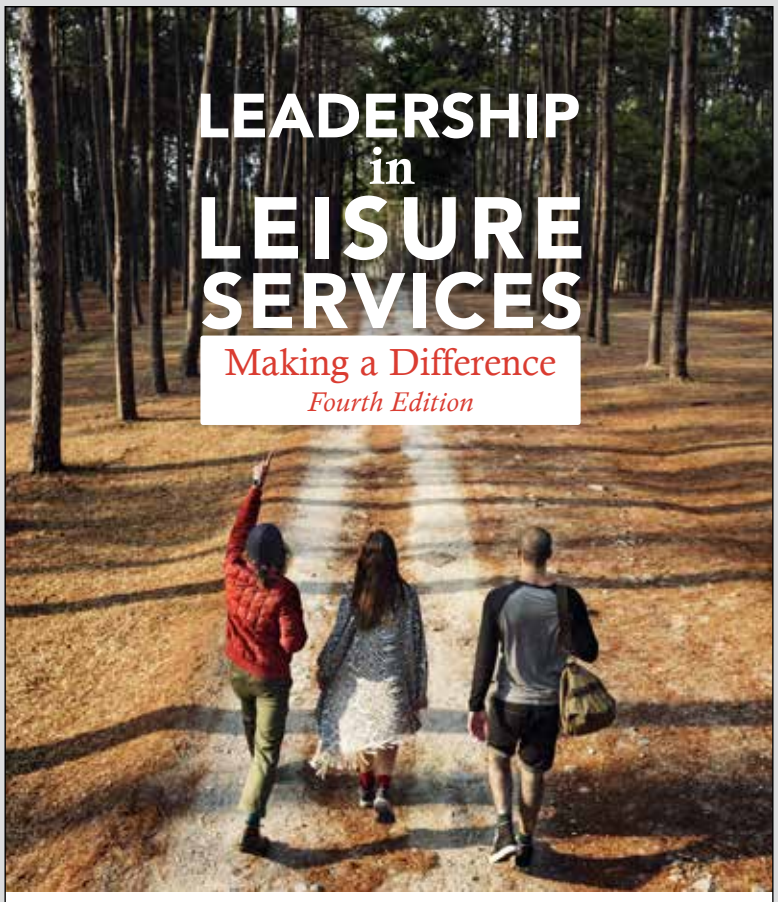
TEST BANK



SAGAMORE VENTURE

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CHAPTER 1 EXPLORING AND DISCOVERING MEANINGS

This chapter begins to set the stage for learning about leadership and is intended to help learners see themselves as future leaders in the profession. Beginning with leader competencies and an overview of the various settings in which parks, recreation, and tourism professionals work, we provide a foundation for the discussions about leadership and followership to come. Naturally, it is important to define terms and in this chapter we take on the challenging task of defining leadership and followership. We have selected a definition that includes the elements that authors seem to agree comprise the essence of leadership. Followership is as important as leadership, yet remains an underexamined phenomenon. We offer information to initiate conversations about the two concepts as being inescapably bound.

Many learners struggle to see the applicability of underlying theories because theories and models do not appear to directly translate into action. However, we believe that understanding the evolution of thinking about leadership is important so that learners begin to think about why they believe as they do. As learners refine their own theory or model of leadership, they begin to see how that foundation informs their actions. Thus, we provide an abbreviated review of the more common models of leadership and encourage learners to see which one(s) seems to fit their views. This provides a basis for their leadership choices as they mature into seasoned professionals.

Finally, because many confuse having and expressing power as demonstrating leadership, we offer distinct views of power and how those views might relate to leadership. By understanding how power is different from leadership, learners should be able to make wise use of personal power in their leadership efforts and to understand the impacts of when others try to exert power.

As a result of reading and studying this chapter, learners should be able to . . .

1. Explain the differences between the three levels of agency leadership and the skills needed at each level
2. Articulate the common leader competencies as reported in the research literature
3. Give examples of the differences between knowing and having the ability to apply a professional skill
4. Describe the different recreation settings where parks and recreation leaders are employed
5. Give examples of the three types of leadership skills required for success
6. Define and explain the elements of leadership
7. Explain followership and its relation to leadership
8. Compare and contrast leadership and followership
9. Describe the characteristics of a courageous follower
10. Articulate the five ways that people are identified as leaders
11. Explain the theories of leadership presented in the text
    a. Great man
    b. Behavioral factors
    c. Leadership styles
    d. Transactional
    e. Transformational
    f. Servant
    g. Agile and authentic
    h. Shared
    i. Implicit Leadership Theory (and Implicit Followership Theory)
12. Give examples of the various types of leader power
13. Identify appropriate uses of the various types of leader power
14. Apply the concept of self-development to one's personal growth and education

CHAPTER 1 TEST BANK

1. Examples of recreation leadership include . . .
   a. Inclusion specialist doing an intake assessment
   b. Inspecting a playground
   c. Umpiring a softball game
   d. Facilitating a meeting
   e. All of the above
2. Who has direct leadership contact with participants?
   a. Frontline leader
   b. Supervisor
   c. Mid-management
   d. Executive director
3. Which of the competencies is <u>not</u> within the top 10 identified for all parks and recreation leaders?
   a. Clear communication skills
   b. Ability to make ethical decisions
   c. Enthusiasm, positive mental attitude
   d. Ability to supervise
4. The CPRP, WSI, and WFR are examples of . . .
   a. Certifications that all parks and recreation leaders should earn
   b. Acronyms used to aid in the professionalism of the parks and recreation profession
   c. Basic competencies of a successful leader
   d. Certifications that demonstrate a level of competency in recreation leadership
   e. All of the above
   f. None of the above
5. Who is best qualified to work in clinical recreational therapy settings?
   a. Those who graduate from an accredited institution
   b. Someone who holds the CTRS credential
   c. A person who is a CPRP
   d. Someone who has had the WSI for at least 3 years
6. Someone who specializes in working with people with disabilities in community or nonprofit settings is commonly called a(n) . . .
   a. Inclusion specialist
   b. Therapeutic recreation specialist
   c. Parks and recreation specialist
   d. Recreational sports specialist
7. Which of the following is NOT a category of leadership skills?
   a. Conceptual
   b. Technical
   c. Interpersonal
   d. Entrepreneurial
   e. All of these are categories of leadership skills

8. Conceptual skills involve . . .
   a. The ability to see how things interrelate with one another
   b. Group dynamics and communication
   c. Sound judgment and anticipation
   d. Being able to lead challenge courses
9. Leaders who scan, observe, use their judgment, and act proactively are demonstrating . . .
   a. Conceptual skills
   b. Analytical skills
   c. Technical skills
   d. Communication skills
10. To successfully integrate their technical and interpersonal skills, leaders need to have . . .
   a. Strong conceptual skills
   b. Strong overarching skills
   c. Basic leader competencies
   d. Several years of experience
11. Group dynamics is part of which skill set?
   a. Conceptual
   b. Interpersonal
   c. Technical
   d. Personal
12. An example of an interpersonal skill is . . .
   a. Successful engagement with members of the public as well as with one's supervisors
   b. Maintaining one's integrity in the midst of a problem
   c. Leading a challenge course
   d. Demonstrating one's knowledge and skills to others
13. Tasks such as planning, implementing, and evaluating are examples of . . .
   a. Conceptual skills
   b. Interpersonal skills
   c. Technical skills
   d. Intrapersonal skills
14. Which of the following statements is true?
   a. A successful leader must be strong in technical skills
   b. A poor leader may be a very strong technician
   c. A basic professional competency is to be fluent in a variety of technical skills
   d. Conceptual skills encompass both transactional and technical skills
15. What does it mean that leadership is a relational process?
   a. Leadership occurs among people
   b. Leadership is forever changing and shifting
   c. Leadership is about people who are capable of dealing with systems of change
   d. Leadership is characterized by people who understand conceptual elements

16. Which statement best describes the relationship between leadership and followership?
    a. Leaders and followers separately define the leadership experience
    b. Followership is the direct opposite of leadership
    c. Leaders and followers engage in similar tasks
    d. Followers and leaders are partners in creating the leadership experience
17. Ideal followers . . .
    a. Disagree with the leader on occasion
    b. Work with the leaders to accomplish a goal
    c. Follow the orders of the leader to the best of their ability
    d. Remain loosely committed to the leadership process
    e. A and B
    f. C and D
    g. All of the above
18. Independence, commitment, and self-awareness are necessary traits of
    a. Followers
    b. Leaders
    c. Recreation professionals
    d. All of the above
    e. None of the above
19. Which of the following is true?
    a. An appointed leader may not be the actual leader of a group
    b. An elected leader is always a successful leader
    c. Charisma is a necessary leadership trait
    d. The halo effect describes how leaders emerge from groups
    e. All of the above
    f. None of the above
20. If we elect someone as our group leader because we saw them be successful in leading other groups, we are demonstrating . . .
    a. The halo effect
    b. Effective follower traits
    c. Self-awareness
    d. The carryover effect
21. When we find ourselves being most drawn to leaders who are tall, male, and attractive, we are exhibiting which theory of leadership?
    a. Great man
    b. Trait theory
    c. Behavioral theory
    d. Consideration theory
22. A follower who is most effective in demonstrating consideration skills . . .
    a. Listens well and personally connects with others
    b. Assigns tasks and adheres to rules
    c. Is strong in agency
    d. Is considered to be a servant leader

23. Leaders who are agentic . . .
    a. Are very trusting of others
    b. Ensure that followers feel like they are part of the group
    c. Are most concerned with the agency in which they work
    d. Focus primarily on the task to be undertaken
24. In general, society believes that leaders are mostly . . .
    a. Conceptual
    b. Task oriented
    c. Focused on group harmony
    d. Warm and enthusiastic
25. Which of the following is true?
    a. An autocratic leadership style is a negative one
    b. A democratic leadership style is the most preferred
    c. A laissez-faire leadership style is to be avoided
    d. The three styles of leadership are all used when leaders and followers interact
26. A leader who demonstrates little faith or trust in a group likely prefers . . .
    a. An autocratic leadership style
    b. A democratic leadership style
    c. A laissez-faire leadership style
    d. None of the above
27. It is preferable for a leader to use an autocratic leadership style when . . .
    a. The group is in a dangerous situation
    b. The group is learning to make decisions on their own
    c. Followers are not committed to the leader
    d. The group has weak conceptual skills
28. Democratic leadership is a style that can . . .
    a. Reduce group commitment and harmony
    b. Cause some group members to feel as though they were not heard
    c. Result in a leader abandoning the group
    d. Result in followers taking over the leadership role
29. When allowing a group to "find their own way" through a problem, the leader is exhibiting
    a. Strong consideration skills
    b. Laissez-faire leadership
    c. Initiation of structure
    d. Technical skills
30. Two of the elements of transactional leadership are
    a. Relationships and expectations
    b. Leader charisma and behaviors that inspire others . . .
    c. Treating everyone as important individuals and using effective autocratic skills
    d. Listening and agency skills

31. Focusing on goals and objectives is a trait of which theory of leadership?
    a. Transactional
    b. The three leadership styles
    c. Behavioral theory
    d. Transformational
32. Which of the following best conceptualizes the transactional theory of leadership?
    a. A follower works hard and the leader rewards the follower with a promotion
    b. A follower does not do as the leader asks and yet is promoted
    c. A follower does what is asked because of the leader's charisma
    d. A follower engages in interactions with other followers before completing a task
33. In transformational leadership, individualized consideration refers to . . .
    a. How the leader treats each follower as a person
    b. How magnetic the leader is to each person in the group
    c. How the leader considers all the options before choosing a course of action
    d. How motivational the leader is
34. Shared vision among followers and leaders is a manifestation of . . .
    a. Inspirational motivation
    b. Individualized consideration
    c. Intellectual stimulation
    d. Leader charisma
35. When followers feel challenged in their thinking and begin to look at things in new ways, they are likely being impacted by a leader who is . . .
    a. Providing intellectual stimulation
    b. Demonstrating individualized consideration
    c. Engaging in LMX leadership
    d. Democratic by nature
36. Which two theories are most closely aligned?
    a. Servant leadership and transformational leadership
    b. Transactional and laissez-faire leadership
    c. Transactional and transformational leadership
    d. Great man and autocratic theories
37. The key to servant leadership is to view leadership as . . .
    a. An opportunity to help others grow
    b. A hierarchy of roles
    c. A compilation of specific leadership skills
    d. An exchange between leaders and followers
38. Underlying authentic leadership is
    a. Self-awareness
    b. Being agile
    c. Having strong interpersonal skills
    d. Engaging in ongoing leadership development

39. Shared leadership means . . .
    a. That the group has two co-leaders
    b. Leadership is dispersed and different people are leaders of different things
    c. Democratic leadership is the primary style being used
    d. All of the above
    e. None of the above
40. If a group is relatively new (it recently formed) and group members are inexperienced for the task at hand, it is best for leaders to use a(n) . . .
    a. Autocratic leadership style
    b. Agile leadership style
    c. Shared leadership style
    d. Laissez-faire leadership style
41. What does it mean to grant leadership?
    a. Followers have to allow someone to be the leader
    b. Leaders have to grant special favors to followers
    c. Shared leadership is the foundation for the leader–follower relationship
    d. Leaders take on a leadership role because they are best suited to do so
42. ILT refers to . . .
    a. Implicit leadership theory
    b. Illegal leadership touches
    c. Intuitive leadership tasks
    d. Instinctive leadership traits
43. Implicit leadership theory describes how . . .
    a. People have subconscious pictures of what a leader should be
    b. People will follow leaders who have strong intuition
    c. People make conscious choices about the kind of leader they will follow
    d. Mental images can confuse one's understanding of leadership
44. When given the instruction to "draw a leader," people will draw a picture that . . .
    a. Represents their idea of a leader prototype
    b. Exhibits characteristics of the IFT
    c. Is an example of servant leadership
    d. Likely illustrates the leadership construct
45. A typical leader prototype is created when people . . .
    a. Have a general idea of what a leader looks like in their head
    b. Recognize the most ideal leader they can picture
    c. Decide who to grant leadership to
    d. Follow a servant leadership perspective
46. In the U.S., the ILT for a leader includes which of the following traits?
    a. Agency, dominance, and confidence
    b. Consideration, warmth, and empathy
    c. Power, harmony, and capable
    d. Interpersonal, caring, and assertive

47. The prototypical leader is . . .
    a. Male
    b. Female
    c. Highly educated
    d. In the high socioeconomic class
48. A mental picture of what an ideal follower is . . .
    a. Describes the implicit followership theory
    b. Helps to sort out how to claim leadership
    c. An archetype of what a weak follower should look like
    d. Includes leadership, followership, and their relationship
49. The research shows that in the U.S. females are perceived to be less competent and more yielding than males. This is problematic because . . .
    a. Women might be overlooked as leaders
    b. Males might prefer female leaders
    c. Followers won't fit the traditional IFT
    d. Transformational leadership will not work
50. Empowerment involves
    a. Helping others to fully engage their own power within a group format
    b. Keeping as much of the power to oneself as possible
    c. Following the transactional model of leadership
    d. Clearly dividing tasks among followers and leaders
51. When a person looks up to someone else, admires them, and thus grants them leadership, that person is demonstrating . . .
    a. Referent power
    b. Submissiveness
    c. Behavioral leadership
    d. Connectional power
52. Networking is an example of which type of power?
    a. Referent
    b. Connectional
    c. Coercive
    d. Expert
53. If established group members are trying to persuade newer group members to follow group norms, they are exhibiting . . .
    a. Indirect power
    b. Informational power
    c. Empowerment
    d. Social status power

CHAPTER 2 LEADERSHIP ACROSS THE LIFESPAN

This chapter provides a basis for understanding people—the one common element in all parks and recreation services settings. Being exposed to different theories or models of human development enables leaders to make effective decisions in their interactions with people of all ages. Being familiar with and understanding well-known models of development such as those presented by Bandura, Piaget, Kohlberg, and Gilligan provides a firm rooting in learning about human behaviors. As with the previous chapter, we feel it is important that learners be exposed to different thoughts and theories about human development. By understanding that learning occurs through a range of mechanisms, aspiring leaders can apply a variety of leadership skills that fit the general life stage of participants. When learners realize, for instance, that people learn through modeling, when in leadership positions they can apply that knowledge for effectively providing activity instructions. Similarly, by understanding that it is only at different stages of development that we are capable of understanding particular types of terminology and concepts, leaders can adjust their techniques to best serve participants.

As a result of reading and studying this chapter, learners should be able to . . .

1. Provide a general explanation of Bandura's social learning theory
2. Give examples of parks and recreation leadership within the four elements of Bandura's social learning theory
3. Provide a general explanation of Piaget's human development theory
4. Give examples of how leadership might change during the various stages of development as presented by Piaget
5. Provide a general explanation of Kohlberg's moral development theory
6. Give examples (perhaps from personal experience) of decisions made and actions undertaken when people are at the six different stages of Kohlberg's moral development theory
7. Provide a general explanation of Gilligan's perspective on moral development
8. Compare and contrast Kohlberg's and Gilligan's theories of morality
9. Articulate an educated personal perspective regarding the two theories of morality presented—which one makes most sense? Which one is the most appropriate in parks and recreation leadership and why?
10. Explain the various aspects of human development
    a. Physical
    b. Cognitive
    c. Socioemotional
    d. Moral
11. Describe the characteristics of people at the various life stages/age groups
    a. Middle childhood
    b. Older childhood
    c. Early adolescence
    d. Late adolescence
    e. Young adulthood
    f. Middle adulthood
    g. Older adulthood
    h. Seniors
    i. Elderly
12. Articulate at least two implications for parks and recreation leaders for each life stage/age group
13. Identify at least two leadership techniques appropriate for each life stage/age group

CHAPTER 2 TEST BANK

1. Which of the following statements about human development is true?
   a. Information about human development can be applied to all people
   b. Some leadership techniques are more effective in different settings
   c. Someone who has a cognitive disability typically also has a visual impairment
   d. Culture has no impact on human development
2. What is a primary tenet of Bandura's social learning theory?
   a. Factors that affect learning and development influence one another
   b. Learning is a stand-alone cognitive skill
   c. Human development is not influenced by culture
   d. As people get taller, they become increasingly coordinated
3. The notion that people can learn by observing others is an aspect of which theory?
   a. Piaget
   b. Bandura
   c. Kohlberg
   d. All of the above
4. What is meant by "each moment is teachable"?
   a. People can learn through visually observing others
   b. People can learn through verbal modeling
   c. Learning occurs throughout the day
   d. Learning is a complex phenomenon
   e. None of the above
5. Which is an example of symbolic modeling?
   a. Watching a leader teach another how to kick a soccer ball
   b. Listening to a leader teach people how to sing a song
   c. Learning from a character on a television show
   d. All of these fit under the category of symbolic modeling
6. If leaders want to teach a child about what is meant by treating others with respect, they would probably use which type of modeling?
   a. Visual
   b. Verbal
   c. Listening
   d. Symbolic
7. Which type of modeling is most effective?
   a. Symbolic
   b. Listening
   c. Verbal
   d. Visual
   e. They are all equally effective

8. Bandura's theory of human development is called social learning theory because . . .
   a. All learning occurs in social situations
   b. People learn from other people
   c. Good social skills are required for Bandura's theory to work
   d. This is a way to differentiate it from Piaget's theory
9. Bandura says that for learning to occur, which things must happen?
   a. Someone must be attentive to the message
   b. The learner needs to retain the information learned
   c. The person must be able to re-create the learned action
   d. Someone must be motivated to learn
   e. All of the above
10. What is meant by "reproduction" in Bandura's theory?
   a. People learn best by having children
   b. A person has to be able to copy someone else to learn something
   c. After engaging in symbolic learning, a person can co-create the learned activity
   d. A learner has to be able to practice what the leader demonstrated
11. Which of the following is true?
   a. A person who is motivated to learn typically learns best
   b. A person who is attentive is practicing good retention skills
   c. Visual learning occurs whenever someone listens to another person describe something
   d. To retain information, a person must first be able to reproduce it
12. Piaget's theory of learning is about . . .
   a. Learning through observing one's environment
   b. Behaviors that people engage in
   c. How people develop cognitively
   d. Morals and ethics
13. The sensorimotor stage of development is . . .
   a. The first stage of development
   b. Occurs within the first two years of life
   c. Is about exploring the world through the senses
   d. As important as the other stages
   e. All of the above
   f. None of the above
14. A toddler 2 years of age is likely in which stage of development according to Piaget?
   a. Sensorimotor intelligence
   b. Concrete operations
   c. Preoperational
   d. None of the above
15. A leader who is knowledgeable about Piaget's stages of development would know that . . .
   a. 8-year-olds can typically handle only one instruction at a time
   b. Most children learn abstract concepts by the time they are 6 years old
   c. A child has just completed the sensorimotor stage
   d. It is best to speak clearly and loudly with small children

16. At which stage do children learn how to use language?
    a. Preoperational
    b. Formal operations
    c. Sensorimotor
    d. Concrete operations
17. Children are typically egocentric during what ages?
    a. Up to 2 years old
    b. 2 to 6 years old
    c. 7 to 11 years old
    d. older than 11
18. Which of the following is true?
    a. Young children believe that their thoughts and behaviors cause unrelated things to happen
    b. Older children use their senses to learn about the world around them
    c. To children in middle childhood, leaders should give only one instruction at a time
    d. Piaget's theory is about learning through social interactions
19. Which of the following characteristics is part of the concrete operations stage?
    a. Children realize that others may have viewpoints different from their own
    b. Children learn that general principles hold true across situations
    c. Children begin to understand abstract thinking
    d. All of the above
    e. None of the above
20. What age group is described in the concrete operations stage?
    a. Older than 11 years old
    b. 7 to 11 years old
    c. 2 to 6 years old
    d. Younger than 2 years old
21. Children make up rules to avoid losing. This is a characteristic of . . .
    a. Piaget's concrete operations stage
    b. Children who are acting in undesirable ways
    c. Kohlberg's theory of motivation
    d. Bandura's notion of social learning
22. What occurs in the formal operations stage of Piaget's theory?
    a. Adults have settled in their notion of what is life
    b. Adolescents strive for independence from adults
    c. Youth begin to learn problem-solving techniques
    d. Young children begin to develop a sense of empathy
23. The age group of 11 and older falls within the . . .
    a. Conventional stage
    b. Notion of reciprocal social learning
    c. Formal operations stage
    d. Concrete operations stage
    e. None of the above

24. In general, once people turn 16 years old, they . . .
    a. Are able to consistently apply what they have learned so far
    b. Are able to use logic only in very specific circumstances
    c. Believe that morality comes from subjective sources
    d. Have learned all they will about the social structure
25. Which of the following is true?
    a. Hypothesis testing is learned during the formal operations stage
    b. At the concrete operations stage, people learn that society drives culture
    c. Children in the concrete operations stage are egocentric
    d. The primary way that people learn is through the senses of vision and hearing
26. A leader working with a group asks guiding questions to help them learn (e.g., What would happen if you did that?). The group is likely in which stage of development?
    a. Authority is the driving force to define morality
    b. Reproduction of ideas
    c. Formal operations
    d. None of the above
27. In general, when people develop a sense of morality, they . . .
    a. Go from seeing morality as authority based to seeing morality as subjective
    b. Move from personal to objective sources of morality, with some fluctuations
    c. Learn best by talking to their best friend
    d. Demonstrate aspects of the formal operations stage
28. An adult borrows (without asking) another person's computer tablet overnight, thinking that action is completely appropriate. This individual . . .
    a. Has likely regressed from a postconventional stage to a preconventional stage
    b. Is symbolically modeling a behavior
    c. Is still learning about the preoperational stage
    d. Has demonstrated an understanding of morality through a person-friendly lens
29. Which type of learning does Kohlberg's theory help to explain?
    a. Social learning through reciprocity
    b. Human development through biological changes
    c. Morality through the lifespan
    d. None of the above
30. In early childhood, which type of moral reasoning tends to occur?
    a. Good intentions as per societal mores
    b. Obedience to avoid punishment
    c. Obedience to obtain rewards
    d. A basis on the Bible
31. Which of the following is true?
    a. Young children believe that the worse a punishment is for a behavior, the "more wrong" the behavior must have been
    b. Pretty much all adults achieve the universal view of morality stage
    c. Adolescents are typically in the preoperational stage
    d. Most everyone chooses ethical behaviors out of a desire to avoid punishment

