techniques that will improve a leader’s presentation of the information when teaching people in outdoor settings.
3. Discuss the need for all leaders to develop and demonstrate a professional practice of caring for the environment. Give examples of what outdoor leaders can do to develop an attitude of stewardship within in their participants.
4. Explain the six different leadership roles that can be found in aquatic settings.

5. Outline the important rules that a leader should enforce to ensure safety in aquatic areas.

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CHAPTER 13
Leadership in Social Settings

Overview

The purpose and framework of social recreation events are covered in this chapter. Students are exposed to both the whys and hows of social recreation including the values of social events, the social activities pattern, operational details of social events, and examples of games. In addition, a brief explanation of the importance of songs and song leading is examined. Juliette Gordon Low and Jocelyn Cohoon, leaders from the past and present, are highlighted in the chapter. Their stories help to emphasize the qualities of leadership needed to provide the interaction and involvement so essential to providing social recreation activities.

Learning Objectives

The learning objectives for Chapter 10 are as follows:

1. To understand the importance of social recreation to the leisure, recreation, and parks field.
2. To understand the differences in programming for vertical and horizontal groups.
3. To identify the social activities patterns that help the leader plan appropriate activities.
4. To understand the importance of follow-up for future social gatherings.

Key Terms

The following key terms have been identified for Chapter 13:

Social Recreation. Activities that require interaction with others.

Vertical Grouping. A collection of persons of various ages, interests, and abilities.

Social Activities Patterns. An outline for any social recreation program that may be used with any sized social activity.

Socialization. This term is most basically defined as how individuals interact with each other.

Horizontal Grouping. A social recreation program for persons with similar attributes.

Social Action Curve. This represents the pattern of action that a social recreation program follows. It generally begins with a low anticipatory level of excitement, followed by a midpoint where excitement reaches its peak, and then ends with a controlled level of excitement which allows participants to leave the activity in a calm manner with a positive memory of the activity.

True/False Questions

1. Going to a bowling establishment and rolling three practice games without an opponent is an example of social recreation. **False**
2. Cub scouts, a teen club, or a grandmother's bridge club are all examples of horizontal grouping. **True**
3. The primary purpose of social recreation is to get people together to have fun interacting with each other. **True**
4. Even though social activities vary greatly, most social events can be planned using one format, a social activities planning pattern. **True**
5. Juliette Gordon Low, who founded the Girl Scouts of America in 1913, was instrumental in including girls with disabilities in the girl scouting movement. **True**
6. Preteen parties are generally more successful if they include more boys than girls in the group. **False**
7. Adults enjoy physical activity as a primary means of social interaction. **False**
8. Refreshments should be served early in a program, as they are often the most anticipated part of the program. **False**
9. Social mixers are often used as icebreakers. **True**
10. Song leading is an art that requires the leader to have an above average voice. **False**

Multiple Choice Questions

1. Which is **not** an example of social recreation?
 - A. 50th Anniversary party
 - B. Church supper
 - C. Bingo**
 - D. Senior citizens trip to a baseball game
 - E. All are examples of social recreation

2. Vertical groupings are comprised of
 - A. Persons of diverse ages
 - B. Groups that include individuals who are being mainstreamed
 - C. Persons attending a family reunion
 - D. A 65-year-old participating in a bridge club at the Senior Center
 - E. All of the above are examples of vertical groupings**

3. Which of the following is not included in the background material when developing a planning outline?
 - A. Refreshments**
 - B. Type of activity
 - C. Date and Time
 - D. Purpose of activity
 - E. Theme

4. The most common social action curve in terms of excitement is
 - A. Anticipation sustaining, declining
 - B. Peak anticipation, declining
 - C. Anticipation sustaining, peak
 - D. Anticipation, peak, declining**
 - E. Anticipation, peak sustaining

5. A first-comer activity must be one that
 - A. Has a catchy introduction and clear directions
 - B. Can be organized as a group or individual activity
 - C. Must last until the last person arrives
 - D. Has a definite ending
 - E. All of the above**