32. What might a person say while in the self-interest stage of moral development?
    a. "I don't want to sit in time-out"
    b. "The leader said this is okay, so it must be"
    c. "This is in the best interest of the large majority of people"
    d. "If I don't get something out of it, I'm not going to do it"
33. Kohlberg believed that people . . .
    a. Progress through stages of defining morality
    b. Learn best by observing others—especially those portrayed by the mass media
    c. Must act in undesirable ways to learn what is appropriate
    d. Are human and strive to achieve the highest level of growth
34. If a youth were to say to a leader, "Everyone else is doing it" when explaining an inappropriate behavior, what stage of moral development would she be in?
    a. Social contract
    b. Formal operations
    c. Reproduction of behaviors
    d. Social consensus
35. In which stage of moral development do people live by their own ethical principles?
    a. Social contract
    b. Self-interest
    c. Social consensus
    d. Social order
36. Which two stages fit within what Kohlberg viewed as conventional stages?
    a. Avoiding punishment and good intentions
    b. Good intentions determined by social consensus and social order obedience
    c. Social contract driven and pre-conventional
    d. Universal ethical principles and self-interest driven
37. The key to social contract–driven morality is that . . .
    a. The welfare of society comes first in regard to questionable behaviors
    b. Whatever society says is ethical, is
    c. It is based on outside sources
    d. It is the basis for good intentions
38. Which of the following is true?
    a. People progress through stages of morality in an orderly fashion
    b. People can regress through the stages of morality
    c. Deciding to live an ethical life is the highest level of morality a person can achieve
    d. Most people will behave in their own best interests, if given a chance
39. The most common bases of morality among adolescents are . . .
    a. Obedience and punishment
    b. Good intentions by social consensus
    c. Social contract driven
    d. Self-interest driven

40. At which stage of moral development did Kohlberg say that most people remain?
    a. Universal ethical principles
    b. Social contract driven
    c. Authority and social order obedience
    d. Good intentions as determined by society
41. What does it mean to follow universal ethical principles?
    a. To act within a system of values for the good of humanity
    b. That morality is based on an unwritten social contract
    c. If we care enough, we will act the same with everyone
    d. Rights and justice are paramount
42. Part of the reason that Gilligan theorized about an ethic of care was . . .
    a. Morality research had only been done with males
    b. Females and males see the world similarly
    c. It appears as though people who really care about each other live ethical lives
    d. Very few people ever achieved a position of living with universal ethics
43. Leaders who apply rules and punishments the same for everyone . . .
    a. Base their sense of morality on the idea of rights and justice
    b. Are being fair to everyone in every situation
    c. Believe that equity is more important than equality
    d. Demonstrate that they care about others
44. An explanation of the ethic of care is . . .
    a. Females and males perceive ethical situations differently
    b. Females are more democratic in their approach to leadership than males are
    c. Morality is the basis for all behaviors
    d. None of the above
45. A main difference between an ethic of rights and justice and an ethic of care is . . .
    a. Rights and justice is about treating people equally and care is about treating people equitably
    b. Rights and justice is the primary model used in the U.S. and applies primarily to males
    c. Rights and justice is about the legal system and care is about the reality people face
    d. Rights and justice applies only to males, while care applies only to females
46. In regard to human development, the term *life stage* refers to . . .
    a. General times in people's lives when major life events occur
    b. Specific age groups in people's lives
    c. It is the same as lifespan
    d. None of the above
47. What type of leadership style might be best when working with children?
    a. Transformational
    b. Laissez-faire
    c. Democratic
    d. Directive

48. What is socioemotional development?
    a. It explains how people learn about emotions
    b. It is about relationships with others and dealing with one's own feelings
    c. It is a catchall phrase to describe whatever is not physical development
    d. It is part of moral development
49. Knowledge about life stages can help leaders . . .
    a. Decide the most appropriate behavior management techniques to use
    b. Choose a leadership style that will work with participants at different stages
    c. Predict how people will behave so they can be ready for these people
    d. Both A and B, but not C
    e. All of the above
50. Which of the following is correct?
    a. In middle childhood, children have lots of energy
    b. Children tend to be egoistic
    c. Children understand things literally rather than figuratively
    d. Young childhood encompasses the preschool years
    e. All of the above
51. At which age group do people need lots of support and encouragement to behave in appropriate ways?
    a. Middle childhood
    b. Young adulthood
    c. Seniors
    d. All ages need these
52. Leadership techniques that would work well for children include . . .
    a. Verbal (telling them what to do)
    b. Demonstration (showing them what to do)
    c. Physically guiding them how to do something
    d. All these techniques work well when working with children at this life stage
53. What does the concept of wait time refer to?
    a. How long people have to wait for a turn to do something
    b. The amount of time leaders should wait for participants to be ready before starting an activity
    c. The time period when people have to wait to develop their socioemotional skills
    d. How much time participants have to wait for a leader who is late
54. When working with young children, leaders should . . .
    a. Provide structured activities so children know what is expected
    b. Use moral education as the preferred behavior management technique
    c. Understand that children can focus well on one thing at a time
    d. None of the above
55. At which ages do children need the most practice with fine motor skills?
    a. 6 to 9 years old
    b. 10 to 12 years old
    c. 13 to 15 years old
    d. All of these ages need this type of practice

56. During what period do children tend to ask a lot of why questions?
    a. 6 to 9 years old
    b. 10 to 12 years old
    c. 13 to 15 years old
    d. People at all ages ask why questions
57. Which of the following is true?
    a. In older childhood, people tend to persevere longer than when they were younger
    b. Boys tend to lag behind girls in physical maturation in the early childhood years
    c. Preventive management is best done after trying all other types
    d. Moral development is quickest during childhood and slows as one ages
58. "Gaining impulse control" refers to . . .
    a. Emotional development
    b. Physical fatigue
    c. Engaging one's morality
    d. A cognitive skill
59. In middle childhood, people tend to be sensitive to leader feedback. This means that . . .
    a. Leaders should express their concerns when the child's best friend is present
    b. Feedback about impulse control should be done in small groups
    c. Leaders need to be flexible with behavior management techniques
    d. All of the above
    e. None of the above
60. When does research show that self-esteem drops for females?
    a. In middle adolescence
    b. In early childhood
    c. In early adulthood
    d. In middle childhood
61. What age group is the most appropriate to focus on developing interpersonal skills—especially to know how to deal with exclusion?
    a. Young childhood
    b. Early childhood
    c. Middle childhood
    d. Older childhood
62. Which of the following is correct?
    a. Most developmental changes occur during adolescence
    b. The brain goes through the biggest development during the college years
    c. It is best to use time-out with young children
    d. Moral development reaches its peak in adolescence
63. Two teenagers are arguing. What is an appropriate leader response?
    a. Use a mediation process to help the teens solve their problem
    b. Ask them what the problem is so the leader can fix it
    c. Tell the teens to "get over it" and quit fighting
    d. Tell the adolescents that they need to figure out a way to stop arguing, and leave it at that

64. The onset of puberty may . . .
    a. Result in changes to self-esteem
    b. Cause youth to argue more with adults
    c. Cause some young adolescents to revert to early childhood
    d. Result in changes to cognitive development
65. In the teenage years, youth may find themselves confused about their own identity. This is part of changes in . . .
    a. Physical development
    b. Socioemotional development
    c. Moral development
    d. Cognitive development
66. Peers are most important to the development of . . .
    a. Teens
    b. Children
    c. Parents
    d. Adults
67. Teasing and bullying in the adolescent years are often a result of . . .
    a. Changes in physical development
    b. Cognitive development during the teen years
    c. Being "wishy-washy" with one's moral perspectives
    d. All of the above
68. Teens are concerned with unfairness. This most closely relates to . . .
    a. An ethic of care among relationships
    b. Brain development and cognition
    c. Rights and justice approach to morality
    d. How risky behaviors are addressed
69. Many physical skills are refined during what period?
    a. Middle childhood
    b. Young adulthood
    c. Late adolescence
    d. Early childhood
70. In late adolescence . . .
    a. People seek mixed-gender groups
    b. Teens hold an idealistic view of the world
    c. Many boys experience a drop in physical coordination
    d. Both A and B, but not C
    e. All of the above
71. Self-directed activities begin to become important for those who are in which life stage?
    a. Older adulthood
    b. Late teens
    c. Young childhood
    d. Seniors

72. What are the components of meaningful recreation experiences in adulthood?
    a. Outdoors, in mixed-gender groups, physical in nature
    b. Choice, social engagement, is genuine
    c. Strong sense of morality, requires thinking, done with family
    d. Sports-oriented, competition, sense of independence
73. Young adults enjoy creativity. This mean that leaders should . . .
    a. Ensure that all adults have access to arts-related activities
    b. Build opportunities for self-expression into activities whenever possible
    c. Add creativity as a goal and prepare related objectives
    d. All of the above
    e. None of the above
74. Young adults typically take which approach to morality?
    a. What is right is based on social consensus
    b. Morality should be geared toward the greatest good for the greatest number
    c. Following the legal system to maintain social order is important
    d. Both A and B, but not C
    e. None of the above
75. What is one of the leadership challenges related to people who are in middle adulthood?
    a. They face conflicts between recreation, work, and family
    b. They tend to be more argumentative than other age groups
    c. They are unsure about their desires for recreation programs and activities
    d. They would prefer to lead themselves and will initiate disagreements with leaders
76. Laissez-faire leadership is most appropriate for . . .
    a. Teens
    b. Young adults
    c. Middle adults
    d. Middle childhood
77. Changes in eyesight and hearing first commonly happen during . . .
    a. Older adulthood
    b. Senior years
    c. Late adolescence
    d. None of the above
78. One of the challenges of leadership for the elderly is . . .
    a. The socioemotional effect of losing lifelong friends
    b. Generally, they are too frail to engage in most activities
    c. The large majority have dementia
    d. They live in long-term care facilities
79. What age group would do best with a democratic leadership style?
    a. Children
    b. Adolescence
    c. Adults
    d. Elderly
    e. All of the above

80. Which of the following is true?
    a. Moral development is at its peak in middle adulthood
    b. Socioemotional development is at its strongest in adolescence
    c. Physical development stops during the senior years
    d. None of the above

CHAPTER 3 LEADERSHIP AND CULTURAL ADAPTABILITY

Interest, curiosity, and commitment to ongoing education are necessary to becoming a culturally adaptive leader, and this chapter introduces a range of concepts related to culture and its impact on leadership. Because people differ on how they see the world, most situations have more than one right answer; recognizing this benefits leaders in their efforts to resolve conflicts, engage in problem solving, and make decisions. Diversity among people and viewpoints offers strength in creativity, problem solving, and seeing the big picture. Helping learners to understand the importance of and actualization of cultural adaptability becomes as essential as learning any direct leadership technique.

Another reason to examine viewpoints about cultural differences is because people who are in the minority can face frustration, confusion, and loneliness as a result of accumulated microaggressions. These stresses arise from differences in values, norms, roles, attitudes, and negative stereotypes; from constantly interpreting what is occurring; and from being continually alert to underlying meanings. Leaders who recognize these types of stresses will likely feel empathy and respond in appropriately supportive ways. A connection with participants facing these types of pressures can help leaders with achieving social integration and meeting each individual's recreation goals.

When learners have taken stock of where they currently stand with regard to cultural proficiency and flexibility, they are positioned to act. We encourage learners to continually ask questions about their cultural adaptability such as the following: What have I done to grow? In what ways have I grown? What steps can I take to continue my growth? What more do I need to do to become a culturally competent and adaptable leader?

As a result of reading and studying this chapter, learners should be able to . . .

1. Explain the dimensions of diversity model
2. Draw and label a graphic depicting the dimensions of diversity model
3. Articulate the differences between primary (or core) and secondary dimensions of diversity
4. Provide examples of the elements of identity that are addressed in the dimensions of diversity model
5. Explain the concept of culture using the iceberg model
6. Give specific examples of elements of culture that fit at each of the three levels (surface, mid, deep)
7. Explain what Hofstede meant when he said that culture is a "collective programming of the mind"
8. Provide a general explanation of the Hofstede model and how it depicts culture
9. Compare and contrast the elements within each of the six values-based dimensions as presented by Hofstede
    a. Collectivism/individualism
    b. Long-term/short-term view of time
    c. Masculinity/femininity
    d. Power distance
    e. Uncertainty avoidance
    f. Indulgence/restraint
10. Provide at least two examples of how leadership might differ based on the elements of Hofstede's model of culture
11. Describe what is meant by culturally adaptive leaders
12. Explain why it is important that parks and recreation leaders become increasingly culturally adaptable
13. Relate various aspects of the changing demographics and how they impact the need for culturally adaptive leadership

14. Explain how the messages received over one's lifetime have affected their views and knowledge of a variety of cultures different from their own
15. Explain the stages involved in becoming culturally competent and adaptable
    a. Conventional
    b. Defensive
    c. Ambivalent
    d. Egalitarian/integrative
    e. Integrative/inclusive
16. Identify at least two actions one might take to advance from each stage of cultural development to the next
17. Describe the concept of microaggressions
18. Provide examples of the three types of microaggressions
    a. Microassault
    b. Microinsult
    c. Microinvalidation
19. Identify at least two things a parks and recreation leader might do when observing microaggression among participants
20. Describe how leadership is affected by various aspects of diversity (sex/gender, racioethnicity, ESL, sexual orientation, physical/cognitive/intellectual abilities and qualities)
21. Explain the ADA and its primary edicts as related to parks and recreation leadership
22. Describe the role of parks and recreation leaders with regard to the ABA, ADA, and inclusion
23. Describe the concept of diversity and privilege and relate it to parks and recreation leadership

CHAPTER 3 TEST BANK

1. Knowledge, assumptions, and stereotypes are a result of . . .
    a. Cultural perspectives
    b. **Personal biases**
    c. A lack of self-awareness
    d. Not enough experience
2. Sex, gender, age, and race are . . .
    a. **Core dimensions of diversity**
    b. Parts of cultural competence
    c. Personal biases
    d. Historical experiences
3. Secondary dimensions of diversity include . . .
    a. **Work experience, family status, and education level**
    b. Religion, view of time, personal perspectives
    c. Socioeconomic status, restraint, views of power
    d. Intellectual abilities, physical abilities, communication style
4. Which of the following is true?
    a. Culture includes people who physically look alike
    b. Most people belong to only one cultural group
    c. **Dimensions of diversity help shape a person's values and belief systems**
    d. Surface culture includes ideas about child rearing

5. Culture is a combination of
   a. **Shared life experiences, common worldviews, and shared traditions**
   b. Personal perspectives, how others view you, what is observable when someone sees you
   c. People who tend to recreate together, eat together, and dress alike
   d. Self-identity, group affiliation, the way a person talks
6. Which of the following is an example of deep culture?
   a. Words, behaviors, and observable customs
   b. **Culturally based views of personal identity, justice, and what people think is meant by "family"**
   c. Beliefs about aging, parenthood, and traditions
   d. All of the above
7. Hofstede believes that culture is . . .
   a. The way a group of people sees the world
   b. A combination of life experiences with past traditions
   c. A group of dimensions on which people differ
   d. **A collective programming of the mind**
8. People who want to win a road race, have their artwork displayed in the Town Hall, or sing the national anthem at a ball game likely . . .
   a. **Are members of an individualist culture**
   b. See the world from a group-oriented perspective
   c. Believe that winning at all costs is the most important thing
   d. Are high in power distance
9. What might it look like if a leader has an individualist perspective and participants have a collectivist perspective?
   a. The group might not want to participate because the group would be considered the winner
   b. One of the participants would rise to be the leader and all the others would be individual followers
   c. The leader might motivate the group by having a "best teamwork" award, while the participants would prefer individual awards
   d. **The leader would encourage one person to be designated the winner, but the participants would prefer activities that emphasize the group**
10. Which of the following is true?
    a. **Those with a long-term cultural perspective would focus on reaching the end-of-season playoffs**
    b. If they were to lose a big playoff game, those who are low in indulgence would easily show their emotions
    c. Those from a highly masculine society believe that women and men should be able to play equally on the same team
    d. People with low power distance would prefer a leader who is clearly "at the top"
11. Participants who complain when activities are started late and don't end on time . . .
    a. Have no real complaint, as it is incredibly difficult to start and end programs on time
    b. **Represent a long-term view of time**
    c. Have a short-term perspective with regard to time
    d. Are low in power distance
12. People who enjoy and highly value festivals that honor traditions and the past likely . . .
    a. Enjoy being with other people
    b. **Believe that time is fluid and nonlinear**
    c. Like unique events and activities
    d. Are high in persistence

13. Masculinity and femininity are concepts that get at . . .
    a. How easygoing and aggressive people can be
    b. The increasing equality among women and men in society
    c. **The roles that females and males are expected to fill in their daily lives**
    d. None of the above
14. A leader who offers the same activities to females and males and always uses gender-neutral language . . .
    a. Believes that males have more power than females
    b. **Has a low masculine (feminine) perspective**
    c. Is likely not meeting the needs of participants
    d. All of the above
15. An organization that has a well-defined chain of command . . .
    a. **Comes from a culture high in power distance**
    b. Believes that hierarchies are necessary for success
    c. Works in a flattened organizational structure
    d. Likely has equal numbers of female and male employees
16. Which of the following is true?
    a. Authentic leadership is an important element of high masculine cultures
    b. People who are low in uncertainty avoidance probably engage in a competing style of conflict resolution
    c. **Shared leadership is representative of low power distance**
    d. Older leaders tend to engage in indulgence more than younger leaders do
17. In group dynamics, a group that strongly influences members to follow clear group norms is demonstrating . . .
    a. Low power distance
    b. High masculinity
    c. **High uncertainty avoidance**
    d. Individualism
18. When working with staff who are low in uncertainty avoidance, a leader would want to . . .
    a. **Give them lots of freedom to do their job**
    b. Be sure they know exactly how a task is to be done
    c. Use an authoritarian style of leadership
    d. Engage in repetitive assertive behaviors
19. A group that is low in indulgence with a leader who is high in indulgence would likely clash over . . .
    a. Ways to influence group members
    b. Whether to celebrate small successes now or one large success later
    c. Actually, they would complement one another well
    d. **The existence and enforcement of rules**
20. Leaders who have the necessary KSAs for cultural adaptability . . .
    a. Will struggle with learning new things about cultures other than their own
    b. Are at the beginning of gaining cultural competence
    c. **Understand their own cultural perspective, as well as other cultural viewpoints**
    d. None of the above

21. The Census Bureau reports that by 2030 . . .
    a. Hispanics will be the largest ethnic group of all
    b. 20% of Americans will be foreign born
    c. Immigration will double the size of the U.S.
    d. **20% of Americans will be age 65 and older**
22. One cultural group that parks and recreation professionals tend to overlook is . . .
    a. **Those living in poverty**
    b. White males
    c. Females 15 years old and younger
    d. All of the above
23. What percentage of people in the U.S. live in poverty (as of 2017)?
    a. 10%
    b. **15%**
    c. 20%
    d. 25%
24. The largest single group of people who live in poverty are . . .
    a. **Children under the age of 18**
    b. People 65 years old and older
    c. Asian Americans
    d. Single parents
25. What is cultural adaptability?
    a. Being able to adapt one's culture to fit the culture of those with whom one is working
    b. Being fluid and being able to be both collectivist and individualist at different times
    c. **Having attitudes, knowledge, and behaviors that enable one to effectively work cross-culturally**
    d. Having the right frame of mind and willingness to work with people who are different than oneself
26. A person repeatedly says that she is "color-blind," that all people are people and skin color does not mean anything. Which stage of cultural adaptability is this person in?
    a. **Conventional**
    b. Preconventional
    c. Postconventional
    d. Interconventional
27. A recreation leader is hesitant to work with people who live in poverty, saying that "they never take a shower." This person is demonstrating . . .
    a. A personal bias against smelly people
    b. A belief that is manifested as ambivalence
    c. The need for public shower houses
    d. **Defensiveness along the cultural adaptability continuum**
28. People who are at the defensiveness stage of cultural development . . .
    a. Do their best to defend their own belief system because everyone has a right to their own opinions
    b. Take the approach that all people are just people and differences do not matter
    c. Work to develop their knowledge and experience with people who are different from them
    d. **Work hard to avoid being perceived as being prejudiced**

29. The cultural competence stage of ambivalence is characterized as . . .
    a. **People who believe they are not biased, but acknowledge that there are inequalities in the world**
    b. Someone who is sometimes okay with an "ism" (e.g., racism, sexism, heterosexism) and sometimes is not okay with that
    c. "Wishy-washy," where people can't tell if they are prejudiced or not
    d. A person who works hard to be culturally competent but is not consistent about it
30. At what stage of developing cultural competence do people begin to want to enhance their own proficiency?
    a. **Ambivalence**
    b. Integrative
    c. Defensiveness
    d. Egalitarian
31. At the integrative stage of developing intercultural skills, people . . .
    a. Wonder if they should travel abroad
    b. **Are aware the prejudices create inequality; they see themselves as being non-biased**
    c. Learn to speak a foreign language
    d. All of the above
32. Which of the following is true?
    a. Almost all leaders reach the inclusive stage of cultural competence
    b. **People in the inclusive stage of developing cultural proficiency feel comfortable with being a minority in a large group**
    c. People have no biases and prejudices when they are at the intercultural stage of cultural competence
    d. Intercultural KSAs emerge as one develops as a leader
33. A leader overhears a racist joke or remark and tells the offender that that sort of behavior is unacceptable at the recreation agency. The person says that it is no big deal, it was just one comment. The joke or remark is an example of . . .
    a. A microaggression
    b. A person who has not reached the integrative stage of cultural competence
    c. Poor judgment on the part of the offender
    d. **All of the above**
34. Microaggressions are . . .
    a. Subtle
    b. Covert
    c. Hidden
    d. Intangible
    e. **All of the above**
35. Which of microaggressive behaviors are deliberate?
    a. **Microassaults**
    b. Microaggressions
    c. Microinsults
    d. None of the above

36. Microaggressions are communicated through . . .
    a. Environmental cues
    b. Verbal comments
    c. Behaviors
    d. **All of the above**
37. Microaggressions are problematic because when experienced over time . . .
    a. The offenders are unaware of what they are doing, resulting in fewer similar behaviors
    b. The target develops more defense mechanisms
    c. **The targets may feel as though they are being disrespected and their self-esteem can drop**
    d. The offenders are encouraged and become increasingly bold in their behaviors
38. Which of the following is the most subtle?
    a. **Microinvalidation**
    b. Microinsult
    c. Microassault
    d. Microaggression
39. Saying that cheerleading is only for girls and basketball is only for boys is an example of . . .
    a. Microassault
    b. **Gender typing**
    c. Masculinity
    d. Low power distance
40. Why are female and male leaders treated differently?
    a. Males have been leaders for longer (historically) and thus are better leaders in general
    b. Participants have a strong preference for leaders of one gender or another
    c. Supervisors prefer to work with female employees
    d. **Gender typing says that leaders are assertive and assertiveness is associated with maleness**
41. *Racioethnicity* is a term that . . .
    a. Confuses the whole notion of racism
    b. Accommodates those who are concerned about political correctness
    c. Enables people to talk about racism in a broader form
    d. Describes people's biological race and their ethnic heritage as parts of their identity
42. Many people for whom English is a second language . . .
    a. Never learn to speak English
    b. **Experience feelings of not fitting in and distrust, and face microaggressions**
    c. Do not have the ability to learn English
    d. Typically do not want to learn English
43. Leaders can make people for whom English is a second language more welcome by . . .
    a. Speaking loudly and with open mouth enunciation
    b. **Being patient and leading with demonstrations**
    c. Using an interpreter
    d. Saying things in several different ways

44. Which of the following is true?
    a. **The primary focus for leading people who are LGBT is acceptance and being welcoming**
    b. It is important to lead in specific ways for people who are LGBT
    c. It demonstrates welcomeness to people who are LGBT when all marketing materials depict same-sex couples
    d. When someone tells a joke about people who are LGBT, it is best to keep quiet so as not to embarrass anyone
45. What is inclusion?
    a. Including people with disabilities into programs without regard to the disabling condition
    b. A set of behaviors that indicates a leader has a certain level of knowledge about people with disabilities
    c. **A way of thinking and behaviors that enables people with disabilities to participate in recreation alongside their age group peers who do not have disabilities**
    d. A certificate that a leader can obtain after several years of working with people with disabilities in recreation settings
46. In leading people with disabilities, leaders should . . .
    a. Pay attention to and address any disparaging remarks people might make about those who have disabilities
    b. Provide the necessary supports and adaptations so everyone can benefit from recreation with friends
    c. Ensure that recreation facilities, equipment, and supplies are fully ADA compliant
    d. Behave the same way for all people regardless of disability or ability
    e. All of the above
47. Which of the following primarily addresses physical accessibility into facilities and structures?
    a. **ABA**
    b. ACA
    c. ADA
    d. ADAAG
48. The U.S. Access Board . . .
    a. Enforces the ADA
    b. **Provides guidelines that help recreation leaders and agencies know how to make a variety of recreation settings accessible to those with disabilities**
    c. Reports non–ADA compliance to the Department of Justice
    d. Accepts complaints from those with disabilities about the accessibility of recreation centers
49. Which of the following is NOT considered a major life activity as defined in the ADA?
    a. Walking
    b. Working
    c. **Dancing**
    d. Going to school
50. The ADA requires that . . .
    a. **Reasonable accommodations be made for people with disabilities**
    b. Any modification that can be made to enable a person with a disability to participate must be made
    c. Recreation leaders be trained to work with people who have disabilities
    d. None of the above

51. The ADA requires that adaptations be made so that people with disabilities can participate in recreation in the most integrated environment possible. This means that . . .
    a. All recreation programs must be modified so all people can participate whenever they wish
    b. The environment must be psychologically accessible and emotionally safe for people with disabilities
    c. **Whenever possible and without changing the nature of the activity, leaders should include people with disabilities in recreation programs**
    d. Recreation leaders must be trained in how to make an environment integrated
52. An inclusion plan is one that . . .
    a. Is created every time a person who has a disability wishes to engage in recreation activities
    b. A parent prepares prior to an individual with a disability participating in recreation activities
    c. Is a plan of action a leader creates to ensure minimal accessibility for people with disabilities
    d. **Identifies any needed supports (assistive technology, a personal aide) a person might need to fully participate in recreation**
53. You overhear a fellow staff member (Kiara) saying to an activity leader, "Seo-yun, who has a seizure disorder, will let you know if she feels a seizure coming on." Kiara just . . .
    a. **Used person-first language**
    b. Disparaged Seo-yun
    c. Overstepped her role as a staff member
    d. Demonstrated a personal bias
54. Leaders who work with people who have physical or cognitive disabilities should . . .
    a. **Ask the individual what accommodations they might need**
    b. Assume that they will need to modify activities to meet the needs of the person with the disability
    c. Guide people with disabilities into specialized programs
    d. None of the above
55. If a participant is hearing impaired, a leader should . . .
    a. Speak louder and enunciate more clearly
    b. **Ask what the individual needs to best follow instructions**
    c. Engage a sign language interpreter
    d. Change activities so verbal instructions are not needed
56. Leaders who use physical gestures when explaining activities or concepts may . . .
    a. Help people who use wheelchairs to figure out how they can participate
    b. **Help those with visual impairments to more easily participate**
    c. Confuse deaf people who read lips
    d. None of the above
57. If a person has trouble with problem solving, planning, and daily life skills, she may be considered to
    a. Need a personal aide to fully participate in recreation
    b. Be incapable of taking on a leadership role in a group
    c. **Have an intellectual or cognitive disability**
    d. Create insurmountable challenges for leaders with little experience
58. A key leadership tool when leading people who have behavioral disorders is . . .
    a. Being assertive and standing one's ground
    b. **Consistency**
    c. Treating them like everyone else
    d. Administering their medication whenever they begin to act out

59. When we talk about diversity and privilege, we are talking about . . .
    a. **How people who have the more highly valued dimensions of diversity receive benefits that others do not**
    b. An unproven theory about diversity and who the lucky people are
    c. How people with disabilities get the best parking spots
    d. How microaggressions affect everyone except for White people
60. A key lesson about culturally adaptive leadership is that . . .
    a. All people with disabilities need to be treated specifically with regard to their disability
    b. We need to recognize our privilege of being leaders and act wisely
    c. We should acknowledge the exclusionary practices of participants
    d. **There is more than one right way to perceive or do something**

CHAPTER 4 COMMUNICATION SKILLS FOR LEADERS

To be a skilled leader, one has to be able to communicate effectively in a variety of settings with a variety of participants (who may be culturally distinct from one another) in a variety of settings. Our experience has been that most people perceive themselves to be good to excellent communicators, but that is rarely the case. Thus, in this chapter we provide material that breaks down the communication process to its foundation. To add clarity, we provide information about effective communication as well as ineffective or miscommunication so that learners have a sense of what to do as well as what not to do. Furthermore, it is important that learners understand that communication is more than just speaking. It also involves active and intentional listening and purposeful engagement throughout the entire communication process. We encourage learners to practice communication skills; it would be advantageous to then process or debrief that practice. Asking learners to reflect on their intentions for and their execution of their communications may result in enhanced self-awareness and provide a reality check as they continue their leadership development.

As a result of reading and studying this chapter, learners should be able to . . .

1. Describe the steps to developing communication competence
2. Explain effective communication using examples
3. Explain the role of shared meanings in communication
4. Draw and label a depiction of the basic communication model
5. Describe each element of the basic communication model
6. Give examples of when parks and recreation leaders might use each function of communication
    a. Persuasion/influence
    b. Information sharing
    c. Social/expressive
    d. Command/instruct
    e. Conflict resolution
7. Explain the differences between internal and external influences on communication
8. Explain what is meant by communication effectiveness
9. Provide examples of how a parks and recreation leader can positively impact communication effectiveness
10. Explain the six *C*s of effective communication
11. Identify the barriers that might undermine effective communication
12. Explain the concept of communication styles and how they might affect leadership
13. List the required skills for effective verbal communication
14. Distinguish listening from hearing
15. Identify the types of behaviors in which active listeners engage
16. Describe the various forms of listening and when leaders might engage in each
    a. Empathic
    b. Comprehensive
    c. Critical
    d. Appreciative
17. Describe the three primary skills of listening
    a. Attending
    b. Following
    c. Reflecting

18. Provide examples of situations in which leaders utilize the three primary skills of listening
19. Describe the generational differences in communication preferences and the implication of these for leaders
20. Apply the concept of effective communication to intercultural communication using Hofstede's perspectives on culture
21. Provide an overview of the research findings related to gender, communication, and leadership
22. Provide examples of the three ways that sexist language affects girls and women
23. Compare and contrast basic communication skills needed for quality facilitation and processing
24. Identify the essential skills for facilitators
25. Describe and provide examples for each of the five generations of facilitation techniques
    a. Let the experience speak for itself
    b. Speak for the experience
    c. Debrief the experience
    d. Front-load the experience
    e. Frame the experience

CHAPTER 4 TEST BANK

1. The crux of effective communication is . . .
    a. Several years of professional experience
    b. **Shared meanings**
    c. Belief in yourself
    d. Ability to articulate
2. Communication is a process—what does this mean?
    a. It takes a long time to learn and one is never perfect
    b. It involves too many elements to specifically identify
    c. People across cultures have shared meanings
    d. **It is a series of looped actions, rather than an end result**
3. How is communication related to culture?
    a. Communication and culture are independent from one another
    b. Collectivist cultures communicate in groups, while individualist cultures communicate one-on-one
    c. **Culture affects communication and through culture communication is affected**
    d. People cannot truly understand communication in a culture different from their own
4. In communication, why do senders and receivers change roles throughout the process?
    a. The noise involved requires people to ask others to repeat themselves
    b. To keep the communication process focused on the task
    c. It makes each person feel more included to change roles
    d. **Without the role switch, communication would be ineffective**
5. Which of the following is NOT a function of communication?
    a. To command or instruct others to do something
    b. To resolve conflicts
    c. To express one's creativity
    d. To share information
    e. **All of the above are functions of communication**

6. A leader repeatedly models a behavior in the hopes that others will also engage in those behaviors. In which function of communication is the leader likely engaging?
   a. Command/instruct
   b. Social/expressive
   c. **Persuasion/influence**
   d. Information sharing
7. Which of the following is an example of an internal factor that influences the communication process?
   a. **Biases and prejudices of the people communicating**
   b. Running short on time to communicate
   c. The noise that occurs during communication
   d. Creative use of language
8. To increase communication effectiveness, a leader should . . .
   a. Study and practice other languages
   b. **Make conscious decisions about how a communication will likely be interpreted**
   c. Ensure that speakers are from the same culture
   d. Present a summary of thoughts before getting into specifics
9. If people engage in prejudgment, have strong emotions, and use assumptions to gather their thoughts, they are . . .
   a. Learning how to improve their communication
   b. Creating a lot of internal noise
   c. In an early stage of group development
   d. **Presenting barriers to communication**
10. Saying that "it is raining cats and dogs" includes words that are examples of . . .
    a. Fluffy language
    b. **Connotations**
    c. Old-fashioned anecdotes
    d. Denotations
11. Which of the following best describes empathic listening?
    a. Listening for facts, ideas, and themes of what someone is saying
    b. **Listening for the emotional message embedded in a conversation**
    c. Listening to stimulate one's mind and learn something new
    d. Listening to decide if a person agrees with what the other person is saying
    e. These are all examples of empathic listening
12. Good listeners engage in attending skills. This means that they . . .
    a. Do their best to understand every word the other person is saying
    b. Summarize and verbally paraphrase what they thought they heard
    c. Attend to outside influences and noise
    d. **Are engaged and focused on listening empathically and comprehensively**
13. SOLER is an acronym that relates to what?
    a. The development that occurs during the stages of childhood
    b. **How to sit or stand in such a way as to convey active listening**
    c. Intercultural communication challenges
    d. Gender variations in language

14. What is a tag question?
    a. **A question people put at the end of a sentence, often putting themselves down**
    b. The type of question one would find on a sticky note
    c. An extra question tagged onto a previous question
    d. A question that listeners add to their paraphrase of the conversation
15. What is the resulting impact of a tag question? It...
    a. **Reduces the power or impact of a statement and the speaker**
    b. Serves as a reminder to the person hearing the question
    c. Adds to the complexity of the question that is asked
    d. Helps the speaker to know that the listener is engaged
16. Why is racist or sexist language a concern for leaders?
    a. It can alienate listeners
    b. It demonstrates biases that limit effectiveness
    c. It usually degrades or puts down one group
    d. Both A and B
    e. Both B and C
    f. **All of the above**
17. Which of the following is NOT a type of sexism found in language?
    a. Belittling one gender
    b. Using *he* as a gender-neutral term
    c. **Using parallel language**
    d. The use of qualifiers that support clichés
18. What does framing the experience refer to?
    a. **Helping a group see how an experience relates to the real world**
    b. Setting the stage by highlighting what a group should learn from an experience
    c. Letting the framework of the experience speak for itself
    d. The conversation that happens after an experience when the group reflects on what was learned
19. In what types of situations might leaders use facilitation techniques?
    a. When the leader needs to give explicit instructions to a group prior to an activity
    b. Only in therapeutic recreation settings where mental health is an issue
    c. **When the leader wants to help a group learn and transfer knowledge into their lives**
    d. In all of these situations
20. Effective communication across generations is a skill to be mastered and includes understanding . . .
    a. Different worldviews
    b. Work ethics
    c. Communication preferences
    d. Preferences for recreation
    e. **All of these skills**
21. In the communication model, noise includes . . .
    a. An impediment only when the sender delivers a message
    b. Personal bias, thinking about something else, rehearsing a response
    c. Bright lights, sounds from passing freight train, other people talking
    d. Both A and C
    e. Both B and C

22. Communication occurs through . . .
    a. The way people dress
    b. How people wear their hair
    c. The words people choose
    d. Body movements
    e. **All of the above**
23. Learning about and practicing communication skills help a leader . . .
    a. **Develop communication competence**
    b. Better understand the development of others
    c. Enhance their understanding of the profession
    d. Become CPRP certified
24. A leader develops communication competence by . . .
    a. Being aware of current skill levels
    b. Being motivated to improve
    c. Practicing positive communication skills
    d. Learning about communication in general
    e. **All of the above**
25. Good communicators need to be articulate and accurate. This means that they should . . .
    a. **Be clear, concrete, and specific in what they say and do**
    b. Be aware of their own communication skills
    c. Practice with several types of people
    d. Understand the meaning of the words they choose
26. When do shared meanings develop?
    a. **When people interpret sounds and words in similar ways**
    b. At the moment of first impression
    c. When someone learns what emoticons and emojis are
    d. When people share a belief system
27. When a message was received as the sender meant it . . .
    a. The communication process is complete
    b. It is time for a celebration
    c. It rarely happens, so it does not have much meaning
    d. **A person is expressing communication effectiveness**
28. What does it mean that communication is multichanneled?
    a. Several messages pass through a channel at the same time
    b. Noise can interfere with communication at any time in the process
    c. Senders and receivers can communicate at any time they wish
    d. **It is verbal, nonverbal, written, and/or modeled all at the same time**
29. In the communication model, the channel is the . . .
    a. Process of sending and receiving a message
    b. **Medium through which the message is sent**
    c. Place where noise originates
    d. Way that feedback is most readily heard

30. Which of the following is true?
    a. Noise is a factor only in intercultural communication
    b. Sexist and racist language is considered part of the medium through which a message is sent
    c. **In the same interaction, a person is both a sender and a receiver**
    d. Feedback is not important in every interaction
31. A primary job of the sender in a communication interaction is to . . .
    a. **Ensure the idea and content of the message are in agreement**
    b. Embellish her language to make a good first impression
    c. Apply the principles of feedback to anything interfering with the communication process
    d. Match the message with the channel
32. In a communication interaction, the sender's primary job is to . . .
    a. **Encode—put into words—what she wants to say**
    b. Decode the message she is sending before she sends it
    c. Claim leadership in the communication process
    d. Create noise that enhances the message she is sending
33. A person uses signals indicating that the communicator should continue sending her message. This is known as . . .
    a. Encoding
    b. Choosing the right medium
    c. **Backchanneling**
    d. Sending
34. Which of the following is an example of a verbal and overt message?
    a. Brittany, it would be great if you helped with the equipment
    b. **Brittany, please pick up the equipment**
    c. Would someone help with putting away the equipment?
    d. I need anybody who's free to help with the stuff we've spread out
35. An e-mail, video message, and text message are examples of . . .
    a. Feedback options
    b. **Channels for communication**
    c. Places that have a lot of communication noise
    d. None of the above
36. Which of the following is the richest medium and best channel to communicate complex information?
    a. Using nonverbal cues
    b. Texting using abbreviations
    c. **Face-to-face communication**
    d. Feedback with lots of context
37. The person who attends to and interprets a message is the . . .
    a. Sender
    b. **Receiver**
    c. Feedback-giver
    d. Backchanneler

38. Asking for clarification is a form of . . .
    a. Sending
    b. **Feedback**
    c. Receiving
    d. Creating noise
39. In the communication process, sounds from passing vehicles and the temperature of the room are considered…
    a. Internal noise
    b. External feedback
    c. Internal feedback
    d. **External noise**
    e. None of the above
40. The idea that communication is dynamic refers to . . .
    a. Communication being one of the most important things that recreation leaders do
    b. The changing channels within the communication process
    c. The misunderstandings that may occur in communication
    d. **The changing and evolving nature of the communication process**
41. Which of the following are functions of communication?
    a. Talk to others, use nonverbal feedback, engage in backchanneling
    b. **Express emotions, exchange information, tell others what to do**
    c. Convince others that your way is the best way, use an appropriate medium, interpret wisely
    d. Sending, receiving, addressing internal noise
42. The social/expressive function of communication is described as . . .
    a. **The way people relate to others and how they share their emotions**
    b. How people express their social status
    c. The very nature of intercultural communication
    d. The primary role of verbal communication
43. Leaders who are effective communicators . . .
    a. Are responsive to feedback
    b. Are respectful of others' opinions
    c. Help others achieve their goals
    d. Are intentional
    e. **All of the above**
44. One of the key things that leaders can do to enhance their communication effectiveness is to . . .
    a. Engage in self-reflection during the communication process
    b. **Use examples to help others understand their meanings**
    c. Improve the benefits of internal noise
    d. All of the above
    e. None of the above
45. An example of a time when social/expressive communication may be unwelcomed is when . . .
    a. People do not like one another
    b. People are engaged in mutual feedback
    c. **The group is deeply focused on task functions**
    d. All of the above

46. Parks and recreation leaders express professionalism when they communicate . . .
    a. Using jargon and technical terms
    b. **Through all types of communication (verbal, nonverbal, symbolic)**
    c. To their superiors using an informal language style
    d. All of the above
47. Which of the following is true regarding parks and recreation leaders?
    a. They tend to be better at communication than those who are engineers
    b. **They tend to focus on oral presentation skills**
    c. They tend to provide excellent feedback during the communication process
    d. They tend to struggle with communication effectiveness
48. When leaders consider both the facts and feelings of a message, they are . . .
    a. **Enhancing their communication effectiveness**
    b. Focusing on the group dynamics of those around them
    c. Taking a chance of increasing miscommunication
    d. Paying particular attention to the message they are sending
49. Which of the following might help with understanding possible interpretations of a message?
    a. Being intentional with the words one is using
    b. Considering the primary meanings of words
    c. There is no way to know possible interpretations of a message
    d. Be at stage one of cultural adaptability
50. Which of the following describes one of the six *C*s of communication?
    a. Including as many details as possible
    b. Choosing the correct medium through which to send a message
    c. Considering the receiver's background
    d. **Using accurate terminology**
51. Why is it often best to use the word *and* rather than *but* in a sentence?
    a. *But* is always a negative word
    b. ***And* tends to connect ideas and is usually considered nonjudgmental**
    c. People respond more favorably to *but* than they do to *and*
    d. *And* sounds better than *but* on the human ear
52. Which of the following is true?
    a. **Both the sender and the receiver contribute to miscommunication**
    b. Having strong emotions during the communication process can be highly effective
    c. Leaders who primarily use the verbal channel tend to be the best communicators
    d. Once learned, the communication process is fairly straightforward
53. Leaders who are defensive and whose emotions are easily accessed . . .
    a. Need to be more self-aware
    b. Are expressing passion about their work
    c. **Are engaging in barriers to communication**
    d. Are miscommunicating even before they start

54. Difficulties with communication can cause what in groups?
    a. Biases within the leaders
    b. A mix of communication styles
    c. **Lack of cohesiveness**
    d. Enhanced conflict resolution skills
55. A person who is fast paced and people oriented has an increased likelihood of communication challenges with someone who is . . .
    a. Fast paced and people oriented
    b. Fast paced and task oriented
    c. Slow paced and people oriented
    d. **Slow paced and task oriented**
56. Language is imprecise. This is because . . .
    a. People are complex creatures
    b. **Words have both a connotation and a denotation**
    c. Nonverbal language is the stronger form of communication
    d. Most people do not understand standard English
57. A leader who is aware of how intonation and use of silence affect the communication process is . . .
    a. **Likely an effective communicator**
    b. Someone who has years of experience with communication
    c. A good listener as well as speaker
    d. Very good at intercultural communication
58. When do leaders typically use declarative statements?
    a. When they are unsure of the message they want to send
    b. At moments of indecision
    c. At the beginning of most communication interactions
    d. It is best if leaders avoid these types of statements
    e. All of the above
    f. **None of the above**
59. Which of the following is true?
    a. Hearing is an active, intentional process
    b. **Effective communicators are strong listeners**
    c. Speaking is the most important part of the communication process
    d. As long as the leader has the group's attention, the words the leader chooses are not overly important
60. The type of listening that involves emotional intelligence is . . .
    a. **Empathic**
    b. Comprehensive
    c. Appreciative
    d. Critical
61. To get at the underlying meanings of what happened, a leader would likely use which type of listening during conflict resolution?
    a. Empathic
    b. Expressive
    c. **Critical**
    d. Intentional

62. Which types of skills are necessary for effective listening?
    a. Critical listening, deep processing, strong feedback
    b. Being relaxed, using nonverbal language, understanding personal biases
    c. Making eye contact, asking good questions, knowing the answers
    d. **Attending, following, reflecting**
63. During which phase of listening does a leader use the SOLER technique?
    a. **Attending**
    b. Feedback
    c. Conflict resolution
    d. All of the above
64. The point of using following skills when listening is to . . .
    a. **Let the speaker know you are actively listening**
    b. Encourage the other person to take a breath and speak slowly
    c. Help paraphrase what is being heard
    d. Mirror what the other person is saying
65. Which types of listening skills are used to ensure understanding?
    a. Following someone's voice
    b. Attending and intending
    c. Intentional hearing
    d. **Reflecting meanings**
66. One reason it is important to understand communicating across the generations is that . . .
    a. **The generations have different preferences for ways to communicate**
    b. Some generations mostly use nonverbal communication
    c. The types of noise that affect the generations are different
    d. It is a communication skill to be mastered
67. Which generation cohort is the oldest?
    a. Baby boomers
    b. Generation X
    c. **Traditionalists**
    d. War generation
68. In general, those in the traditionalist generation prefer what type of communication?
    a. E-mail
    b. **Face-to-face**
    c. Nonverbal
    d. Concise
69. Which of the following is true?
    a. Baby boomers are extremely proficient with texting
    b. **Traditionalists prefer leadership that is somewhat directive and has clear goals**
    c. Generation Y members typically prefer phone communication
    d. None of the above

70. Which generation is often viewed as being workaholics?
    a. **Baby boomers**
    b. Generation Y
    c. iGeneration
    d. Traditionalists
71. Baby boomers have a strong preference for . . .
    a. **Overt and direct communication**
    b. A soft approach to communication
    c. The use of subtleties in language
    d. Minimal details, as they like to figure things out themselves
72. Of all the generations, which is said to have the best life–work balance?
    a. iGeneration
    b. Generation Z
    c. Baby boomers
    d. **Generation X**
73. Millennials tend to communicate mostly through . . .
    a. Written letters
    b. **Technology**
    c. Phone calls
    d. In-person meetings
74. The first generation to be highly connected to technology for communication and other tasks was . . .
    a. Generation X
    b. Generation Y
    c. **Generation Z**
    d. Generation W
75. Instant messaging and texting are preferred methods of communication for which generation?
    a. **Generation Z**
    b. Generation Y
    c. Traditionalist
    d. Baby boomers
76. When does intercultural communication occur?
    a. **Any time the parties communicating are from different cultural backgrounds**
    b. Within every communication effort
    c. Whenever one party uses one channel and another party uses another channel
    d. When the speakers are a mix of females and males
77. Which cultural group tends to prefer a more directive style of communication?
    a. Those from a more highly valued dimension of diversity
    b. Females prefer it over males
    c. **Those with a high power distance perspective**
    d. Those with weak uncertainty avoidance