6. Games that cause embarrassment, are offensive, or create health problems should
 - A. Generally be avoided when planning social recreation activities**
 - B. Be classified as New Games
 - C. Be used to inspire participants to perform well
 - D. Be organized only with participants who are confident
 - E. None of the above

7. Which is not classified as a new game?
 - A. People Pass
 - B. Lap Game
 - C. Musical Chairs**
 - D. Planet Pass
 - E. All of the above are new games

8. Simulation games are
 - A. Comprised of role playing and decision making.
 - B. Considered wide games
 - C. Often simulate real life activities and situations
 - D. Low organized games
 - E. A and C are correct**

9. In teaching a game that a group is unfamiliar with, what is the first step to ensure success?
 - A. Start playing the game, they will follow
 - B. Explain rules
 - C. Demonstrate required skills
 - D. Praise first attempts to participate in activity
 - E. Gain participants interest and attention**

10. Which is an example of a "free will" donation?
 - A. Sale of tickets
 - B. Passing the hat for contributions**
 - C. Organize a raffle
 - D. Sell food and drink
 - E. Solicit sponsorship for event

Short Answer Questions

1. Identify and discuss three values realized through participation in social recreation.
2. Why is it important for social recreation programs to have a theme?
3. A leader should accomplish four things after a social recreation activity before the job of administering an event is over. List three of these and discuss which of them is most important in your opinion to your future success as a leader of social recreation programs.
4. Select three themes that might be appropriate for a 6-year-olds birthday party. Select one and describe the decorations you would use.
5. In what ways may leader objectives be different from participant objectives for a social event? Whose objectives should be primary? Why?

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Chapter 14
Leadership and Event Management

Overview

Chapter 14, *Leadership and Event Management*, gives the student an overview to the various types and planning processes of special events. Special events occur in a wide variety of locations and settings and are often built around historical, religious, geographical, or cultural themes. For a special event to be a success, a recreation, parks, or leisure services leader requires the knowledge of accessing resources, evaluation outcomes and many other program elements. Special events can be very large, encompassing an entire community, or can be organized in a smaller venue. Special event management often involves working with groups of people, building partnerships, engaging community leaders, and establishing networks. Special events can be challenging, yet, at the same time, very rewarding with the opportunity to make great impacts on the social, cultural, and economic development of a community or other setting.

Learning Objectives

The learning objectives for Chapter 11 are as follows:

1. To define and identify various types of special events and the value of each type.
2. Outline the planning process for a special event.
3. Explain the importance of recruiting necessary resources for event planning.
4. Explain the importance of evaluating the outcome of a special event.

Key Terms

The following key terms have been identified for Chapter 11:

Festivals. A celebration based upon a significant event that occurs with some regularity, usually annually.

Pageants. Pageants are usually based on legends or history and typically involve elaborate ceremony, exhibition, and display. A pageant usually occurs over a short period of time, possibly only a few hours.

Conferences and Conventions. Conferences and conventions are large business and social activities that often last for several days and attract hundreds of individuals. Conferences and meetings are events that provide for a formal interchange of views and are designed to bring people together to learn, exchange information and ideas, make decisions, and enjoy themselves.

Finance. The management of money and other assets.

Community Involvement. A community can be thought of as a group of people living together in the same locality, having common interest. To be involved suggests that an individual and/or group is taking part and/or engaged in the activities, functions, or life of their community.

Committees. A group of people officially delegated to perform a function.

True/False Questions

1. Special events are one-time events that focus on a specific purpose. **True**
2. Most special event organizers are recreation, parks, and leisure services professionals in which part of their job is to work as a facilitator to help coordinate the event. **True**
3. When organizing a special event, the steering committee makes sure that everyone involved in planning the event shows up to all the meetings. **False**
4. The steering committee consists of three individuals, the executive director, the program chair, and the office manager. **False**
5. It is important to have each subcommittee chair submit a report on the attendance of the volunteers, any problems encountered, changes recommended for the following year, and other important comments. **True**
6. Novelty events are based on innovative and unique ideas that are conceived primarily to “have fun.” **True**
7. The trouble shooting committee consists of people who handle problems on the day of the event. **True**
8. The only reason that communities host special events is for the economic benefit. **False**
9. A key factor when recruiting people from the community to help with the special event is to pair the skill and talents of individuals with tasks that need to be undertaken. **True**
10. The evaluation committee’s work always begins after the special event is over. **False**

Multiple Choice Questions

1. Prior to the development of a special event, what is the first thing that should be considered?
 - A. Fundraising
 - B. Securing the finances necessary for the event.
 - C. Identifying a theme**
 - D. Publicizing the event.
 - E. Recruiting the volunteers.