78. People who prefer to know what is coming (they like to be able to anticipate what is going to happen next) are . . .
    a. Low in power distance
    b. **High in uncertainty avoidance**
    c. High in individualism
    d. Medium in indulgence
79. For people who are high in uncertainty avoidance, it would be best for a leader to . . .
    a. Communicate softly and with a good deal of emotional connection
    b. **Use a direct and purposeful communication style**
    c. Listen carefully—use the SOLER technique
    d. None of the above
80. In their communication, people from a collectivist culture strive for . . .
    a. **Harmony and conformity**
    b. Group dynamics and intercultural terminology
    c. Direct and overt communication
    d. Use of a lot of silences
81. With which cultural group would it be most important to use "we" language?
    a. Short-term
    b. Feminine
    c. Restraint
    d. **Collectivist**
82. It is "more okay" to use a short and succinct form of communication with people who have a _____ cultural view than with people who have a _____ perspective.
    a. Highly indulgent/low indulgent
    b. Collectivist/individualist
    c. Feminine/masculine
    d. **Long-term/short-term**
83. Leaders and _____ tend to speak more than others.
    a. **Males**
    b. Coleaders
    c. Women
    d. Those considered masculine
    e. All of the above
84. Which of the following is an example of using sexist language or terminology?
    a. Could I please have your attention men and ladies?
    b. Sports teams named the Boomers and the Boomerettes
    c. If the children and women would all line up over here . . .
    d. The fireman was a real leader
    e. **All of the above**
85. The use of sexist language tends to . . .
    a. Support the growth and development of females into leadership roles
    b. **Perpetuate the valuing of male/masculine over female/feminine**
    c. Reinforce the idea of an individualist cultural perspective
    d. Make it seem like females are emotionally stronger than males

86. When someone says something like, "Terry is a female executive director," they are . . .
    a. Identifying the role that Terry is in
    b. Letting people know that in this case, the name Terry is a woman, rather than a man
    c. **Engaging in sexist language**
    d. Communicating the importance of Terry
87. In this day and age, when people hear the word *he* being used as a generic term for both females and males . . .
    a. They understand that it is the most efficient way to talk about both females and males
    b. They tend to overlook it, understanding that the person using *he* didn't mean anything by it
    c. **They perceive the term as meaning males exclusively**
    d. They get angry and overly emotional about its exclusivity
88. Which of the following is an example of using parallel terms?
    a. **Girls and boys**
    b. Girls and women
    c. Men and girls
    d. Women and boys
89. How can leaders combat sexism in language?
    a. Avoid words that reinforce stereotypes
    b. Ask a colleague to quietly point out to them when they use sexist language
    c. Practice talking and refer to females before males (women and men, girls and boys)
    d. Use the word *they* rather than *he* as a generic reference to people
    e. **All of the above**
90. As a communication tool, facilitation is focused on . . .
    a. **Helping people develop skills in all areas of their lives**
    b. Expressing emotions and feelings
    c. Task-oriented communication
    d. Getting the job done
91. Which of the following is an essential skill for facilitators?
    a. Being able to use the SOLER technique
    b. **The ability to intentionally use specific communication strategies**
    c. Remembering people's names
    d. Ensuring that a conclusion is definitive
92. When facilitators engage in processing an activity with participants, they are . . .
    a. Letting an experience speak for itself
    b. Prebriefing an experience
    c. **Debriefing an experience**
    d. Front-loading an experience
93. A leader who specifically points out something that a person learned and helps the person to see how to relate that to the person's life in general is doing what?
    a. Expressing an ethic of care
    b. Social modeling
    c. Framing an experience
    d. **Speaking for an experience**

94. When debriefing an experience, facilitators . . .
    a. Tell the group what they observed when the group was in action
    b. Use metaphors and analogies to liven things up
    c. **Ask reflective questions**
    d. Interpret the learning experience for the participants

SHORT ANSWER

1. Describe the differences between communication and facilitation. Please be specific and use examples.
2. Please describe the three elements of listening. Which of these three is most important and WHY do you believe this?
3. Please draw AND label the communication model.
4. Which function of communication do you feel is MOST important to leadership and WHY do you believe this?
5. Please identify the internal and external factors that affect communication and indicate how you can address these when you are a leader. Please use examples.
6. Using what you have learned from your text, please name and explain five things you can do to improve your communication.
7. Which type of listening do you think leaders engage in most? Why do you believe this?
8. If you were to teach someone how to demonstrate active and engaged listening, what would you tell them?
9. Why should leaders be concerned with issues of racism and sexism in language? How does this relate to the leadership experience? Please use examples in your explanation.
10. Please identify five dimensions of communication on which women and men differ and use examples to help explain those dimensions.

CHAPTER 5 NONVERBAL COMMUNICATION: THE SILENT MESSENGER

In the previous chapter we presented information on communication in general and we oriented the material to the verbal component of communication. We know, however, that we often communicate more with what we do or how we look than we do with what we say. Thus, in this chapter we delve into the nonverbal and paraverbal aspects of communication. While we all engage in sending nonverbal messages very few of us do so with intention. As intentional beings, strong leaders know how to purposefully engage such aspects of themselves to enhance the messages they intend to send. Through this chapter we hope to remind learners that they can enhance or detract from a message through use of nonverbal behaviors. At the same time, our goal is for instructors to help learners become increasingly self-aware so they can deliberately engage in nonverbal behaviors to improve their communication skills. By increasing awareness of the many aspects of nonverbal messaging, including the use of technology (e.g., text, email, virtual gatherings), learners who aspire to enrich their leadership skills have a framework on which to continuously work.

As a result of reading and studying this chapter, learners should be able to….

1. Differentiate the primary messages sent via verbal and nonverbal communication
2. Describe the functions of nonverbal communication
    a. Impression management
    b. Sign of membership
    c. Regulate communication
    d. Provide feedback
    e. Repeat/emphasize spoken words
    f. Substitute for words
    g. Express social relationships
    h. Demonstrate power and dominance
    i. Influence affect management
3. Provide examples of the influence or impact of the functions of nonverbal communication on leadership
4. Give a general description of the concept of nonverbal communication channels
5. Using examples, explain each of the nonverbal communication channels
    a. Kinesics
    b. Haptics
    c. Olfactics
    d. Chronemics
    e. Chromatics
    f. Paraverbal language
6. Provide an example of a leadership skill one might employ within each nonverbal communication channel
7. Explain the intersection of culture and nonverbal communication
8. Describe the elements of paraverbal language
    a. Pitch
    b. Rate and fluency
    c. Volume
    d. Inflection and tone
    e. Regional and other accents
    f. Silences and pauses
    g. Miscellaneous sounds
9. Identify the types of paraverbal language skills effective leaders use
10. Explain the concept of symbolic language and how it impacts leadership
11. Identify the various forms of written language utilized by parks and recreation leaders
12. Articulate what constitutes effective written language
13. Identify the various forms of electronic communication and their advantages and disadvantages
14. Describe the most commonly used forms of nonverbal communication used by parks and recreation leaders

CHAPTER 5 TEST BANK

1. What best describes nonverbal display rules?
   a. The rules we learn as children about "children being seen, but not heard"
   b. The rules set by the APA that dictate how to arrange information on a poster
   c. The conventions that state when, where, and how a person expresses emotion
   d. The conventions that a gang establishes about who can wear colors
2. Nonverbal language often conflicts with the spoken word. If this happens, what do people believe?
   a. Neither; they remain confused about the message
   b. If display rules are not followed, the nonverbal message is least believed
   c. If the spoken word is from an authority figure, the spoken word is more easily believed
   d. The message sent nonverbally tends to carry more weight than what is said verbally
3. Impression management, word substitution, and affect management are all examples of what?
   a. Paraverbal language
   b. Components of verbal communication
   c. Common results of active listening
   d. The functions of nonverbal communication
4. A leader using nonverbal language as a sign of membership might . . .
   a. Wear a shirt with an agency logo on it
   b. Use text messaging as a method of communicating with staff
   c. Encourage staff to learn sign language so they can communicate from a distance
   d. All of these are ways to do this
5. Which of the following is NOT a part of expressing social relationships?
   a. Regulating intimacy between parties
   b. Emphasizing the verbal message
   c. Managing one's emotions and feelings
   d. Conveying power over others to influence them
6. Leaders who prefer to use a podium when giving information to staff might be expressing which of the following?
   a. What they have to say is not very important
   b. They consider themselves to be part of the group
   c. A willingness to engage in social chitchat
   d. A power differential
7. In relation to low dominant people, higher dominant individuals tend to . . .
   a. Have more years of experience
   b. Knock before entering someone's office
   c. Take up more physical space
   d. More often express themselves from a seated position
8. Seating dynamics refers to . . .
   a. The nonverbal relationships expressed by who sits where in relation to others (in a meeting)
   b. How relationships between group members change when a leader sits down in a room
   c. Whether a group is seated in a circle, rows, or theater style
   d. The amount of fidgeting in which people engage when listening to a leader speak

9. Leaders must be careful in using touch as a communication tool. This is because . . .
    a. It comes across as too familiar
    b. It lessens their credibility
    c. It can easily be misinterpreted
    d. All of these are legitimate reasons to be careful
10. Proximity is best described as . . .
    a. An element of paraverbal language that enhances communication
    b. The seating arrangements in a business meeting
    c. The nonverbal language between all leaders and followers
    d. How leaders use space between themselves and others to manage a group
11. As a nonverbal tool, why is eye contact sometimes problematic?
    a. People might decode eye contact as being flirtatious
    b. Different types of eye contact mean different things in different cultures
    c. Too often, followers cannot see the leader's eyes
    d. Eye contact often conflicts with the verbal message
12. What type of posture does a leader usually exhibit to convey confidence and credibility?
    a. Stand as tall as possible, chin up; sit erect with arms hanging
    b. Stand tall (no slouching); sit casually with both feet on the floor
    c. Stand casually (lean a little on one leg); sit with legs crossed
    d. Stand with feet slightly apart; sit with feet on the floor, one in front of the other
13. One reason that leaders should be concerned about olfactics is . . .
    a. Depending on the nature of the eye contact, people can be offended
    b. Overusing perfumes can interfere with communication
    c. To help them to more accurately listen and paraphrase what is being said
    d. This is out of the control of any individual and they should not be held responsible
14. Time can be interpreted as expressing power or a cultural misunderstanding. This is most closely related to . . .
    a. Time interpretation
    b. Postural tactics
    c. Olfactics
    d. Chronemics
15. When leaders vary their use of pitch and inflection, what are they doing?
    a. Making conscious use of paraverbal language
    b. Adding underlying elements to verbal communication to enhance power
    c. Probably asking a question
    d. Using chronemics to enhance communication
16. People commonly use paraverbal language and miscellaneous sounds to . . .
    a. Cover up any accents they have
    b. Keep others from jumping into the conversation
    c. Try to make the conversation more casual
    d. Minimize the noise they hear in their heads during conversation

17. Which of the following is a guideline for effective written communication?
    a. Choose words that are precise and accurately convey the message
    b. Write using casual and comfortable words and phrases
    c. Use longer sentences to demonstrate leadership and power
    d. The idea is more important that grammar
18. Why should leaders be cautious of using e-mail to send sensitive communications?
    a. It is too casual for leaders to count on
    b. A lot of people do not have computers
    c. Most people do not understand the smiley face icons that are commonly used
    d. E-mail has very little real privacy
19. The influence of color on perceptions occurs at the subconscious level and tends to . . .
    a. Have a negative impact on those who do not understand its power
    b. Create the same impression on people
    c. Suggest sophistication, power, and dominance
    d. Have little influence on leadership
20. Approximately how much of a message is communicated nonverbally?
    a. 80%
    b. 20%
    c. 32%
    d. 40%
21. Which of the following is true?
    a. Verbal messages convey content and nonverbal messages convey emotions
    b. Verbal messages are more trustworthy than nonverbal messages
    c. Nonverbal messages occur more slowly than verbal messages
    d. Nonverbal messages are similar across cultures
22. When do people learn nonverbal display rules?
    a. Across the lifespan
    b. In elementary school
    c. After the age of 16
    d. Before preschool
23. To be effective with nonverbal communication, recreation leaders need to . . .
    a. Formally study nonverbal communication
    b. Read another's nonverbal messages as quickly as possible
    c. Be skilled at encoding
    d. Be good observers
24. Which of the following is a function of nonverbal communication?
    a. To influence others
    b. To provide unidirectional information
    c. To develop and enhance the first impression a person makes
    d. To cover up one's uncertainty about behaviors

25. When using nonverbal language to increase one's status or prestige, people are doing what?
    a. Notifying others that they belong to certain groups
    b. Directly communicating their sense of self-confidence
    c. Engaging in impression management
    d. Providing feedback about who they are
26. Amira wears a team uniform. What is the message she is sending?
    a. Her team is the best
    b. She is trying to make a good first impression
    c. She belongs to a particular group
    d. She is communicating her competence
27. Which of the following is an example of using nonverbal language to regulate communication?
    a. People use broad gestures when telling a story so others will believe them
    b. People use subtle hand signals when they wish to interrupt someone who is speaking
    c. Speakers pace back and forth to keep an audience focused
    d. Swim coaches clap their hands to get a group's attention
28. An effective form of communication that tells a leader that a group is engaged is . . .
    a. Nonverbal language
    b. The things people say
    c. Verbal language
    d. Body swaying
29. Ebony tends to shake her fist at others when she gets frustrated. In terms of nonverbal communication, she is . . .
    a. Using nonverbal language as a substitute for words
    b. Showing poor behavior management
    c. Demonstrating an emblem
    d. Participating in communication regulation
30. When a softball umpire yells "safe" while making a gesture indicating the same, she is using nonverbal communication . . .
    a. To emphasize a verbal message
    b. As a substitution for words
    c. To enhance her prestige
    d. To provide feedback
31. We often touch people we know (on the forearm or shoulder, or give them a hug). With regard to nonverbal language, what are we communicating?
    a. We are engaging in expression management
    b. The importance of a verbal message
    c. We are expressing social relationships
    d. We are identifying the groups to which we belong
32. People who sit with their legs crossed at the ankles and hands in their lap are demonstrating what?
    a. They are an easygoing boss
    b. They feel as though they are less important than others
    c. They have a great deal of self-confidence
    d. The correct way that females should sit

33. Which of the following is a nonverbal display of power or dominance?
    a. Standing with hands on hips and legs spread a bit
    b. Sitting along the side of a rectangular conference table
    c. Casually leaning against a tree
    d. Standing at a distance (30 to 40 inches) from other people
34. Which of the following best describes affect management?
    a. Verbal behaviors that demonstrate confidence and dominance to others
    b. Communication patterns that get others to like us best
    c. Paraverbal behavior that is designed to communicate our identity
    d. Nonverbal behavior that demonstrates how we monitor and address emotions in ourselves and others
35. Kinesics refers to . . .
    a. How we cross our legs to take up space
    b. The appropriate ways to touch others in nonverbal communication
    c. The whole of paraverbal language
    d. The way we move our body and the facial expressions we make
36. Which of the following is true?
    a. People who use large gestures when they talk are perceived as leaders more than people who do not use gestures
    b. People who do not make eye contact with a leader are usually lying about or hiding something
    c. A smile is a leader's primary mode of communicating enthusiasm
    d. Paraverbal language includes musical notes
37. Gestures are often misinterpreted because . . .
    a. They are culturally based and not everyone attributes the same meanings to such movements
    b. In general, people are very poor decoders of nonverbal language—gestures in particular
    c. Often, gestures serve as noise in the communication process
    d. The communication channel for gestures is quite convoluted
38. A posture that sends a message of leadership is . . .
    a. Tilting one's head slightly down to appear approachable
    b. Hands on hips and a scowl on one's face
    c. Keeping the head and spine aligned (sitting/standing straight)
    d. Good eye contact and a light touch on the forearm
39. How can leaders use nonverbal language to express warmth, friendliness, and being trustworthy?
    a. Touch someone else on the shoulder and give a slight squeeze
    b. Square their body with others and lean slightly forward
    c. Clear their throat and dip their head to make eye contact
    d. Stand in a tight, erect posture with drooping shoulders
40. The way people take up space with their body and their belongings is called . . .
    a. Haptics
    b. Kinesics
    c. Chromatics
    d. Proximity

41. If people want to use nonverbal language to claim leadership, they could . . .
    a. Sit with a wide open posture and spread out their belongings
    b. Gently nod their head whenever someone else talks, indicating understanding
    c. Make an angry face combined with a broad stance to demonstrate dominance
    d. Slightly lean forward, make eye contact with others, and speak quietly
42. Who tends to take up the most space, thereby subtly claiming power and dominance?
    a. White females
    b. White males
    c. Hispanics of either sex
    d. People who are physically larger than those around them
43. What is one way people can be perceived as having power?
    a. Stand casually and slightly off to the left of the group
    b. Stand behind the group and speak loudly
    c. Be the last person in line and look as if they are encouraging people to move forward
    d. Sit to the immediate right of the acknowledged leader
44. Research has shown that people with visible tattoos . . .
    a. Have strong creative streaks
    b. Commonly claim leadership roles
    c. Are perceived as less trustworthy than others
    d. Scare other people into followership roles
45. When a person dresses in a way that others perceive as professional . . .
    a. Others believe the agency they work for is professional as well
    b. They are competent in nonverbal skills
    c. People believe that they will make preferred group members
    d. Nonverbally demonstrate that they have a good deal of self-awareness
46. People who dress somewhat casually are perceived as . . .
    a. Messy and unattractive
    b. Low in competence and speaking ability
    c. Playful and friendly
    d. Being low in status and prestige
47. To make a positive impression on others, leaders should . . .
    a. Wear the exact same types of clothes as others
    b. Dress one "step up" from those they are going to lead
    c. Never wear clothing with a logo on it
    d. Keep their hair cut short
48. Which of the following is true?
    a. People who make positive use of paraverbal language are excellent with regard to chronemics
    b. When agency employees are dressed professionally, others believe the agency is professional as well
    c. Those who are skilled in verbal communication are also skilled with nonverbal language
    d. None of the above

49. Chromatics refers to . . .
    a. The use of color in the way people dress or on marketing materials
    b. The use of time and whether people feel rushed
    c. How leaders tend to touch others more than followers do
    d. How leaders move and the gestures they use
50. What colors of clothing should a leader wear in an effort to exude energy and excitement?
    a. Reds and oranges
    b. Yellows and purples
    c. Blues and greens
    d. Black and pinks
51. Leaders tend to . . .
    a. Touch other people more than followers do
    b. Use haptics more than others do
    c. Engage in kinesics to enhance chromatics
    d. Listen longer than followers do
52. In terms of culture and how people view time . . .
    a. Leaders in most cultures see time as cyclical, while followers see it as recent past history
    b. It is safe to assume that in the U.S. people share an understanding of time
    c. Culture has no impact on how people view time
    d. Some cultural groups see punctuality as a sign of respect, while others see time as more flexible
53. Paraverbal language . . .
    a. Includes musical notes and melodies heard when one is humming
    b. Describes a unique form of nonverbal language
    c. Is not understood across cultures
    d. Includes sounds that are not words, but are part of a message being communicated
54. Voice pitch refers to. . .
    a. How fast or slow a person talks
    b. The inflection a person uses when talking
    c. How one's voice comes across as high or low (on the musical scale)
    d. How clearly a person enunciates her words
55. Effective leaders tend to have which type of voice?
    a. Faster toned
    b. Lower pitched
    c. Enunciated and tonal
    d. Melodic and powerful
56. It is important for leaders to be fluent when they speak, because . . .
    a. Monotone voices can put people to sleep
    b. People can hear more quickly than they can speak
    c. Listeners perceive fluent people to be more competent and effective than others
    d. Fluency correlates with nonverbal language

57. When people raise the tone of their voice at the end of a statement . . .
    a. Others perceive them to lack self-confidence
    b. People grant leadership to them
    c. They are probably from the northeastern U.S.
    d. They are definitely a follower
58. One of the least used but effective communication techniques for leaders is . . .
    a. Large arm gestures
    b. A raised inflection
    c. Regional accents
    d. Silences and pauses
59. A logo is an example of . . .
    a. Paraverbal language
    b. Iconic language
    c. Graphical language
    d. Symbolic language
60. Writing skills may be exhibited in . . .
    a. Marketing materials
    b. Web-based social media
    c. E-mails sent to participants
    d. Memoranda sent to supervisors
    e. All of the above
61. When people read e-mails that include poor grammar and misused words, they tend to . . .
    a. Attribute a lack of commitment to the writer
    b. Believe the writer is not professional
    c. Infer that the writer is not very intelligent
    d. All of the above
    e. None of the above
62. For effective leadership, written materials should be . . .
    a. Short and sweet
    b. Precise and to the point, using accurate terminology
    c. Casual and friendly
    d. Filled with emojis/emoticons for ease of reading
63. Using all capital letters in e-mails . . .
    a. Is like shouting
    b. Is good to use on a subject line
    c. Should be part of one's signature
    d. All of the above
64. One of the most important things to remember about e-mails is . . .
    a. E-mails sent on work computers are open (not private) for others to see
    b. The writer should think about how the receiver might interpret the message
    c. It is difficult to express emotions accurately through e-mail
    d. All of the above

65. Texting is an appropriate medium to send a message when . . .
    a. Two staff members are scheduling a time to get together after work hours
    b. A parks and recreation leader needs to ask what time a meeting will begin
    c. A leader is upset about the lack of equipment at a program site
    d. To check in with friends and family about how their day is going
66. If a leader is seen checking for and reading texts on her phone, participants . . .
    a. Will just have to wait until she is done checking her texts
    b. Will pull out their phones to check for texts, as well
    c. Might think she is avoiding them
    d. All of the above
    e. None of the above
67. What is an electronic mailing list?
    a. A list of participants who are going to be served by the agency
    b. A way to record scores for a tennis match
    c. An electronic database similar to a group e-mail where anyone can initiate a conversation
    d. A list of friends on Snapchat

SHORT ANSWER

1. Identify three advantages and three disadvantages of a leader using electronic communication.
2. Think through nonverbal communication and give explicit advice for a new leader about how to use nonverbal communication effectively.
3. How do gender and other cultural issues impact nonverbal communication? Provide examples in your discussion.
4. Identify the important guidelines for quality writing skills expected of leaders.
5. There are many functions of nonverbal communication. Choose three and explain them, using examples to highlight your discussion.
6. Imagine a leader who is only 5 feet tall and has a relatively high-pitched voice. What recommendations would you make to help this person be viewed as leader-like?
7. Thoroughly discuss the advantages and disadvantages of a leader relying on electronic communication.
8. What are the elements of paraverbal communication? How can leaders use paraverbal communication to enhance their leadership status?
9. What does the research show about leadership and people who smile? Why do you think this is the case?

CHAPTER 6 LEADERSHIP AND GROUP DYNAMICS

Recreation experience leaders work with groups in a variety of settings and in a variety of situations. Therefore, understanding group dynamics becomes a critical skill for such leaders. And for learners, the subject of group dynamics can be a difficult one to grasp—every group is different and every group seems to fluctuate within. Helping learners to understand that developing group dynamics skills is part of a life-long education can help to ease the anxiety that many feel when working with groups. By presenting group dynamics through a systems lens (groups are a closed system that are influenced by external forces), our intent is for learners to appreciate the complexity, but not impossibility, of working with people in groups, whether they be formal or informal in nature. Further, by presenting Tuckman's model of how groups develop and evolve, pre-professional leaders can recognize that while they influence groups, they cannot make groups behave in one fashion or another—groups will form on their own time. With knowledgeable and strong leadership, however, recreation experience leaders can help groups to achieve both social and task goals.

As a result of reading and studying this chapter, learners should be able to….

1. Define the concept of group dynamics
2. Define what makes a group
3. Articulate the differences between groups and teams
4. Explain the impact or influence of culture on group dynamics
5. Articulate the positive and negative aspects of groups
6. Identify qualities of good and poor groups
7. Explain the various reasons why people join groups and the influence on leadership
8. Provide examples of the elements of groups or group structure
9. Explain the importance of shared goals to effective groups
10. Describe the concept and components of goal interdependence
11. Using examples distinguish between social and task cohesion
12. Identify the role of the leader with regard to each element of group structure
13. Clarify the distinctions between task and maintenance functions of a group
14. Explain what makes for effective and ineffective group decision-making
15. Describe the advantages and disadvantages of various group decision-making styles and the role of the leader within each
16. Give examples of good and poor judgment by leaders
17. Differentiate between task and relationship conflict and the role of the leader in each
18. Explain the concept of behavior styles and how leadership is expressed with each style
19. Compare and contrast the four main behavior styles and how they relate to one another
20. Explain the general concept of group development according to Tuckman
21. Using examples describe the stages of group development as presented by Tuckman
    a. Forming
    b. Storming
    c. Norming
    d. Performing
    e. Adjourning
22. Articulate the leader's role when a group is in each of the stages of development
23. Describe what makes an effective (and ineffective) group and the role of the leader in group effectiveness
24. Identify and describe the positive and negative roles people fill in groups
25. Explain what is meant by 'team building' and the role of the leader in that process
26. Describe the characteristics of what makes for good team members
27. Identify some of the questions leaders might ask as they observe and work with teams to become as successful as possible

CHAPTER 6 TEST BANK

1. Which of the following is a definition of group?
   a. A collection of people who influence one another
   b. People joined together to achieve a common goal
   c. People who perceive themselves to be a group
   d. These are all definitions of a group
2. Lighting, acoustics, temperature, and time are considered . . .
   a. Internal factors that affect a group
   b. Environmental issues over which leaders have no control
   c. External factors that affect a group
   d. Elements of a group
3. Groups that are predominantly collectivist in nature generally . . .
   a. Collect and share ideas from people within society
   b. Share group norms and have high levels of trust and cooperation
   c. Believe that together they can help one person rise to the top
   d. Are heterogeneous
4. Leaders who work with groups that are individualist in nature may need to . . .
   a. Remember group members value individual achievements and may need help to work as a group
   b. Spend a lot more time helping group members achieve success and focusing on their own needs
   c. Celebrate group achievements and progress; help the group to practice some independence
   d. All of the above
5. Productivity of a group is often due to . . .
   a. Chance
   b. The leader
   c. Synergy
   d. None of the above
6. Which of the following is an example of social loafing?
   a. Hanging out with a group of same-aged friends
   b. The entire group being too lazy to work on tasks
   c. People in a collectivist group seeing how an individualist group works
   d. Someone in a group project slacking and not doing their share of the work
7. Which of the following is generally NOT considered a reason that people join groups?
   a. For the food
   b. To increase personal knowledge
   c. To help with self-identity
   d. Because someone else coerced them to join
8. It is generally believed that the most important component of a successful group is . . .
   a. Social and task cohesion
   b. Shared group norms
   c. Shared group goals
   d. The group atmosphere

9. If a couple of people join a soccer team to improve their skills and others join because they want to compete at the highest level, there would likely be . . .
   a. Competitive goals
   b. Intradependent goals
   c. Independent goals
   d. Codependent goals
10. A group is a social system consisting of several elements or components EXCEPT . . .
   a. Shared goals
   b. Influence
   c. Norms
   d. All of the above are components of a group
11. If group members enjoy one another's company, yet are focused on different aspects of a task, they would probably have high _____ and low _____?
   a. Task functions/emotional conflicts
   b. Social norms/task cohesion
   c. Social cohesion/task cohesion
   d. Social cohesion/social atmosphere
12. Which of the following groups would likely be most effective with decision making?
   a. Group members are independent of one another, there is accountability, the leader is strong
   b. The leader uses a wide range of styles, the group is collectivist, all resources are used
   c. Several group members are experts in the area, the leader takes a democratic approach, the information is current
   d. All group members are involved to some extent, members have strong social skills, motivation for success is high
13. With regard to conflict, it is important for leaders to . . .
   a. Squash conflict at the first sign of displeasure
   b. Recognize that conflict is normal
   c. Recognize that conflict is a sign of weak leadership
   d. Add conflict occasionally to ensure group development
14. The stages of group development help to explain . . .
   a. The various components or elements of groups
   b. The types of conflict faced in groups
   c. How groups grow and evolve
   d. The relationship shared by collectivist group members
15. In what stage of group development does the group establish a group identity as well as group customs and standards?
   a. Forming
   b. Norming
   c. Storming
   d. This happens throughout all the stages
16. How could you explain a well-functioning group that appears to fall apart after achieving a goal?
   a. It is going through conflict again and this is usually a result of leader behaviors
   b. It is going through the adjourning phase and this is understandable
   c. This is an unhealthy part of the performing stage and the leader should intervene
   d. They apparently did not have enough social cohesion or norming

17. During the performing stage, a group works toward . . .
    a. Developing a solid understanding of one another's strengths and limitations
    b. Learning behavioral styles and differences in how people interact
    c. Group development in a speedy fashion to provide a strong foundation
    d. All of the above
18. What types of things does the group's gatekeeper do?
    a. Maintains tight control of the information "gate" and blocks forward movement
    b. Keeps tabs on who said what, when
    c. Makes sure that all group members are included in conversations and decisions
    d. Simplifies complex issues and strives for clarity
19. Traits of good team members include . . .
    a. Cooperation and collaboration
    b. A commitment to resolving conflicts
    c. Group members being self-aware
    d. All of the above
20. Successful groups have . . .
    a. Shared goals that every group member knows and understands
    b. Team leaders who do the "heavy lifting" and carry much of the decision making
    c. Open and candid communication during which members can say anything they want
    d. Strong social skills and some task confusion
21. Which of the following is a maintenance function of a group?
    a. Making sure that there are enough chairs at the table for everyone in the group
    b. Paying close attention to the needs to complete the task
    c. Typical behaviors of a person in a harmonizer role
    d. A person who is a director typically engages in these behaviors
22. In successful team building, _____ is/are a strong personality predictor of team performance.
    a. Summarizing skills
    b. Friendliness
    c. Agreeableness
    d. Initiating abilities
23. What is a component of the concept of group dynamics?
    a. Behaviors in groups
    b. Interrelationships between groups and others
    c. Scientific study
    d. How groups function
    e. All of the above
24. Which of the following is true?
    a. Leaders have a responsibility to be sure everyone in a group is there for the right reasons
    b. Leaders and groups develop and change throughout the leadership and group process
    c. A group is made up of followers
    d. Followers are the primary people in a group; the leader is secondary

25. What is meant by "a group becomes an individual entity"?
    a. People treat a group like it is a person
    b. Group members often name their group
    c. The group as a whole has its own identity and ways of thinking
    d. Groups are the same as teams and teams are a melded group
26. Why is group identity important to people?
    a. People want to know whom to stay away from and whom to join with
    b. People tend to seek out others who share similar interests
    c. It is a way to develop one's self
    d. As long as people like each other, group identity does not really matter
27. Groups are influenced by external forces. Some of those include . . .
    a. Time, physical environment, other groups
    b. Group members, external stimuli, the room
    c. Perceived status, levels of participation, lighting
    d. Culture, group norms, outside perceptions
28. Collectivist groups tend to . . .
    a. Believe in trust and individual recognition
    b. Collect a lot of different types of people and name their group
    c. Believe they are the best and others are not particularly important
    d. Focus on the needs of the entire group; they are cohesive
29. In general, groups are more efficient and effective at getting things done than individuals are. This is because . . .
    a. Individuals who join groups are more creative
    b. Groups form their own identity, which allows for internal influences
    c. Group members are committed to one another
    d. Groups create a sense of synergy
30. Group membership promotes . . .
    a. A sense of responsibility to others
    b. A sense of kindness to other group members and outsiders
    c. An attitude of consideration of others' needs
    d. All of the above
31. Social loafing is described as . . .
    a. A sense of becoming invisible within a large group so one's efforts do not matter
    b. How people do not put their best effort forward because they believe others will pick up the work
    c. It is another term for *mob mentality*—people lose their identity
    d. None of the above
32. When a group falls into a habit of everyone thinking alike and creativity drops, it is said to be engaging in . . .
    a. Social loafing
    b. Mob mentality
    c. Groupthink
    d. Synergy

33. An example of an in-group/out-group situation is . . .
    a. High school cliques
    b. Exclusive country-club membership
    c. Gang membership
    d. All of the above
    e. None of the above
34. One of the good things about groups is . . .
    a. Group members take greater risks
    b. Group membership enhances quality of life
    c. Group members live longer than people not in groups
    d. People like to identify with other people like themselves
35. A negative effect of being a group is . . .
    a. It can be expensive
    b. Anonymity can lead to antisocial behaviors
    c. People have to conform to group norms
    d. Groups tend to be higher in creativity, resulting in chaos
36. People join groups because they feel an affinity for other members. This means that . . .
    a. People like the way group members dress and act
    b. People think they can contribute to group success
    c. Group membership brings back happy memories
    d. People feel like they belong; they share interests
37. Shared goals are an important component of groups because . . .
    a. They enhance the social connections of group members
    b. That is the definition of a group
    c. They are the central focus of every group
    d. They give guidance to each member's contributions
38. A group consists of individuals who are interested in developing a sense of identity and one of the overall group goals is to support one another in group efforts; this results in cohesiveness. This group likely . . .
    a. Consists of several subgroups
    b. Has a cooperative goal interdependence
    c. Has a defined task to accomplish
    d. Is made up of individuals who do not have a sense of "groupness"
39. An example of group goals that are competitive in nature is . . .
    a. One individual joins a group wanting the recognition of winning, while the group's objective is to socialize and have fun
    b. An individual wants to read the most books possible, while the group goal is to examine plotlines and subtexts within each book
    c. The group formed as a way for children to become more physically active, while a child who wants to play games on her phone all day joins
    d. All of the above

40. A group has what feels like "glue" holding the group together. This describes . . .
    a. Social gathering
    b. Social cohesion
    c. Task cohesion
    d. Common focus
41. Which of the following is true?
    a. Norms describe what the majority of group members want to do
    b. Task cohesion is focused on the group staying together because members like one another
    c. Both groups and leaders influence each other
    d. All of these are true
42. An example of an implicit norm at work within a group is . . .
    a. A majority of group members have similar hairstyles
    b. All group members have the same types of sneakers
    c. Group members speak using words only group members know
    d. All of the above
43. Leadership within a group . . .
    a. Always emerges from within a group
    b. Is decided by outside factors
    c. Is based on who best follows group norms
    d. None of the above
44. One group member seems to focus mostly on ensuring that everyone feels good about being a member of the group. She is engaged in . . .
    a. Successful group behaviors
    b. Maintenance functions
    c. Internal influences
    d. Task functions
45. What is a result of group members being held accountable for their own and group actions?
    a. Increased and improved social interactions
    b. Enhanced group decision making
    c. Lessened group maturity
    d. There is no measurable effect of being held accountable
46. A consultive style of leader decision making in a group is described as . . .
    a. Authority without discussion
    b. Group member–centered discussion
    c. Authority with discussion
    d. Participatory group discussion
47. One challenge of consensus as a decision-making technique within groups is . . .
    a. It can take a great deal of time
    b. Everyone can participate
    c. Too many votes are taken
    d. The leader is not involved in the discussion

48. As a function of group dynamics, judgment is related to . . .
    a. Interpersonal skills
    b. Conceptual skills
    c. Technical skills
    d. Group maintenance skills
49. Which of the following types of conflict is most easily resolved?
    a. Job conflict
    b. Resource conflict
    c. People conflict
    d. Task conflict
50. In terms of work styles, people in groups tend to differ along two axes; they are . . .
    a. Pace and task orientations
    b. Sequencing and pace orientations
    c. Speed and focus continua
    d. People and task orientation
51. What is true with regard to group development?
    a. The process is convoluted and disorganized
    b. The process is linear
    c. The process is undefinable
    d. The process is cyclical
52. What type of leadership makes sense for groups in the forming stage of development?
    a. Laissez-faire
    b. Democratic
    c. Directive
    d. Participative
53. Group identity primarily forms in which stage of group development?
    a. Storming
    b. Performing
    c. Norming
    d. Forming
    e. Adjourning
54. Group members are typically most anxious about how they fit into a group in what stage of development?
    a. Performing
    b. Forming
    c. Storming
    d. Norming
    e. Adjourning
55. In the forming stage of group development, group members are concerned with . . .
    a. Leadership style
    b. Followership style
    c. Leader competence
    d. The task

56. A group seems to be arguing a lot about who will do what with regard to the task at hand. What primary role should the leader play at this stage?
    a. A guide through the conflict
    b. Authoritarian, directing the conflict
    c. Hands off—let the group deal with the issues
    d. A transformational inspiration
57. What occurs during the storming stage of group development?
    a. Power issues arise interfering with task completion
    b. Disagreements break out, primarily related to relationships among group members
    c. Leader and the group members clash in terms of expected roles
    d. All of the above
58. Unspoken rules are generally created during what stage of group development?
    a. Forming
    b. Storming
    c. Norming
    d. Transforming
    e. Adjourning
59. One of the more appropriate leadership styles to use when a group is in the norming phase is . . .
    a. Directive
    b. Democratic
    c. Participative
    d. Transactional
60. During what stage of group development are leaders most challenged by group members?
    a. Forming
    b. Storming
    c. Norming
    d. Performing
    e. Adjourning
61. Which of the following is true?
    a. During the adjourning stage of group development, all groups experience conflict
    b. During the norming stage, groups members build, define, and solidify relationships with one another and the leader
    c. Groups tend to be most tentative with regard to the task during the storming phase
    d. In the transforming stage, group members are becoming leaders
62. Making use of group strengths and limitations in accomplishing a task occurs during the . . .
    a. Performing stage
    b. Norming stage
    c. Transforming stage
    d. Storming stage
63. Conflict that arises during the performing stage of group development . . .
    a. Leads to creative thinking and problem solving
    b. Typically derails a group from the task
    c. Tends to destroy relationships
    d. Is designed to close off leaders from their work

64. A leader's role during the performing stage of group development is primarily to . . .
    a. Mediate conflict among group members
    b. Rearticulate the task and refocus the group so they get the work done
    c. Create conflict to "shake things up"
    d. Ask questions to make the group think about different ways to do something
65. The adjourning stage of group development . . .
    a. Is a smooth and clear process
    b. Can be creative and discretionary
    c. Is an unpleasant experience
    d. Can be an emotional and destructive process
66. One key of successful groups is . . .
    a. Clearly stated and shared goals
    b. A strong and directive leader
    c. Group members who know one another
    d. All of the above
67. What is the optimum size of a work group?
    a. 8 to 18 people
    b. 12 to 15 people
    c. 5 to 13 people
    d. It depends on the project
68. One barrier to successful groups is . . .
    a. Social power within individuals
    b. Selfishness among group members
    c. People who play particular roles
    d. Conceptual skills regarding the project
69. Poor group skills, personal agendas, and an absence of trust . . .
    a. Contribute to ineffective groups
    b. Are found in the norming stage of group development
    c. Are elements found in all groups
    d. Enhance the leader's role
70. Group or peer pressure . . .
    a. Is a negative element within groups
    b. Occurs primarily during the storming phase of development
    c. Can be positive when used properly
    d. Should be addressed by group leaders
71. Group members whom others look up to are . . .
    a. Probably transactional in their interaction style
    b. Have increased information power
    c. Considered to be more knowledgeable and skilled than others
    d. Typically identified during the adjourning stage of group development

72. Diversity among group members . . .
    a. Is highly desirable
    b. Usually interferes with effective group functioning
    c. May confuse the leader
    d. Should only be considered if a group has more than 10 members
73. Which type of group tends to be the most creative and effective?
    a. Homogeneous
    b. Intergeneous
    c. Intrageneous
    d. Heterogeneous
74. A person who works to make sense of what is happening and shares that with others is filling what role in a group?
    a. Consensus seeker
    b. Encourager
    c. Clarifier
    d. Problem solver
75. Which of the following is an internal force that acts on a group?
    a. Group norms
    b. Other norms
    c. Social normality
    d. Local politics
76. All groups would benefit if they had a person in what role?
    a. Harmonizer
    b. Initiator
    c. Timekeeper
    d. Opinion giver
    e. All of the above
77. A person who mentally "checks out" of group meetings is filling what group role?
    a. Digressor
    b. Disassociator
    c. Blocker
    d. Disinterested party
78. An instigator . . .
    a. Can be the cause of interpersonal conflict
    b. Initiates discussions to keep the group focused
    c. Acts as the entertainer of the group
    d. Reminds groups members of the goal
79. What is the primary difference between a group and a team?
    a. A group focuses on a goal; a team focuses on the group members
    b. A group has motivation; a team is set up to win something
    c. A group is usually 10 to 15 people in size; a team can be any size
    d. A group can have loosely connected members; a team has visible cohesion

80. Which of the following is necessary to have a highly functioning team?
    a. A strong and directive leader
    b. Trust and respect
    c. Shared leadership
    d. A knowledge of group dynamics
81. Leaders of teams participate . . .
    a. By creating challenges and facilitating group development
    b. In the same way as group members
    c. From an outside perspective
    d. Using a democratic leadership style so everyone has a voice
82. Which of the following are characteristics of good team members?
    a. They are sensitive to others' points of view
    b. They are committed to other team members
    c. They celebrate team (rather than individual) success
    d. They are willing to try new things
    e. All of the above
83. The team building process requires a leader who . . .
    a. Is relatively new to the group, as they have different perspectives
    b. Is genuine and uses shared leadership in most situations
    c. Helps others to know what to take care of, when
    d. Is somewhat knowledgeable about how to navigate among group members

SHORT ANSWER

1. Describe and explain the various stages of group development.
2. What leadership styles would you recommend for use with a group in the norming stage of group development? Thoroughly explain your answer.
3. How does understanding general stages of development assist you in your leadership role? Be specific and use examples in your response.
4. Identify three elements of a group and describe them.
5. As a leader, what could you do to minimize negative group roles with a group with which you are working? Be specific in your response and use examples.
6. Develop a chart illustrating the differences between a group and a team.
7. Which of the four behavior styles best describes you? Provide rationale for why this style is most applicable and be SURE to use examples.
8. Which of the group development stages do you think would be most difficult for you as a leader? Why do you believe that?
9. Compare and contrast groups with qualities that will help them to be effective (good group qualities) with groups that have bad group qualities.
10. Discuss how the reasons for joining groups might impact the effectiveness of a person's leadership. Be specific and use examples.

CHAPTER 7 INFLUENCING AND INSPIRING DESIRED BEHAVIORS

By our very nature, human beings act in ways that can sometimes interfere with the enjoyment of others and detract from groups achieving their goals. Thus, it becomes important for leaders to become comfortable and proficient with facilitating participants to behave in ways that serve the group as a whole. We use the phrase, "influencing desired behaviors" rather than "behavior management" because we want to emphasize the positive role leaders can play in motivating others to act in acceptable ways. Rather than manage others, we want to help motivate them to manage themselves (engage in self-discipline). We emphasize leader actions and preparations that can assist in setting a stage whereby participants will want to act in desirable ways, rather than having to address negative behaviors after they have occurred. Part of this preparation is becoming familiar with the participants (see the earlier chapter on group dynamics) and understanding the internal and external influences that motivate people to act in one fashion or another. Thus, we present three of the more popular theories of motivation in the hopes that learners will see how they can set the stage for others to motivate themselves to behave in ways that serve the enjoyment of all.

As a result of reading and studying this chapter, learners should be able to….

1. Define the general concept of behavior management
2. Explain what is meant by 'discipline' and the role a leader plays with regard to discipline
3. Articulate the role that power plays in behavior management
4. Describe and give examples of the approaches to behavior management
    a. Preventative
    b. Moral education
    c. Affective and communication models
    d. Behavior modification
    e. Assertive discipline
    f. Reality therapy
    g. Social skills training
    h. Positive behavior interventions and supports
5. Identify actions a leader might take when using each approach to behavior management
6. Explain the purposes of behavior management
7. Describe the factors that affect behavior management and the influence of leaders on those factors
    a. Physical environment
    b. Developmental ability
    c. Age
    d. Health and/or disability status
    e. Gender
    f. Cultural background
8. Articulate the reasons that behavior management is needed
9. Explain the general principles to effective behavior management
10. Articulate the role of a parks and recreation leader in enhancing behavior management effectiveness
11. Using examples describe what is meant by being prepared and being proactive in managing behavior
12. Describe the concept of corrective feedback
13. Identify several behavior management techniques
14. Explain the principles for giving effective praise
15. Give examples of steps a leader can take to preempt behavioral issues and concerns
16. List the principles of rules as a behavior management technique
17. Differentiate between unobtrusive and obtrusive behavior management techniques
18. Explain the principles related to the use of consequences in managing behaviors
19. Describe a behavior contract and when it would be used

20. Explain what is meant by "in-the-moment" approaches to managing behaviors
21. Articulate when it would be appropriate to use time-out and physical intervention as behavior management techniques
22. Explain how a leader would go about choosing the most appropriate behavior management technique
23. Identify the principles of motivation
24. Using an example explain how a need serves as a motivator
25. Compare and contrast intrinsic and extrinsic motivation
26. Identify the leader's role in the various theories of motivation presented in the chapter
27. Draw and label a graphic of Maslow's Hierarchy of Needs
28. Draw and label a graphic of the concept of Flow
29. Using examples, explain McClelland's Theory of Needs and how it applies to leadership
30. Using examples, explain Deci and Ryan's Theory of Self-Determination and how it applies to leadership
31. Describe the avenues through which a leader can facilitate participant motivation

CHAPTER 7 TEST BANK

1. What is the goal of behavior management?
   a. To control other people's behaviors through various techniques
   b. To modify behaviors using operant conditioning tools
   c. Facilitate others to self-manage their behaviors
   d. To clearly state expectations
2. To encourage self-discipline in which people monitor and adjust their own behaviors and words, Positive Behavior Interventions and Supports (PBIS) include the following elements EXCEPT . . .
   a. A system for reinforcing desired positive behaviors
   b. A system of checks and balances
   c. A system to address undesirable behaviors
   d. A system to gather data
3. A leader who selects age-appropriate activities, limits wait time, and ensures that activities are sequenced for participant success demonstrates which approach to behavior management?
   a. Social skills training
   b. An affective model
   c. Reality therapy
   d. Preventive management
4. If a leader prefers behavior modification over assertive discipline, she would likely . . .
   a. Help individuals develop relationships with peers and provide opportunities to demonstrate skills
   b. Use positive and negative reinforcement to direct behaviors
   c. Use values clarification techniques and active listening
   d. Use "I" language and articulate the desired behaviors
5. What is the goal of assertive discipline as a behavior management model?
   a. To develop open communication and strong relationships
   b. To help individuals recognize how they are being perceived by others
   c. To help individuals see how their behaviors affect others
   d. To help make changes in the emotional identity of an individual

6. What factors affect the success of various techniques to manage behaviors?
   a. Culture, age, gender, health status
   b. Developmental stage, previous experience, leadership status
   c. Time, demographics, education level
   d. Escalation of the issue, access to resources, individual needs
7. Why is it important to make behavior management a system-wide process?
   a. To help leaders identify their "hot buttons" and avoid those
   b. To make the most of offering corrective feedback so people can grow and develop
   c. To help leaders know how and when to be proactive
   d. To give guidance to leaders and be sure all staff know how to deal with various situations
8. What is the main difference between unobtrusive and obtrusive techniques of behavior management?
   a. Unobtrusive techniques are planned ahead of time and obtrusive techniques are in response to obvious undesirable behaviors
   b. Unobtrusive techniques are used with adults, while obtrusive techniques are primarily used with children and adolescents
   c. Unobtrusive techniques happen "in the background," while group members know the leader is engaged in behavior management when they use obtrusive techniques
   d. Unskilled leaders use more unobtrusive techniques than skilled leaders do and skilled leaders use more obtrusive techniques than unskilled leaders do
9. Which of the following is important to successfully managing others' behaviors?
   a. Avoid a power struggle with those behaving in undesirable ways
   b. Take care of the target of the misbehaviors
   c. Focus on the behavior of the individual rather than the person
   d. All of these are important
10. What is another term for unobtrusive techniques?
    a. Preemptive techniques
    b. A priori planning strategies
    c. Discernable techniques
    d. Planned behaviors
11. Which behavior management technique might be most successful with participants who have been sitting for a long time and have started to fidget?
    a. Redirection
    b. Compromise
    c. Reinforcement
    d. Regulated permission
12. Which of the following is NOT a guideline for giving appropriate praise?
    a. Be genuine and truthful with praise
    b. Give praise frequently and to many participants
    c. Give praise publicly when culturally appropriate
    d. Use both "I" and "you" language
13. According to Deci and Ryan, the three innate sources of motivation with self-determination theory are . . .
    a. Autonomy, intrinsic, and extrinsic
    b. Competence, autonomy, and relatedness
    c. Self-actualization, flow, and competence
    d. Success, affiliation, and power