2. A Shakespearean Festival is the best example of a
 - A. historical celebration
 - B. religious celebration
 - C. novelty celebration
 - D. ethnic celebration
 - E. cultural arts celebration**

3. Kwanzaa is the best example of a
 - A. historical celebration
 - B. religious celebration
 - C. novelty celebration
 - D. ethnic celebration**
 - E. cultural arts celebration

4. Gold Rush Days is the best example of a
 - A. holiday celebration
 - B. geographic celebration**
 - C. novelty celebration
 - D. sports celebration
 - E. cultural arts celebration

5. Texas chili cook-off is the best example of a
 - A. holiday celebration
 - B. geographic celebration
 - C. novelty celebration**
 - D. sports celebration
 - E. cultural arts celebration

6. The responsibilities of the Facilities Committee would include
 - A. Permits for concessions and parades
 - B. Sound equipment
 - C. Alternative sites in the event of inclement weather
 - D. Transportation and parking
 - E. All of the above**

7. The Finance Committee's responsibilities would include
 - A. Coordinating the budget needs of each of the planning committees**
 - B. Publicity and evaluation
 - C. Set-up and take down
 - D. Safety and security
 - E. Development of program activities

8. Guidelines that can be used for evaluating a special event might include:
 - A. Starting the evaluation in the planning stages of the event
 - B. Recording minor failures and major successes
 - C. Keeping the information and opinions gathered throughout the special event as objective as possible.
 - D. Gathering input into the evaluation process from other committees such as planning, operations, finance, and program
 - E. All of the above**

9. One task of the Safety and Security committee would be to
 - A. Make the street banners for the event
 - B. Identify what events will take place and where
 - C. Oversee the selling of souvenirs, arts and crafts, parking, and amusement rides
 - D. Work at the information booth answering questions
 - E. Make provisions for the appropriate number of drinking stations in hot weather.**

10. Pageants differ from festivals in that they tend to be
 - A. Organized over a shorter period of time, possibly for only a few hours**
 - B. A formal interchange of views and designed to bring people together to learn and exchange information
 - C. An event that occurs with regularity
 - D. An opportunity for individuals who need a break from the regular work routine
 - E. Organized only at certain times of the year

Short Answer Questions

1. There are various types of special events. Explain the difference between a festival, a pageant, and a conference or convention.

2. What 10 questions should be considered before getting too involved with a detailed management plan for a special event?

3. List and describe the seven aspects of a detail management plan for hosting a special event.

4. Identify promotional methods that are necessary to consider before, during, and after the event.

5. Outline a special event plan including the duties of the following committees:
Steering committee, operations committee, set-up committee, publicity committee, evaluation committee, program committee, and finance committee.

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CHAPTER 15
Leadership and Programming

Overview

This chapter examines the relationship between the two key elements of the leisure, recreation, and parks profession: leadership and programming. A brief description of programming philosophy and principles, and program models is explained. Leisure program components are also outlined as well as program planning steps. This chapter is written to complement and supplement student's coursework in program planning.

Learning Objectives

The learning objectives for Chapter 15 are as follows:

1. To gain an understanding of the relationship between leadership and programming.
2. To understand basic programming philosophy and principals.
3. To gain knowledge of program models and components.
4. To understand the importance of program plans.
5. To gain knowledge of the role of the leader in the implementation of programs.

Key Terms

The following key terms have been identified for Chapter 15:

Programming. Programming is defined as the vehicle by which the organized leisure, recreation, and parks experience is provided to participants.