14. In what types of situations are arbitrary consequences appropriate?
    a. When there is a large age difference between the leader and the individual involved
    b. When they naturally follow the undesirable behavior
    c. When the stakes are high and the group is immature
    d. None of the above
15. One participant is using demeaning language to another, resulting in the target not wanting to attend future activities. As the leader, you decide to suspend the aggressor—what technique are you using?
    a. Logical consequence
    b. Moral education
    c. Cultural consequence
    d. None of the above
16. A behavioral contract is only effective if it . . .
    a. Rewards good behavior
    b. Addresses the behaviors of the leader
    c. Is formal and verbal
    d. Is understood by all involved
17. A concern with using time-out as a way to manage behaviors is . . .
    a. Overuse, as it is convenient to implement
    b. Removing participants from activities for excessive amounts of time
    c. The limited impact of time-out on behavior change
    d. All of these are concerns
18. McClelland's theory of motivation includes . . .
    a. A hierarchy of needs that build on one another
    b. Intrinsic, extrinsic, and intratrinsic motivation
    c. Achievement, affiliation, and power
    d. Anxiety and boredom
19. In Maslow's hierarchy of needs, where does the need for belonging fall?
    a. Right after physiological needs
    b. It is part of self-awareness
    c. Immediately before self-actualization
    d. It is the first level of the hierarchy
20. If motivated to engage in activities to help them reinforce their personal values system, people are accessing which source of motivation?
    a. Instrumental
    b. Self-concept external
    c. Intrinsic process
    d. Goal internalization
21. What does the motivational concept of flow help leaders to understand about participants?
    a. Participants most enjoy activities that have a hint of anxiety within them
    b. Participants who are older tend to experience flow more than those who are young do
    c. Participants prefer to engage in high risk activities to stimulate themselves
    d. Participants like to be challenged a bit beyond their current skill levels

22. What can leaders do to facilitate motivation of participants?
    a. Change the lighting in the room, lead an icebreaker, share expectations
    b. Use music, bright lights, and loudspeakers
    c. Be sure everyone feels welcome, hold a social session, let others talk
    d. Offer competitive events, plan for downtime, state all the rules clearly
    e. All of the above
23. One dilemma facing recreation leaders is . . .
    a. People have different expectations and preferences from one another during their recreation experiences
    b. *Freedom from* and *freedom to* interfere with behavior management attempts
    c. They do not know enough about diversity, which causes behavioral issues
    d. All groups go through development phases
24. Some of the most effective techniques to manage behaviors are to . . .
    a. Use time-out with children and teach with morality stories
    b. Be proactive, well planned, and organized
    c. Monitor groups to catch them when they do something wrong and then punish them
    d. All of the above
25. The ultimate goal of behavior management is . . .
    a. Self-discipline by participants
    b. Manage other people's behaviors in a positive fashion
    c. Address it immediately so it does not take over the activity
    d. All of the above
26. The PBIS approach to managing others' behaviors suggests that parks and recreation leaders . . .
    a. Clearly state the desired positive and negative behaviors
    b. Use physical restraint as little as possible
    c. Teach participants behavioral expectations
    d. Ensure that external behavior management techniques fit the age group
27. Leader power and behavior management . . .
    a. Work together to enforce discipline
    b. Combine to make effective behavior management processes
    c. Are needed tools for all parks and recreation leaders
    d. All of the above
    e. None of the above
28. One of the most effective techniques to manage behaviors is . . .
    a. A communication model
    b. Affect management
    c. Behavior modification
    d. A preventive approach
29. The focus of moral education as a technique to manage behaviors is to . . .
    a. Help others to learn about moral development
    b. Teach others about the goals of behavior management
    c. Use the notion of citizenship to force others to behave in specified ways
    d. Teach others about values such as respect, fair play, and caring for others

30. Discussions of real-life dilemmas and role-playing are often used as part of which behavior management technique?
    a. Affective and communication models
    b. Moral education
    c. Preventive approaches
    d. Behavioral therapy
31. Active listening is a key component of which style of behavior management?
    a. Behavior modification
    b. Conflict resolution
    c. Affective and communication
    d. Self-discipline
32. As a technique to manage behaviors, behavior modification . . .
    a. Requires that involved participants be aware of their own behaviors
    b. Uses both rewards and punishment
    c. Uses others as examples to guide people to desired behaviors
    d. Rarely works
33. Leaders who engage in assertive discipline . . .
    a. Use their personal power to get others to follow rules
    b. Combine moral education with self-discipline to teach about expected behaviors
    c. Use communication strategies that utilize "I" statements
    d. Engage in appreciative listening
34. As a form of behavior management, reality therapy . . .
    a. Requires the use of "I" statements
    b. Guides others to see what their actual behaviors are
    c. Makes the situation the focus of the person misbehaving
    d. Involves individual motivations mixed with others' motivations
35. The approach to behavior management that requires parks and recreation leaders to model desired relationship-based competencies is . . .
    a. Reality therapy
    b. Social skills training
    c. Moral education
    d. Behavior modification
36. Which has a longer term positive impact on behavior?
    a. Responding to and supporting desired behaviors
    b. Moral education and teaching ethics
    c. Reality therapy that focuses on the immediate situation
    d. Social skills training that involves parents and other adults
37. Who has the strongest impact on one's behaviors?
    a. The most skilled leader
    b. The leader with the most experience
    c. The individuals who are behaving in undesirable ways
    d. Peers of the individuals who are behaving in undesirable ways

38. A variety of factors impact the success of external behavior management. They include . . .
    a. The physical environment
    b. Developmental ability
    c. Gender
    d. Health status
    e. All of the above
39. How might culture affect behavior management strategies a leader might use?
    a. A leader might demand eye contact, but for some cultures that is a sign of disrespect
    b. In some cultures, acting boisterous is encouraged
    c. A leader might try moral education but not know what is moral for a particular culture
    d. In some cultures, self-discipline is an unknown concept
40. A small child continually acts out and the leader responds to each negative behavior. The child is probably engaging in these behaviors to . . .
    a. Irritate the leader and get put into time-out
    b. Get kicked out of the program
    c. Get the leader's attention
    d. Her parents told her it is okay to behave that way with a leader
41. Adults often engage in undesirable behaviors. A common reason they behave this way is . . .
    a. They are immature
    b. They feel disrespected
    c. They are in a rush
    d. They just got off of work
42. Which of the following is an example of the proactive behavior management principle?
    a. Responding as quickly as possible to undesirable behaviors
    b. Having an agency-wide psychology of behavior management
    c. Focusing on the behavior, not the person
    d. Ensuring quality, competent, and prepared leaders
43. Corrective feedback includes . . .
    a. Being sure to correctly identify the individual who needs the feedback
    b. Addressing the behavior using "you" language so the person knows you mean them
    c. Giving feedback in private and being specific with regard to the undesirable behaviors
    d. Specific times and dates on which feedback is given
44. If you were the leader, how could you avoid a power struggle with participants who are behaving in undesirable ways?
    a. Tell the participants that you are the leader, so whatever you say, goes
    b. Ensure that the participants know the chain of command so they can complain to your supervisor if needed
    c. Listen respectfully and respond to underlying concerns
    d. Put off the issue/conflict for a few days until emotions settle down
45. If only one individual is acting out, what is the best way for a leader to address the situation?
    a. Target the one individual, take her aside, and have a long talk with her
    b. Manage the individual who is acting out and then turn attention back to the group
    c. Ask for additional staff members to address the person who is acting out
    d. Kick out the acting-out individual and return to the group

46. By establishing routines, planning for what-if situations, and being inclusive, leaders are . . .
    a. Demonstrating their power
    b. Implementing the philosophy of behavior modification
    c. Using a preemptive behavior technique
    d. Teaching others about self-discipline
47. Often, the most effective behavior management technique(s) . . .
    a. Require at least three staff members
    b. Is to remove the individual acting out from the premises
    c. Involve well-trained and certified leaders
    d. Are invisible to the larger group
48. What is the general rule of thumb for the number of times a leader should ask a person to stop behaving in a particular way?
    a. Once
    b. Twice
    c. Three times
    d. Four times
49. If a leader asks a person to do something rather than stop doing something . . .
    a. The participant tends to be more responsive to the request
    b. The participant will try to do both things at once
    c. The participant will look for a reward to do as requested
    d. All of the above
50. If a group is acting in noisy and uncontrollable ways and a leader responds by encouraging even more of that type of behavior, the leader is employing . . .
    a. A contingency plan
    b. A redirection of the activity
    c. Regulated permission
    d. Use of praise when the group is doing something right
51. One of the key principles to giving praise is to . . .
    a. Do it publicly when culturally appropriate
    b. Use "I" statements
    c. Do it whether or not the person fully complies with requests
    d. Let the person know that you appreciate them as an individual
52. Leaders who model desired behaviors . . .
    a. Tend to be more tired than leaders who act how they wish
    b. Are more likely to have fewer negative behaviors from participants
    c. Can apply more rules without resentment
    d. Are demonstrating that they do not like to enforce rules
53. For rules to be effective, they must . . .
    a. Be general so that participants understand the underlying behaviors
    b. Be equally applicable to children and adults
    c. Have punishments and rewards associated with them
    d. Be monitored and addressed consistently and continually

54. An example of a secondary reinforcer (to reinforce desirable behaviors) is . . .
    a. The opportunity to play longer than others
    b. Shaking someone's hand and saying, "Good job"
    c. Any type of reward other than punishment
    d. A coupon for a free ice cream cone
55. A drawback of using reinforcers to manage behaviors is . . .
    a. Reinforcers are too broad to have any real effect
    b. They are not as effective as punishment
    c. The leader might mistakenly reward a negative behavior
    d. People may act out more to obtain more reinforcers
56. A participant is constantly breaking recreation center rules and the leader decides to have the person pick up and put away equipment in response. The leader is applying . . .
    a. Natural consequences
    b. Logical consequences
    c. Arbitrary consequences
    d. Ineffective consequences
57. Which of the following is an example of a logical consequence?
    a. A spectator consistently yells at game officials in a disrespectful fashion, so the leader says the spectator cannot attend the next five games
    b. A participant starts pushing a fellow participant and the leader makes the person who is being aggressive help out at the concession stand
    c. Out of frustration a participant throws her ceramic artwork against the wall and the leader makes the participant pick up the broken pieces
    d. These are all examples of logical consequences
58. Which type of consequence tends to be the least effective over the long term?
    a. Arbitrary consequences
    b. Natural consequences
    c. Logical consequences
    d. All of them are equally effective
59. One of the primary principles for applying consequences to behaviors is to . . .
    a. Apply consequences for every (small and big) infraction
    b. Ensure the consequences are acceptable to all involved
    c. Catch participants doing something right and apply positive consequences
    d. Apply different consequences for similar infractions
60. A behavior contract to help with behavior management is usually . . .
    a. Something that is created for all participants to sign
    b. One of the last techniques to try
    c. Part of the consequences for negative behaviors
    d. Something to do after rules are not followed
61. It is best when creating behavior contracts that leaders . . .
    a. Make sure all participants know about it so they can help with enforcement
    b. Write down all the rules the person has been breaking
    c. Work with the participant behaving in undesirable ways in private to create it
    d. Ensure that the contract is applicable for all activities in which the person is engaged

62. Which of the following is true about using time-out as a behavior management technique?
    a. It tends to be ineffective if the person is out more than 15 minutes
    b. It tends to be overused
    c. It can be effective for participants of all ages
    d. An appropriate reason to use time-out is to help participants gain control of their emotions
    e. All of the above
63. Physical intervention as a behavior management technique . . .
    a. Ranges from a hand resting lightly on the shoulder to implementing a bear hug
    b. Is never appropriate for a parks and recreation leader to do
    c. Always requires specialized training
    d. Is a well-used management technique to address most undesirable behaviors
64. What influences the behavior management techniques a leader chooses?
    a. Leader knowledge, skills, and comfort level
    b. Whether or not there are other people around to observe
    c. The type of setting in which the negative behaviors occur
    d. All of the above
65. Which of the following is true?
    a. Skilled leaders can motivate others
    b. Motivations are separate from needs
    c. All people are motivated
    d. People are motivated by others
66. What is the first component of motivation?
    a. A leader searches for her motivation skill set so she knows what she might do
    b. An individual recognizes (consciously or unconsciously) that she has a need
    c. A person decides which theory of motivation best suits her situation
    d. A leader ensures that she has answers to people's motivations
67. A person decides to participate in a theater arts program out of a desire to engage the creative expressive side of her personality. She is engaging in which type of motivation?
    a. Extrinsic
    b. Intrinsic
    c. Needs-based
    d. All of these motivations are activated
68. What is the first layer of Maslow's hierarchy of needs?
    a. Biological
    b. Self-activation
    c. Sense of belonging to a group
    d. Need for competence
69. According to the flow theory of motivation, a person who has joined a soccer league and is finding herself bored is probably bored because . . .
    a. She is more challenged than skilled
    b. She is more skilled than challenged
    c. There are not enough soccer balls to go around
    d. She is not getting enough playing time

70. McClelland and Deci and Ryan have similar theories of motivation. One similar aspect is . . .
    a. People share needs such as safety and self-esteem
    b. People behave in certain ways to have extrinsic needs met
    c. People are motivated out of a desire to fit in with other people
    d. All people are driven to become better people
71. The idea of *autonomy* as identified in the self-determination theory is about . . .
    a. People wanting to become more skilled in a particular activity
    b. Individuals having a need to become the best at what they do
    c. Achieving more power
    d. People having a desire to have freedom to do what they wish
72. Leaders can facilitate motivation of others by . . .
    a. Using bright colors in a room or on equipment
    b. Managing group size and creating subgroups if needed
    c. Choosing activities that will enable people to be successful
    d. All of the above
73. Manipulating the socioemotional environment to facilitate the motivation of others might include . . .
    a. Changing the lighting and temperature of a room
    b. Altering a practice drill to make it easier for people to be successful
    c. Giving clear and specific instructions about how to do an activity
    d. Giving everyone team T-shirts and helping them create a team name

SHORT ANSWER

1. Choose three of the behavior management approaches and provide examples of how a leader might demonstrate these approaches.
2. Identify five reasons that recreation participants act out and what leaders can do to minimize these issues.
3. Make a chart showing at least three unobtrusive and obtrusive behavior management techniques.
4. An adult participant has been acting out in your activities. Identify the steps you can take to address the undesirable behaviors. Be sure to address the range of leader choices.
5. Based on the material you have read in the text, what do you believe is your primary motivator? Why do you believe that to be the case?
6. Explain and provide examples of how motivation is related to behavior management.
7. If the principle is true that "all people are motivated," why do leaders face behavior management challenges?
8. Of the eight approaches to behavior management presented in the text, which do you find most compelling? Why do you find this approach more interesting or useful than the others?
9. Identify and describe how various demographic elements affect behavior management. Be specific in your response.
10. Behavior management begins before participants arrive for an activity. Explain what this means and how, as a leader, you will address behavior management prior to the activity.
11. Why is it important to (1) protect and maintain the dignity of an individual acting out and (2) help and nurture the target of misbehaviors?
12. Explain how reinforcement and punishment can be used as positive behavior management tools.
13. Briefly explain two theories of motivation presented in the textbook that resonate with you. Next, provide an example of how the theories could assist in your understanding of behavior management.

CHAPTER 8 CONFLICT RESOLUTION AND MEDIATION SKILLS

Since conflict is inevitable (it is one of the stages of group development and an inherent aspect in all of us) it is important to provide learners with a basic understanding of the role leaders can play in resolving a wide range of disagreement types. While leaders may not always play an active role in helping others to deal with conflict, by understanding what causes negative encounters leaders can prepare the environment to minimize negative conflict from occurring. In this chapter we focus on some of the reasons that result in conflict as well as behaviors in which leaders can engage (as well as teach others) to de-escalate undesirable situations. Further, we believe it is important to help pre-professionals become increasingly self-aware of their own behaviors with regard to conflict. We present five of the more commonly identified approaches to conflict in an effort to help evolving leaders recognize their own behavioral choices as well as those of others. In addition to preparing leadership situations to minimize negative conflict from occurring, there are times when leaders will be asked to take on a more defined role in helping others to address disagreements in acceptable ways. Thus, we present information about mediation and identify behaviors to assist learners develop that skill set.

As a result of reading and studying this chapter, learners should be able to….

1. Define the general concept of conflict
2. Explain the two general types of conflict and the impact they can have on group effectiveness
3. Identify how conflict can be beneficial
4. Define the general concept of conflict resolution
5. State the main point or primary aim of conflict resolution
6. Compare and contrast escalation and de-escalation
7. Identify actions people take that result in escalation and de-escalation
8. Describe the three sources of conflict
    a. Resources
    b. Psychological needs
    c. Value differences
9. Describe the five approaches to conflict resolution presented in the text
    a. Collaboration/integration
    b. Competition/domination
    c. Accommodation/obliging
    d. Avoidance
    e. Compromise
10. Explain how different cultural perspectives can influence the sources and nature of conflict
11. Articulate ways that leaders play in addressing cultural influences on conflict
12. Describe the general concept of effective conflict management/transformation
13. Identify the guidelines for conflict management processes provided in the text
14. Give examples of how leaders can address the seven phases of managing conflicts
    a. Define the objectives
    b. Identify the problem/seek information
    c. Analyze and interpret data
    d. Identify possible and creative solutions
    e. Evaluate and select from among alternatives
    f. Generate strategies and implement the decision
    g. Evaluate the process and outcome
15. Explain the role of assertiveness in conflict management
16. Describe the behaviors of aggression, passivity, and being manipulative
17. Discuss the role of emotions in conflict management
18. Provide examples of the role of a leader in addressing emotions

19. Explain the general concept and goal of mediation
20. Identify the types of situations in which mediation can be particularly productive
21. Describe the steps of mediation and the role of leader within each
    a. Set the tone
    b. Define and discuss the conflict
    c. Summarize progress
    d. Explore alternative solutions
    e. Set a time for follow- up
22. Provide examples of the mediation process

CHAPTER 8 TEST BANK

1. All important relationships include . . .
    a. Third party involvement
    b. Dissolution
    c. Behavior management issues
    d. Conflicts
2. Effective leaders know that conflict . . .
    a. Is destructive and should be avoided
    b. Is best if strongly managed by the leader
    c. Strengthens group commitment to shared goals
    d. Usually leads to physical altercations
3. What will happen if conflict does not occur in a group?
    a. The group will be productive very quickly
    b. The group will not fully develop
    c. The leader can better facilitate goal achievement
    d. The leader will not fully develop her skills
4. What is the moment in a conflict called when the various parties reach a new understanding or come to agreement?
    a. Moment of compromise
    b. Conflict resolution
    c. Group–leader agreement moment
    d. Conflict transformation
5. The benefits of conflict include the following EXCEPT it . . .
    a. Stifles creativity
    b. Causes people to examine their knowledge and self-concepts
    c. Forces individuals to seek evidence to support their positions
    d. Improves collective decision making
6. How can a leader tell if a conflict is undergoing escalation?
    a. People sit down, firmly cross their arms, and stop talking
    b. The leader sees and hears people taking big breaths and focusing on the problem
    c. People stand up and try to get friends involved in the dispute
    d. One person starts to point a finger, while the other one speaks calmly

7. What has to happen for de-escalation to be effective?
   a. Both parties have to engage in de-escalation behaviors
   b. De-escalation has to be a conscious effort
   c. De-escalation strategies have to be used within the first three to five minutes of a dispute
   d. At least one of the disputants has to use de-escalation strategies
8. Uneven distribution of resources, values differences, and individual needs are examples of what?
   a. Reasons groups have difficulty getting past the unity stage
   b. The major crises typical teenagers face
   c. Sources and reasons for conflict
   d. Sources of leader strengths and weaknesses
9. The traits of a leader who is a constructive conflict manager include . . .
   a. An ability to understand and deal with difficult emotions
   b. Empathy and the ability to earn trust
   c. Openness and sensitivity to others
   d. All of the above
   e. None of the above
10. Which of the following is most accurate?
   a. The more visible and open the demographic differences are within a group, the more likely a conflict is to occur
   b. Values differences generally arise out of how a person is educated and whether or not they have a disability
   c. Behavior management and conflict resolution are the same thing, used with different sized groups
   d. A leader who is skilled at avoidance usually has a healthier group than a leader who is not skilled in this area
11. Which of the approaches to conflict are preferred over the others?
   a. Compromise and accommodation
   b. Accommodation and avoidance
   c. Competition and collaboration
   d. Collaboration and compromise
12. Which of the approaches to conflict resolution are lowest in assertiveness?
   a. Accommodation and collaboration
   b. Accommodation and avoidance
   c. Cooperation and compromise
   d. Compromise and avoidance
13. When people are using a collaborative conflict resolution style, what behaviors are they likely exhibiting?
   a. Low assertive and high cooperative
   b. High assertive and high cooperative
   c. Low assertive and low cooperative
   d. High assertive and low cooperative
14. What types of conflict resolution tactics tend to be preferred by people in individualist cultures?
   a. Passive, competitive, and with an ethic of care approach
   b. Competitive, collaborative, and relationship-oriented
   c. Treating everyone the same, being assertive, considering individual needs
   d. Confrontational, active, with a fairness and justice approach

15. Why is it important for leaders to understand cultural issues surrounding conflict?
    a. A person's culture helps leaders to determine preferred ways of handling conflict
    b. Until a person's culture is fully understood, there is no way to resolve a conflict
    c. If leaders know a culture prefers shouting, they can use shouting to resolve a conflict
    d. Everyone can learn to handle conflict respectfully, so this is not important
16. What is meant by "practicing no-fault thinking" in dealing with conflicts?
    a. Determining who created the conflict so the leader can manage how that person is treated by others
    b. Addressing the emotional issues at the very beginning so people do not blame additional people later on
    c. Telling those involved to stick with "I" language and say what they want to happen now
    d. Avoiding blaming people for a situation; addressing the situation that exists
17. Appropriate ways for leaders and participants to express anger constructively include the following EXCEPT . . .
    a. Showing a commitment to the relationship
    b. Avoiding conflict to limit negative interactions
    c. Checking assumptions and being sensitive to other viewpoints
    d. Describing feelings in an assertive fashion and being specific
18. What is the relationship between assertiveness and aggressiveness?
    a. Assertiveness indicates respect for self and others; aggression demonstrates a lack of respect for others
    b. These words mean essentially the same thing and can be used interchangeably
    c. Assertiveness describes a way to stand up for one's rights and aggression is a way to give in to others' rights
    d. They are both terms used in understanding leader development
19. Which of the following statements is most true?
    a. Leaders should always be in control; they should never express anger toward a group
    b. Emotions have NO place in conflicts and leaders should avoid emotions
    c. All leaders experience emotion when dealing with conflict
    d. None of these are true
20. What is a mediator?
    a. A person who facilitates the process of conflict resolution
    b. The person in a conflict who is the calmest
    c. The leader in a group takes on this role when leading a meeting
    d. The person who facilitates team building in a reluctant group
21. How many conflicts do people encounter in a typical day?
    a. 1 or 2
    b. 3
    c. 4
    d. 5
22. Conflicts often occur because of differences in . . .
    a. Age
    b. Seniority
    c. IQ levels
    d. Values

23. Two people are arguing over how to complete a task. What type of conflict is this?
    a. Interpersonal
    b. Relationship
    c. Task
    d. Job-related
24. What is the role of communication in conflict?
    a. It creates conflict
    b. It resolves conflict
    c. It contributes to conflict
    d. All of the above
25. In what ways can conflict be beneficial?
    a. It strengthens commitment to common group goals
    b. It "tears people down" so everyone is on an even level
    c. It energizes some people and helps them to work faster
    d. It contributes to an agency mission
26. Leaders need certain skills to become competent conflict transformers. Some of these skills include . . .
    a. Being compassionate and expressing emotions clearly
    b. Creating a common viewpoint and creativity
    c. Reflective and critical listening
    d. Being able to generate creative ideas and knowing how to work with people
    e. All of the above
27. When people raise their voice, use "you" language, and stand up . . .
    a. People will want to calm down
    b. Conflict de-escalation occurs
    c. A conflict is likely to get worse
    d. All of the above
28. The point of de-escalating conflict is to . . .
    a. Bring the disputants to a place where they can calmly address a problem
    b. Mediate the situation by inserting mini-conflicts
    c. Encourage personal discipline
    d. Ensure that everyone shares the same values
29. Which of the following is true?
    a. To escalate a conflict, a leader should encourage disputants to make eye contact
    b. Mediation is a special type of conflict management used by disputants
    c. Using "we" language may help de-escalate a conflict
    d. None of the above
30. A participant is upset and causing problems because she perceives that others have better access to the supplies needed to complete an activity. The conflict has arisen because . . .
    a. The individual has different psychological needs than others
    b. The participant perceives an unfair distribution of resources
    c. The person values supplies more than other participants
    d. The leader is clearly being unfair to some participants

31. Which of the following is an example of conflict arising because of differences in psychological needs?
    a. One participant believes that working together is more important than another participant believes it to be
    b. One player strives to have fun, while another strives to "be number 1"
    c. A camper fights to keep control of the equipment
    d. A male recreational basketball player refuses to play if females are allowed on teams
32. Which type of conflict tends to be the most damaging to group commitment?
    a. Relationship
    b. Work
    c. Task
    d. Individual
33. What is a source of conflicts?
    a. Values
    b. Beliefs
    c. Perceptions of unfair distribution of supplies
    d. Individual psychological needs
    e. All of the above
34. Which of the following is the preferred conflict resolution technique?
    a. Consensus
    b. Assertiveness
    c. Collaboration
    d. Accommodation
35. In a collaborative approach to conflict resolution . . .
    a. Goals become complementary
    b. Each person gives in a little
    c. Neither person is satisfied with the result
    d. A mediator is usually required
36. Two participants are arguing loudly and you notice that each thinks her view is more important than the other's. They are demonstrating . . .
    a. A competing style of dealing with conflicts
    b. A lack of sensitivity toward the needs of observers
    c. Accommodation in dealing with the conflict
    d. A win–win approach to conflict management
37. In an accommodating style of conflict transformation, a leader might observe . . .
    a. One party giving in to another party—essentially saying, "Ok, whatever you want."
    b. Both parties sitting down and talking through the issue
    c. One party leaving in the middle of the discussion
    d. Both parties asking for an outside mediator
    e. None of the above

38. In a conflict situation, a child stomps her foot and leaves the room pouting. What style of conflict management is she demonstrating?
    a. Accommodation
    b. Immature
    c. Developmental
    d. Avoidance
39. When all parties sit down to discuss a conflict and each gives in a little to come up with a solution, they are . . .
    a. Demonstrating assertiveness for each position
    b. Collaborating to find a solution
    c. Engaging in compromise
    d. None of the above
40. Which cultural perspective tends to use direct and confrontational approaches to conflicts?
    a. High power distance
    b. Individualist
    c. Low uncertainty avoidance
    d. Indulgent
41. People from some cultural groups tend to use an avoidance approach to conflict because they . . .
    a. Believe that open conflict never gets you anywhere
    b. Emphasize group harmony over other goals
    c. Tend to avoid as much uncertainty as possible
    d. Value an individualist perspective to dealing with conflict
42. In the research that shows differences among women and men in dealing with conflicts, women are perceived as . . .
    a. Having a tendency to leave a room when conflict arises
    b. Using more collaborative and accommodating styles of conflict resolution than men do
    c. Good communicators and thus preferred mediators
    d. Understanding cultural differences better than men do
43. Conflicts often arise because people perceive situations differently. These perceptions come from . . .
    a. Outside influences such as modern media
    b. Past experiences and first impressions of others
    c. Disliking people who are similar to the person they are dealing with
    d. Two people being too much alike
44. Important traits for a leader who is skilled in helping others to resolve conflict include . . .
    a. Emotional balance and self-awareness
    b. Integrity and professionalism
    c. Conceptual skills and a nonjudgmental attitude
    d. A willingness to be assertive and a sense of fairness
    e. All of the above
45. It is important when helping others to resolve conflicts that leaders . . .
    a. Help the disputants to set aside their emotions
    b. Tell people the best way to handle the situation
    c. Use examples from the past about best ways to deal with similar situations
    d. None of the above

46. A key point for leaders to address conflict is to . . .
    a. Use "I" language
    b. Know which viewpoint is more highly valued
    c. Force people to follow agency guidelines for resolving conflicts
    d. Interject personal stories as examples of ways to handle conflict
47. The prelude to the seven-phase approach to constructive conflict management is . . .
    a. Define the objectives for the eventual solution
    b. Gather as much background information as possible
    c. Ask observers what they heard and observed
    d. Consider embedded cultural differences in how people view conflict
48. One truth about conflict is . . .
    a. It tends to be apparent to anyone close to the situation
    b. It tends to stop a group in its tracks—little progress is made toward goals
    c. It is best avoided
    d. There is often a hidden underlying issue that is driving the conflict
49. The 24-hour rule . . .
    a. Is only used by trained parks and recreation leaders
    b. Is part of every mediation session which requires at least 24 hours to accomplish
    c. Suggests that disputants wait a full day before addressing an emotionally-laden conflict
    d. Commonly results in a compromise
50. One important step often forgotten by those involved in conflict transformation is . . .
    a. Evaluate the results and try again if needed
    b. Gather all the needed information
    c. Interpret the comments of the disputants
    d. None of the above
51. Having respect for self and others is demonstrated through what style of conflict resolution?
    a. Competitive
    b. Avoiding conflicts
    c. Assertiveness
    d. Passive
52. When verbal aggression is apparent in a conflict situation, a leader should . . .
    a. Immediately squash it
    b. Acknowledge it and understand the basis for it
    c. Ignore it, as aggression has no place in constructive conflict management
    d. Suggest that the person yell and get it out of her system
53. In conflict management, passive behaviors can . . .
    a. Undermine achieving an appropriate resolution
    b. Result in additional anger and high emotion
    c. Cancel out any resolution progress made so far
    d. Grow into assertive behaviors

54. Natasha is involved in resolving a conflict and is becoming increasingly resentful and losing respect for Niambi, the other person in the conflict. This is likely due to . . .
    a. Natasha acting in aggressive ways
    b. An outsider influencing Natasha as she talks to Niambi
    c. Passive behaviors by both Natasha and Niambi
    d. Niambi acting in manipulative ways
55. What is accurate with regard to the role of emotions in conflict resolution?
    a. Emotions should not be a part of conflict resolution
    b. Cognitive emotions are okay in the resolution process, but behaviors are not
    c. Leaders should be emotion-free whenever they are involved in mediation
    d. Emotions are embedded in conflict and should be acknowledged
56. Emotions have various elements to them; they include . . .
    a. A moral element
    b. A behavioral component
    c. A physiological aspect
    d. A cognitive piece
    e. All of the above
57. Frustration, anger, and anxiety are . . .
    a. Underlying reasons for conflict
    b. Part of the leader engaged in meditation
    c. Common emotions in conflict
    d. None of the above
58. Anger is one emotion often found in conflict that should be . . .
    a. Avoided and unacknowledged
    b. Recognized and addressed
    c. Ignored and not mentioned
    d. Expressed loudly and with feeling
59. Conflict management begins when . . .
    a. One disputant gets fed up and wants to confront the other disputant(s)
    b. One disputant recognizes the need to resolve an issue
    c. One disputant feels herself getting more and more angry
    d. An outsider points out an issue
60. Leaders often engage in mediation. This means that . . .
    a. Leaders initiate conflict resolution behaviors
    b. Leaders work through potential resolutions and offer them for consideration
    c. Leaders serve as guides to others who want to work out a conflict
    d. None of the above
61. One of the benefits of using mediation is . . .
    a. The mediator can offer an objective viewpoint
    b. The mediator is more knowledgeable about conflict resolution
    c. Conflicts with mediators are resolved about twice as fast as those without
    d. Mediators have more experience with conflict than others do

62. One of the early steps in mediation is to. . .
    a. Agree upon a common goal
    b. Translate what each disputant is saying
    c. Set a time to follow up
    d. Check in on disputants on a regular basis

SHORT ANSWER

1. Describe at least five guidelines that can help a leader manage conflict.
2. Draw a picture and explain the seven-phase model to manage difficulties.
3. Draw and label a continuum of assertiveness. Then place an *X* on the continuum where you believe you typically fall and provide a thorough explanation of why you placed yourself there.
4. Explain what you would do if you were to mediate something—use examples in your response.
5. Explain the role of culture and cultural competence in dealing with conflicts and difficulties.
6. Using examples from your experience, explain the place of emotion in conflicts. When is it useful, when does it interfere?
7. A customer comes to your office to complain about the registration process and this person's behaviors are escalating as the conversation continues. Describe what you might observe as the situation escalates and indicate how you might counteract these behaviors?
8. Compare and contrast the benefits and disadvantages of conflicts in groups.
9. Draw and label a grid illustrating the approaches to dealing with conflict. Place an *X* on this grid that indicates your most commonly used strategy and explain why you placed yourself there—using examples would be helpful.

CHAPTER 9 LEADING WITH VALUES AND ETHICS

We believe that a critical trait of an effective and trustworthy leader is knowing and consistently exhibiting their values, which leads to living and leading in an ethical manner. A topic not often purposefully addressed, examining the concepts of values and morals and how those virtues affect ethical behaviors is important in the development of a leader in our professions. Therefore, our goal of this chapter is to open discussions about and help learners to examine their personal ethics from two primary frameworks. The majority culture in the U.S. addresses ethical issues from a rights and justice perspective (treating everyone the same no matter if the situation is fair). At the same time, instances arise that do not allow for a "one size fits all" perspective. In this case, leaders may wish to consider an ethic of care where how one addresses a given situation is dependent upon a wide range of variables. We provide examples of three professional codes of ethics in this chapter to alert learners that ethics are a concern of all professionals in our field. Finally, because addressing ethical dilemmas is best learned through practice we wrap up the chapter with several scenarios for discussion. The goal of doing so is to help learners become more self-aware of their own viewpoints and help them understand that different perspectives allow for the application of different moral positions.

As a result of reading and studying this chapter, learners should be able to….

1. Define the concept of ethical leadership
2. Differentiate values, morals, and ethics
3. Explain the importance of values congruence for leaders
4. Identify the important values of leaders as identified in the research
5. Define self-efficacy
6. Explain how values can assist leaders in their daily interactions with others
7. Describe how the essence of transformational leadership relates to ethical leadership
8. Describe how servant leadership is a form of ethical leadership
9. Explain the functions of leaders with regard to values and ethics
10. Define ethical sensitivity
11. Explain the five leader abilities that relate to ethical sensitivity
    a. Ability to understand special circumstances of a given situation
    b. Ability to see ethical issues in situations
    c. Ability to see possible consequences of ethical choices
    d. Ability to see how others would be affected
    e. Ability to understand how various factors interact within a system
12. Identify the types of sources on which people base their sense of morality
13. Describe what is meant by "positive social values"
14. Explain the overall concept of ethical decision-making
15. Identify the common questions leaders ask themselves when determining an approach to ethical issues
16. Explain the four basic tensions from which ethical dilemmas arise
17. Provide examples of the three concepts related to ethical decision-making
    a. Utility
    b. Rights
    c. Justice
18. Describe the ten-step model of resolving ethical dilemmas as presented in the chapter
19. Compare and contrast an ethic of rights and justice versus an ethic of care
20. Identify situations in which a leader might take one or the other ethical positions (rights and justice vs. ethic of care)
21. List the six moral foundations
22. Define the concept of virtues
23. Identify the four components of virtues

24. Explain the role of integrity and trustworthiness in ethics and ethical relationships
25. Define what is meant by authenticity and integrity as they relate to leadership
26. Describe codes of ethics as they relate to the parks, recreation, and tourism professions
27. Identify the types of elements that are typically included in codes of ethics
28. Explain the goals and intents of professional codes of ethics

CHAPTER 9 TEST BANK

1. How are ethics learned?
   a. Social interaction
   b. Work experiences
   c. Formal education
   d. Mass media influences
   e. All of the above
2. Which of the following is true?
   a. Morality comes from ethics
   b. There is no such thing as universal ethics
   c. Ethics are a product of morality
   d. Morality and ethics mean the same thing
3. If people have high ethical standards, they also commonly have . . .
   a. High integrity and a positive character
   b. Morals and beliefs that uphold character
   c. Reliability and validity
   d. All of the above
4. Which of the following serves as a basis or source of leader beliefs, thoughts, and actions?
   a. Morals
   b. Values
   c. Ethics
   d. Practices
5. In resolving ethical issues, leaders should . . .
   a. Realize there is a problem that includes an ethical component
   b. Always use their intuition
   c. Frame the decision making on an ethic of care
   d. Seek guidance from the individuals involved
6. A leader can build trust and loyalty by engaging in what types of behaviors?
   a. Treating people from a Kohlberg's Stage 3 position
   b. Valid people- and task-oriented behaviors
   c. Consistent ethical behaviors based on values and morals
   d. Treating people equally as individuals regardless of the situation
7. What are people demonstrating when they value something?
   a. That they have strong morals
   b. Whether they are task-or people-oriented
   c. How much money means to them
   d. That "something" is important to them

8. Who or what has the strongest influence on the ethical basis of 18- to 30-year-olds?
   a. Behaviors of supervisors and employers
   b. Family members
   c. The general moral climate of society
   d. Having formal standards within an agency
9. A leader who shares basic values and morals with their agency is exhibiting what?
   a. Value congruence
   b. Shared ethics
   c. Congruent morals
   d. Groupthink
10. Which of the following is an example of a leader with strong self-efficacy?
   a. A leader prefers to engage in group discussion rather than the task at hand
   b. A leader primarily uses an autocratic leadership style
   c. A leader makes a decision that results in confusion; she accepts full responsibility
   d. A leader uses her values to support an ethical decision
11. Which of the following is true for leaders who have strong ethical sensibilities?
   a. They likely have limited self-efficacy
   b. They have the ability to foresee principles in action
   c. They are able to recognize the rights and responsibilities of those involved in an ethical dilemma
   d. All of the above
12. When addressing an ethical dilemma, leaders would be wise to fully consider . . .
   a. The position their supervisor would take
   b. The moral issues involved as well as the related facts and concepts
   c. The financial and political implications of a potential decision
   d. Both a collectivist and individualist perspective on the issue
13. Morality is viewed as . . .
   a. Inherent to all human beings
   b. Beliefs and values about religion
   c. An ethic of rights and justice
   d. What is right (good) and what is wrong (bad)
14. Leaders who make a decision to extend a firm registration deadline for an individual experiencing health issues is demonstrating . . .
   a. An ethic of consideration
   b. An ethic of care
   c. An ethic of humanity
   d. An ethic of rights and justice
15. In general, if a leader has integrity, what can participants assume?
   a. The leader has a mix of self-efficacy and religious values
   b. The leader has many years of practical experience to bring to bear
   c. The leader will have values and morals in common with the participants
   d. The leader will use similar standards in a wide range of situations to make decisions

16. The components of a virtue include being . . .
    a. A disposition or character trait
    b. Learned and honed through practice
    c. Expressed freely
    d. All of the above
17. How can leaders use a code of ethics?
    a. As a strict blueprint for making ethical decisions in the workplace
    b. As a general public relations tool for outsiders
    c. As a measure of professional development and achievement
    d. None of the above
18. Recreation leader ethics are related to . . .
    a. Professional obligations to others that are based on moral underpinnings
    b. Immoral thoughts and attitudes related to how one treats others
    c. Kohlberg's theory of morality
    d. The ethic of rights and justice or the ethic of care
19. Which of the following influences a person's morals and ethics?
    a. Work and school
    b. Family upbringing
    c. Social interactions
    d. Formal training
    e. All of the above
20. Universal ethics include . . .
    a. Respect
    b. Fairness
    c. Compassion
    d. Honesty
    e. All of the above
21. How do leaders demonstrate their commitment to ethical behavior?
    a. Behave in morally consistent ways
    b. Clarify meanings of morally confusing situations
    c. Help others to see the underlying values of decisions
    d. All of the above
22. A characteristic or belief that people use as a guiding principle in their life is called . . .
    a. Beliefs
    b. Morals
    c. Ethics
    d. None of the above
23. When leaders are in value congruence with their agency, they . . .
    a. Are in opposition to what the executive director believes about ethics
    b. Are considered to be ethical
    c. Understand the leader's ethical position
    d. Share similar moral values as the agency as a whole

24. Leaders who are aware of their own principles, values, and ethics typically engage in . . .
    a. Shared leadership
    b. Authentic leadership
    c. Transactional leadership
    d. Several leadership styles
25. Other people can "see" a leader's ethics to some extent by the . . .
    a. Way a leader dresses
    b. Way a leader talks
    c. Way a leader behaves
    d. Priorities a leader displays
    e. All of the above
26. Which value is considered the keystone of shared ethics between leaders and followers?
    a. Honor
    b. Integrity
    c. Trust
    d. Principles
27. Transformational leaders are often thought of as ethical leaders because they . . .
    a. Focus on the good of others
    b. Inspire other people to work hard
    c. Work with the idea of an even exchange of behaviors
    d. None of the above
28. When followers grant leadership to particular individuals, they are usually attributing what to the leaders?
    a. Skills and knowledge
    b. Attitudes and behaviors
    c. Integrity and ethics
    d. Actions and thoughts
29. What does it mean when we say that most adults are not ethically self-sufficient?
    a. They do not know enough to engage in ethics on their own
    b. They still look to other people for guidance with ethical issues
    c. They have to think about an appropriate style before engaging in leadership
    d. They find their ethics in the behaviors of significant others
30. What does it mean that leaders continually define and communicate ethical behavior?
    a. Leaders are consistent and clear with their behaviors, so others see their values and ethics
    b. During staff meetings, leaders must share their ethical position in ways that others understand
    c. As long as leaders work at the agency, they must strive to teach others about ethics at every opportunity
    d. None of the above
31. Those who have the ability to perceive that a situation includes an ethical element are said to . . .
    a. Be astutely aware of others
    b. Be an authentic leader
    c. Understand their role with regard to agency ethics
    d. Have ethical sensitivity

32. A leader who demonstrates ethical sensitivity has the ability to . . .
    a. Perceive the ethical positions of others
    b. Understand which individuals have which rights and responsibilities in a given ethical situation
    c. Dig deep into ethical decision making on behalf of those involved
    d. Engage both the ethic of rights and justice and the ethic of care
33. What is a social contract?
    a. The underlying shared norms that help define people's behaviors with one another
    b. An agreement that society makes with other societies about rules and laws
    c. A list of rules people follow in schools and work settings
    d. A piece of paper a person signs before engaging in high risk activities
34. An ethical obligation of recreation leaders is to . . .
    a. Enforce rules and regulations the same way for everyone regardless of the situation
    b. Teach others about the right ways to live
    c. Promote positive social values
    d. Share their ethical decision-making processes through a social contract
35. Moral issues involved in ethical decision making include . . .
    a. "Ought" and "should" statements
    b. Leader impartiality
    c. Independence from arbitrary rules
    d. A sense of importance
    e. All of the above
36. Ethical dilemmas can arise out of . . .
    a. Differences in the way people perceive justice and mercy
    b. The way people view the world—as a global society or not
    c. Fights over resources and time
    d. Insufficient leader attention to all participants
37. What are the three main concepts related to ethical decision making?
    a. Morals, values, and ethics
    b. Principles, foundations, and behaviors
    c. Utility, rights, and justice
    d. Resources, leader actions, and time
38. When we talk about justice in ethical situations, what are we referring to?
    a. An ethical position that is based on religious teachings
    b. Ensuring that rules and policies are fairly applied the same way to everyone all the time
    c. Being fair to people based on what society thinks at any given moment
    d. An ethic of care as it relates to each specific situation
39. One of the earliest steps in resolving ethical issues is to . . .
    a. Sort through one's personal view of ethics to apply them in the situation
    b. Look for a third way of considering the ethical dilemma
    c. Test for wrong versus right embedded in the situation
    d. Realize a situation has an ethical component to it and identify the people involved

40. The dominant approach to ethics in the U.S. is . . .
    a. Ethic of care
    b. Ethic of right and good based on objective standards
    c. Ethic of rights and justice
    d. Ethic of rules and policies
41. What are virtues?
    a. A way of being or character trait
    b. A sense of caring about others
    c. Gold standards for behaviors
    d. Something rare in most people
42. Earning the trust of followers comes from . . .
    a. Conversations about trust
    b. Consistent and fair treatment
    c. Providing the same guidelines to all
    d. None of the above
43. A leader who has integrity . . .
    a. Uses the same standards to make both simple and difficult decisions
    b. Automatically earns the respect of others
    c. Exhibits a virtue of rights
    d. Believes in justice for all
44. Codes of ethics are . . .
    a. Lists of behaviors that professionals can, may, should, and must follow
    b. Used only for those professions that deal with people (doctors, lawyers, recreation professionals)
    c. Required to be followed by all professionals to whom the code applies
    d. Designed to identify key values and principles of a group and make them public
45. Who are the most common people to whom parks and recreation leaders turn for guidance with ethical situations?
    a. Friends and family
    b. Peers and employers
    c. Supervisors and colleagues
    d. None of the above

SHORT ANSWER

1. Using an example, describe the steps to making an ethical decision.
2. Using examples, explain the role of values and ethics in leadership.
3. First, name the three functions of values and ethics then provide an example of each function.
4. Develop a chart that distinguishes morals, ethics, values, and beliefs. Provide an example of each.
5. Using the five related abilities of a leader who has high ethical sensitivity, rate your own level of ethical sensitivity. Provide a rationale for your ratings.
6. In your own words, discuss the role or responsibility of a parks and recreation leader in promoting positive social values.
7. If you were placed in a position to make a decision where ethical issues are present, what questions would you ask yourself to work through the decision-making process?
8. Discuss the strengths and weaknesses of using intuition to resolve an ethical dilemma.

CHAPTER 10 FACE-TO-FACE LEADERSHIP TECHNIQUES

The application of direct leadership may be thought of as the visible, tangible evidence of one's success in the parks, recreation, and tourism professions. This is where, when, and how all the information a leader has learned is pulled together and put into action. To some, this aspect of leadership is the most easily taught. In fact, we have heard professionals refer to frontline leadership as being similar to applying a recipe. To some extent, we agree with this view—how to lead a game or a song, for instance, can be broken down into concrete steps that can help one to successfully lead these activities. Having said that, however, there is a lot that successful leaders do behind the scenes in preparing for an activity that has a strong influence on their success. The foundation for effective leadership in direct participant-leader interactions is based on being prepared. In addition to leading games and activities, at some time in their careers all leaders will be involved with leading a formal meeting. Thus, we offer some background and suggestions about how to do just that. Lastly, and for some this is considered the essence of direct leadership, are the skills required to make a successful oral presentation. By sharing with learners that engaging in direct leadership with participants utilizes informal oral presentation skills, we can help them to understand that the same types of skills are used when making formal presentations to town councils or funding organizations. Being prepared, knowing the audience, and knowing one's self all go into successful face-to-face leadership.