Programming Philosophy. Provides the foundation for all program processes and procedures. The program philosophy should be a reflection of the overall organizational philosophy.

Programming Principles. Eight core values/beliefs that guide the programming process.

Customer Service. The belief that the customer is paramount and that the customer is to be treated well.

Customer Satisfaction. Perception on the part of the customer that the service itself and how they were treated in the service was equal to or exceeding what they expected.

Public Good. Providing services that improve people's lives and enhance the overall quality of life in communities.

Program Models. Five generally accepted templates used by programmers in North America.

Program Formats. The way in which a leisure experience is organized.

Activity Analysis. A method of breaking an activity or format into parts so that its structure and characteristics can be analyzed.

Program Monitoring. Methods used to check that the program is accomplishing the goals and objective in such a manner as to produce participant satisfaction.

Evaluation. Brings the whole programming process full circle through judgment techniques used to determine whether a program or service is meeting its stated goals and objectives.

True/False Questions

1. Programming and leadership have a close relationship in leisure, recreation, and parks. **True**
2. Leadership is the vehicle and programming is the engine for the organized leisure, recreation, and parks experience. **False**
3. There is no need for programming and leadership in facilities that offer primarily open play periods. **False**
4. Quality in recreation programming is exemplified by only doing what is required. **False**
5. Customer service means that the customers always know what they want, how to make choices, and where to find resources. **False**
6. In order to serve the community well, it is important that programs reflect the values of the majority within the community. **False**
7. Only programs held in the outdoor environment need to reflect environmental education. **False**
8. The most typical program model used in North America is the Social Planning model. **True**
9. Program formats are used to bring structure to the programming process. **True**
10. Once the program is underway, the responsibilities of a programmer cease. **False**

Multiple Choice Questions

1. Which is not one the five “P’s” of evaluation?
 - A. Place
 - B. Participants
 - C. Policies
 - D. None of the above**

2. Formative evaluation involves
 - A. A systemic assessment of each step in the development and implementation of a program.**
 - B. A systemic assessment of the formation of program activity only.
 - C. An overall assessment of the program intended to judge its impact and effectiveness.
 - D. A judgment concerning the format that was used to implement the program.

3. Which is not a requirement of the evaluation process?
 - A. Inquiry
 - B. Appraisal
 - C. Assessment
 - D. Prejudgment**

4. A programmer can assess participant needs through
 - A. Face-to-face interviews**
 - B. Mailers to homes
 - C. Ads in Newspapers
 - D. All of the above

5. The purpose of a program plan is to
 - A. Help others know how to proceed in achieving agency and participant’s goals.
 - B. Provide a blueprint of what is expected to happen.
 - C. Prevent unnecessary costs
 - D. A & B**
 - E. All of the above

6. Activity analysis refers to
 - A. Analyzing the activity as it is normally carried out.**
 - B. Analyzing the activity for people with disabilities
 - C. Analyzing the cost of the activity
 - D. None of the above

7. The order of the last three Continuum of Program Models is
 - A. Community Development, Social Marketing, Social Planning
 - B. Social Planning, Social Marketing, Community Development**
 - C. Social Advocacy, Community Development, Social Marketing
 - D. Social Marketing, Community Development, Social Advocacy

8. Which is not a core principle of programming?
 - A. Quality
 - B. Diversity
 - C. Improvement
 - D. Merit Good**

9. Two key concepts of the programming process are
 - A. Planning and Organization**
 - B. Planning and Leadership
 - C. Planning and People
 - D. Planning and Purpose

10. Which of the following is not a programming format?
 - A. Open Play
 - B. Competition
 - C. Cooperation**
 - D. Instruction

Short Answer Questions

1. Describe the relationship between programming and leadership.

2. Discuss the type of role that a leader would take in each of the five programming models.

3. Select an activity and explain how this activity would be implemented using the different programming formats presented in the text.

4. Discuss the differences and similarities between program monitoring and program evaluation.

5. Select four program principles and discuss the leader's role in ensuring that these principals are carried out in an actual program.