As a result of reading and studying this chapter, learners should be able to….

1. Define the concept of face-to-face leadership
2. Identify the phases involved in direct leadership
    a. Preparation
    b. Priming the group
    c. Delivery
3. Explain what occurs during the preparation stage of direct leadership
4. Explain why it is important to gather information about group composition prior to leading activities
5. List the information a leader collects about group composition during the preparation phase
6. Identify the information a leader considers about risk management during the preparation phase
7. Describe the concept and use of "What if?"
8. Differentiate goals and objectives
9. Describe the common types of goals participants have when engaging in recreation experiences
    a. Skill/knowledge development
    b. Interpersonal skills
    c. Democratic living skills
    d. To have fun
    e. Health benefits
10. Describe the three types of objectives
11. Explain the SMART tool as it relates to writing objectives
12. Describe the ABCD method of writing behavioral objectives
13. Explain each of the ABCD components
14. Write appropriate goals and objectives common to recreation experiences
15. List several sample verbs that are used in writing objectives
16. Explain the leader's role in setting the tone of an activity
17. Describe how a leader might manipulate the environment to positively affect the tone of an activity
18. Explain what occurs during the priming the group phase of direct leadership
19. List several examples of tips to help parks and recreation leaders be successful with direct leadership
20. Provide examples of how a leader might get a group's attention when priming the group
21. Provide examples of how a leader might divide a group into subgroups for a positive effect
22. Discuss the importance of learning participant names for a leader
23. Explain what occurs during the delivery phase of direct leadership

24. Identify the four common tasks involved when leaders introduce an activity
25. Describe the three guidelines for giving instructions when leading an activity
    a. KISS
    b. KIP
    c. PLAY
26. Describe the steps involved when leading songs
27. Define the concept of transitions and how a leader would use them
28. Describe best practices in concluding a leadership session
29. Identify several reasons that formal meetings are held
30. Discuss the role of the leader prior to holding a meeting
31. Describe a meeting agenda
32. Create a sample meeting agenda
33. Discuss the role of the leader during a meeting
34. Explain the primary job of the leader when conducting a meeting
35. Describe the influence of diversity on successful meetings
36. Discuss the role of the leader after a meeting
37. Describe meeting minutes
38. Create a sample of meeting minutes
39. Explain the advantages and disadvantages of holding virtual meetings
40. Convey the importance of being skilled in effective oral presentations for leaders
41. Explain what occurs during the preparation phase of creating effective oral presentations
42. Identify the key elements of what a leader must know prior to making an oral presentation
43. Explain what occurs during the delivery phase of an oral presentation
44. Discuss the importance of nonverbal behaviors in which leaders engage when making presentations
    a. Personal appearance and presence
    b. Personal style and language
    c. Kinesthetic awareness
    d. Utilizing an anchor point
    e. The use of notes
45. Identify the types of visual aids available to a leader when making an oral presentation
46. Discuss the use of visual aids as part of a presentation
47. Identify the rules of thumb with regard to using visual aids in a presentation
48. Explain the key components involved with creating slides (using PowerPoint, Keynote, Prezi, or similar programs)
49. Create a slideshow demonstrating the guidelines for effective use of slides in a presentation

CHAPTER 10 TEST BANK

1. Methods and approaches used when leading groups or individuals are known as . . .
   a. Frontline leadership techniques
   b. Supervisory leadership techniques
   c. Skilled leadership
   d. Verbal and nonverbal communication
2. Which of the following is NOT a phase of direct leadership?
   a. Delivery
   b. Playing "What If?"
   c. Priming the group
   d. Preparation

3. Why is it important for a leader to know something about group composition before going into a leadership situation?
   a. This information is important to avoid a lawsuit
   b. This information will assist the leader in selecting appropriate leadership techniques
   c. Without this information, the leader will not know what forms are needed
   d. Knowing how much space is available will dictate activity choices
4. The ultimate purpose of an activity is called the . . .
   a. Goal
   b. Objective
   c. Plan
   d. End result
5. Which of the following is NOT one of the principles of getting a group's attention?
   a. It should be fun
   b. It should be loud
   c. It should be unexpected
   d. It should be quick
6. The game of "What If?" is played as part of . . .
   a. Preparing for the unexpected
   b. Risk management preparations for the facility
   c. Delivery phase of direct leadership
   d. An icebreaker for new groups
7. "To facilitate development of an environmental ethic in all participants" would best be identified as what type of goal?
   a. Personal
   b. Agency
   c. Professional
   d. Societal
8. Based on the ABCD method of writing objectives, the condition of an objective is . . .
   a. The section that describes the behavior
   b. The part that describes the level of performance
   c. Just another way of describing the audience
   d. The action words or verbs
9. "The clients will exhibit appropriate emotions at least two thirds of the time." What type of objective is this?
   a. Affective
   b. Cognitive
   c. Personal
   d. Behavioral
10. Which of the following is NOT a part of a SMART objective?
    a. Measurable
    b. Achievable
    c. Trainable
    d. Realistic

11. What is wrong with the following objective? "The participants will play cards and keep score until they are too tired to go on."
    a. The degree is missing
    b. The audience is too vague
    c. There are too many behaviors
    d. The condition is too specific
12. In the following objective, which element is the degree? "The teens at the teen center will increase their fitness level by 2%."
    a. "By 2%"
    b. "Increase their fitness level"
    c. "At the teen center"
    d. The degree is missing
13. In general, the criterion or condition element of an objective . . .
    a. Describes how and when the behavior should be done
    b. Describes how well the behavior should be done
    c. Is the longest part of an objective
    d. Is extra verbiage and not usually needed
14. In which phase does "setting the tone" fall?
    a. Priming the group
    b. Preparation
    c. Delivery
    d. This is an element of transitions
15. If a leader were to have awards ceremonies and help participants focus on skill development, the leader would be influencing the. . .
    a. Psychological environment
    b. Socioemotional environment
    c. Participant's self-efficacy
    d. Likelihood of participants experiencing flow
16. In general, leaders are advised to avoid using a whistle to get a group's attention. This is because . . .
    a. Whistles often remind participants of authority figures and limited freedom
    b. Whistles are too high pitched to be heard well
    c. Most participants have whistles and they cannot be differentiated
    d. Whistles are too respectful
17. A general rule of thumb for techniques to divide a group into subgroups is . . .
    a. Use the counting off method, unless the participants are too young
    b. There is no general rule of thumb for this
    c. Make it fun and experiential whenever possible
    d. Try to keep even numbers of females and males whenever possible
18. When a leader gives activity directions, what does KIP stand for?
    a. Keep it playful
    b. Keep it positive
    c. Know its (the group's) participants
    d. Knowledge is power

19. The leader says, "We were so organized during that crafts activity; now let's do the same during the board games." This is an example of a(n) . . .
    a. Activity introduction
    b. Transition
    c. Opening line for directions
    d. Conclusion
20. When a leader teaches a song in a round, it is best to sing the song how many times?
    a. There is no best number of times
    b. It depends on the age of the participants
    c. Always three times
    d. As many times as there are groups
21. A strong conclusion to an activity is one that . . .
    a. Leaves participants feeling good and is clearly the last bit of the session
    b. The leader gives with a firm, authoritative voice
    c. Summarizes the day and ends with group input
    d. Relates to the introduction and transitions used earlier
22. Robert's Rules of Order may be described as . . .
    a. Guidelines for writing meeting minutes
    b. A way to divide teams evenly
    c. A tool to manage behaviors at meetings
    d. The rules to follow when preparing for a meeting
23. A meeting agenda and minutes should be sent to meeting participants within how many days of a meeting?
    a. Both should be sent a minimum of 2 days ahead of the meeting
    b. The agenda should be sent at least 10 days before, minutes at least 5 days after a meeting
    c. Both should be within 10 days of the meeting
    d. As soon as possible, no later than within a month
24. How is an agenda used during a meeting?
    a. To force people to discuss unpleasant topics
    b. As a guide for discussion topics and time spent on topic
    c. As an outline for note-taking
    d. To maintain flexibility
25. What purpose do meeting minutes serve?
    a. Minutes are used to help keep people on track during a meeting
    b. The primary function is to record who was present at a meeting
    c. Minutes are the official record of what happened in a meeting
    d. They serve as a reminder of important upcoming events and dates
26. What is the primary function of a leader during the conduct of a meeting?
    a. To ensure the agenda is fully covered, introduce guests, and follow Robert's Rules of Order
    b. To take notes, clarify miscommunications, and achieve consensus for decisions
    c. To facilitate communication, involve all group members, and keep on track
    d. Follow Robert's Rules of Order, stop people from interrupting others, and set the next meeting time

27. Which of the following is NOT a benefit of virtual meetings?
    a. They use modern technology
    b. The meetings can be called quickly
    c. People who ordinarily might not speak at a meeting may be inclined to do so virtually
    d. They often take less time than face-to-face meetings
28. An effective oral presentation requires that a leader be skilled in . . .
    a. Understanding group dynamics
    b. Technical, interpersonal, and conceptual skills
    c. Strong written communication methods
    d. All of the above
29. Why is it important for a leader to understand the purpose of a presentation?
    a. The purpose impacts the content, delivery, and timing
    b. The purpose influences the way a leader (presenter) dresses
    c. People will not respond to a leader if they do not know why they are there
    d. The wrong technology will be used and it will lead to further confusion
30. What do a podium, table, chalkboard, and whiteboard have in common?
    a. They can all be anchors in a presentation
    b. They are commonly found in classrooms
    c. They can serve as communication methods in leadership
    d. These items have nothing in common
31. If leaders have kinesthetic awareness, they . . .
    a. Often bump into things when making a presentation
    b. Know how to most effectively arrange seats for a presentation
    c. Move during a presentation in a way that enhances the presentation
    d. Use an anchor in a way that detracts from the presentation
32. If using a computer-based visual aid for a presentation, a leader should remember to . . .
    a. Use no more than three lines on any one slide
    b. Use animations for graphics (they are easier for the audience to see)
    c. Carry a spare light bulb for the computer projector
    d. Use dark print and light background for a dark room
33. Which of the following is true of an effective leader when using visual aids?
    a. The leader first explains the aids and then uses them
    b. The leader knows how to effectively use at least five methods of visual aids
    c. The visual aids are well done and no apologies are needed for their use
    d. The leader uses a font of at least 10 point size.
34. When making presentations, a well-prepared leader . . .
    a. Practices ahead of time
    b. Arrives early and checks all technology
    c. Makes backups of the visual aids in a different medium
    d. All of the above

35. Frontline leadership is also called . . .
    a. Direct leadership
    b. Primary leadership
    c. Initial leadership
    d. Supervisory leadership
36. Why is it important for leaders to know about a group (size, participant ages, competence level) prior to leading activities with them?
    a. Leaders can make better decisions about communication styles and potential challenges
    b. The knowledge will affect the way group members interact with the leader
    c. It will help the leader to motivate the participants
    d. All of the above
37. Why is it helpful for leaders to know something about the age mix of participants in a group they are about to lead?
    a. If leading a same-aged group, leaders will likely change the way they work to help participants achieve flow
    b. It helps a leader to make decisions about leadership style and approach
    c. It helps a leader to know if participants will likely have a disability
    d. Age mixes will not affect the choices leaders make about activities
38. Knowing ahead of time if they will work with people who have a disability . . .
    a. Informs leaders that they will need to make some type of accommodation
    b. Gives leaders a clue about probable skill levels
    c. Helps leaders prepare potential modifications
    d. Combined with age, the information helps leaders anticipate competencies
39. Why is it important/helpful to know why participants are engaged in a particular program?
    a. Leaders can change the planned activities to accommodate the ages of participants
    b. Reasons for participation can affect motivations, which can affect behaviors
    c. It helps the leader to guess what the group members will expect
    d. This information is not particularly helpful
40. If a leader knows that group members do not know each other well, the leader can . . .
    a. Get into an activity right away, as this is how people become familiar with each other
    b. Better understand their probable reasons for participation
    c. Plan initial activities to help people interact with one another
    d. Become familiar with group norms quickly
41. Effective risk management will protect the . . .
    a. Leader
    b. Participants
    c. Agency
    d. Property
    e. All of the above
42. Leaders can accomplish a risk management assessment by . . .
    a. Using a checklist to document existing conditions
    b. Asking participants what they notice about the environment they are in
    c. Asking other staff what they think about the safety of the area
    d. Reading the employee manual

43. What are leaders doing when they play "What If?"
    a. Trying to guess the motivations of participants
    b. Brainstorming ideas about goals and objectives
    c. Asking questions to help anticipate what might occur in various situations
    d. Asking participants for their opinions about upcoming activities
44. What is a benefit of playing "What If?"
    a. It can make leadership easier and more enjoyable
    b. It helps to minimize potential hazards
    c. It helps to maximize participant satisfaction
    d. It helps with risk management
    e. All of the above
45. Which of the following is an example of democratic living skills?
    a. Knowing how to work with others with respect
    b. Knowing how to vote to make decisions
    c. Knowing how to do activities with skill
    d. Understanding one's personal motivations
46. Social goals . . .
    a. Ensure extrinsic motivation for an activity
    b. Help people focus on interpersonal skills
    c. Are about developing knowledge about society
    d. Enable people to focus on a particular task
47. "The swimmers will demonstrate the proper form for the backstroke 8 out of 10 times." This is an example of a(n). . .
    a. Goal
    b. Objective
    c. Type of task focus
    d. Affective goal
48. The acronym SMART can help with writing objective. What does the M stand for?
    a. Meaning
    b. Mostly
    c. Measurable
    d. Momentous
49. When leaders set the tone for an upcoming activity, they are . . .
    a. Giving instructions about how to do a particular activity
    b. Engaging in a risk assessment
    c. Demonstrating their commitment to participant safety
    d. Manipulating the environment to facilitate success
50. Priming the group means to . . .
    a. Create stories and anecdotes so people are motivated to participate
    b. Establish the goals and objectives for an activity
    c. Rethink how one intends to lead a particular group
    d. Prepare and engage people for their upcoming participation

51. Which of the following suggestions should leaders use when priming a group?
    a. Make it fun and respectful
    b. Make it unexpected and experiential
    c. Make it part of the activity and engage participants
    d. All of the above
52. When learning and using participant names, leaders should . . .
    a. Create and use a nickname they can remember
    b. Use the preferred name the participant indicates
    c. Use the informal name for the individual (Suzie rather than Susan)
    d. Call participants by their last name
53. One step that leaders often forget when they lead games and activities is to . . .
    a. Tell the group their name (introduce themselves)
    b. Tell the group the name of the activity
    c. Tell the group about the rules or instructions about how to do an activity
    d. Tell the group the name of the activity
54. Why would a leader tell a short story at the beginning of a new activity?
    a. To set the stage for the activity rules
    b. To inform everyone of the history of the activity
    c. To give everyone a chance to settle down
    d. To generate interest and enthusiasm
55. When stating rules or guidelines for an activity, leaders should . . .
    a. Leave out most rules so participants can figure them out on their own
    b. Avoid as many rules as possible so as not to step on individual freedoms
    c. State the rules in a positive fashion (what to do rather than what not to do)
    d. Give all the rules at the beginning so an activity does not need to be interrupted
56. A key component to ending an activity is to . . .
    a. Be clear it is the end—be definitive
    b. End on a positive note
    c. Stop while people are still having fun
    d. All of the above
57. One can tell if leaders are ill-prepared for a meeting by . . .
    a. Their hesitation and indecision
    b. A lack of focus and tangential conversations
    c. A lack of an agenda and reason for meeting
    d. All of the above
58. One job of a meeting leader is to . . .
    a. Allow people to have their say regardless of how long it takes
    b. Allow people to go off the agenda and talk about other topics of interest
    c. Provide snacks and drinks to meeting participants
    d. None of the above

59. Whenever possible, a leader should . . .
    a. Inform participants of the meeting agenda a week ahead of the meeting
    b. Have pizza and drinks available at the meeting
    c. Call all meeting participants the day before to remind them of the meeting
    d. All of the above
    e. None of the above
60. Meeting leadership is like activity leadership in that both . . .
    a. Require a period of time to set the tone
    b. Benefit from the leader playing "What If?"
    c. Are helped from the leader knowing something about the group ahead of time
    d. All of the above
61. During the decompression phase of a meeting . . .
    a. The leader sets the tone for the meeting
    b. The leader ensures that everyone knows one another
    c. The majority of the work gets done
    d. None of the above
62. What goes under the "Old Business" section of an agenda?
    a. A list of tasks that were assigned to people
    b. Material that was not covered at the previous meeting
    c. Information that will be addressed in the current meeting
    d. General announcements of things that have come up since the previous meeting
63. General reports from meeting attendees and annoucements are usually addressed during what phase of a meeting?
    a. Get-go
    b. Compression
    c. Heavy lifting
    d. Decompression
64. On an agenda, announcements . . .
    a. Always carry over from previous meetings
    b. Do not require discussion
    c. Have tasks associated with them
    d. Are typically one of the most important items on an agenda
65. If leaders wish to share a lot of information to meeting participants without a lot of discussion, they should . . .
    a. Be sure everyone at the table can see one another
    b. Have a minimal agenda
    c. Arrange the room theater style
    d. Be sure that previous meeting minutes are approved
66. Whose job is it to keep the meeting flowing and on task?
    a. Participants
    b. Leader
    c. Each individual in the room
    d. Recorder (person taking the minutes)

67. A meeting agenda is useful because it . . .
    a. Serves as a discussion guide and how the management will flow
    b. Helps the group to focus on specific tasks
    c. Minimizes arguments over who gets to speak and when
    d. All of the above
68. A leader who plays the role of gatekeeper . . .
    a. Ensures the meeting stays on schedule
    b. Usually is the person who takes notes
    c. Reminds everyone to attend to old business
    d. None of the above
69. Diversity among working committee members . . .
    a. Helps with group creativity
    b. Gets in the way of work getting done
    c. Typically results in miscommunication
    d. Is undesirable
70. The leader notices that one meeting member rarely speaks up. This might be due to . . .
    a. Cultural differences
    b. The person feeling ill-prepared
    c. A feeling of not belonging
    d. A lack of confidence
    e. All of the above
71. One hazard of what occurs after a meeting is over is . . .
    a. People decide to get together for a social gathering later in the day
    b. Meeting members hold "mini" meetings and continue discussions about agenda items
    c. People forget to sign the notes kept by the recorder
    d. Litter and trash are left in the meeting room
72. What are meeting minutes?
    a. A copy of the agenda with some notes jotted down
    b. A detailed record of who said what during each discussion
    c. The official written record of what occurred in a meeting
    d. The notes the leader took prior to the meeting to help stay on task
73. On meeting minutes, ACTION ITEM notations refer to . . .
    a. Tasks that an individual will complete by a particular time
    b. Key points from the meeting that need to be revisited
    c. General announcements everyone should know about
    d. None of the above
74. During phone conferencing as a virtual meeting, it is important that . . .
    a. All attendees mute their phone unless they are the leader
    b. The meeting goes no longer than 15 minutes
    c. Everyone has a speaker phone
    d. Speakers say their name before talking

75. What is an advantage of virtual meetings?
    a. They tend to take less time than face-to-face meetings
    b. More people might be willing to participate than at face-to-face meetings
    c. People can meet from the comfort of their own office
    d. It is less expensive than face-to-face meetings if people are not near each other
    e. All of the above
76. The ability to apply one's creativity, knowledge of diversity, and how people work in groups are examples of . . .
    a. Conceptual skills
    b. Technical skills
    c. Interpersonal skills
    d. Human relations skills
77. For a formal presentation, knowing the audience can help a leader to. . .
    a. Anticipate the types of questions that might arise
    b. Know the reason for the presentation
    c. Know the best way to set up the room
    d. Know how to use the technology
78. Why is it important to practice a presentation in the designated room prior to the actual session?
    a. To check the acoustics and be sure the equipment works
    b. For a last-minute check of the slides
    c. To know how to read one's notes during the presentation
    d. To be able to play "What If?"
79. A general rule of thumb about how to dress for a formal presentation is to . . .
    a. Dress one step up from the intended audience
    b. Dress in formal business attire
    c. Dress like the participants
    d. Dress in business casual style
80. The use of verbal, paraverbal, and nonverbal language during a presentation should . . .
    a. Match the presenter's style and the audience's understanding
    b. Be minimized to ensure a clear presentation
    c. Be decided upon prior to the presentation
    d. Enhance the slides and handouts being used
81. Kinesthetic awareness refers to . . .
    a. Knowing where one's body is in relation to something else (other people, a podium)
    b. How aware someone is of her nonverbal language
    c. How well someone notices the audience reactions to her presentation
    d. The anchor point for a formal speaker
82. There is a podium in the room set up for the speaker, but she does not stand behind it. She does, however, stand next to the podium from time to time during the presentation. The podium is referred to as a(n) . . .
    a. Anchor
    b. Home base
    c. Return zone
    d. The podium

83. For a speaker, flip charts (poster paper), slides, handouts, and use of a whiteboard are . . .
    a. Visual aids
    b. Extra materials
    c. Highlights of a presentation
    d. Notes for the speaker to use
84. In general, a speaker should . . .
    a. Never have to apologize for material on visual aids
    b. Always use a slideshow such as PowerPoint, Prezi, or Keynote
    c. Give out handouts to the audience as an outline of the session
    d. Always use notes
85. Flip charts can be an excellent form of visual aid if . . .
    a. The group is small
    b. People will work in groups and report out
    c. The lighting in a room is bright
    d. The group wants a record of what occurred during a meeting
    e. All of the above
86. A rule of thumb for information on slides for formal presentations is . . .
    a. To use no more than 6 words per line and no more than 6 lines per slide
    b. To use font sizes of no less than 36 point
    c. To use graphics on as many slides as possible
    d. None of the above

SHORT ANSWER

1. Write a script to lead one of the following activities: Rock, Paper, Scissors tournament; Bocce; or Double Dutch. Demonstrate the principles of effective activity leadership.
2. What factors and information do you need to know before leading a group, to be the most effective leader possible? Be specific and give examples.
3. Choose an activity with which you are familiar, identify characteristics of a group you would lead doing this, and then list at least eight what-if questions to prepare to lead this activity.
4. Write one goal related to parks, recreation, and leisure services leadership and write three objectives to match that goal.
5. Describe in detail the steps of the direct leadership process. What competencies are needed to be effective in this leadership, and why are these competencies important?
6. Discuss how a leader receives feedback during the priming and delivery phases of direct leadership. What common types of feedback are received, and what should a leader do in response? Use examples in your discussion.
7. You have just finished a canoeing activity and all went well. Write the script for a possible conclusion.
8. Describe what a leader can do to establish the tone for an event. Be specific, use examples, and indicate how these actions might impact the tone.
9. Pretend that you have met a brand-new leader to the parks, recreation, and tourism field. What are the five most important pieces of advice you can give this person? Why are these the most important pieces of advice?
10. Explain or describe at least three ways to divide a group and provide rationale for why and when it would be most appropriate for a leader to use these techniques.
11. A new camp counselor needs to lead her unit in songs. What would be the best way to do this? Detail how AND why you recommend this way.
12. Identify the top three tips to running an effective meeting. Why do you believe these are the top three?

13. The Recreation Majors Club is planning a meeting to prepare for attendance at a national conference. Prepare a sample agenda for such a meeting.
14. Discuss the pros and cons of rotating the responsibility for keeping minutes in a meeting among the staff.
15. For meeting minutes, identify the role of the following components: action item, announcement, and roll call.
16. Develop a list of the advantages and disadvantages of holding virtual meetings.
17. Develop an outline of "things you should know" when preparing for a formal oral presentation.
18. Tell about a leader you have observed using an anchor effectively in a presentation and about a leader whose use of the anchor was disruptive. What were the differences in the use of the anchor? What did you learn from these observations?
19. Develop a chart of the advantages and disadvantages of using handouts, flip charts, whiteboards and computer-generated slideshows.

CHAPTER 11 UNDERSTANDING RISK MANAGEMENT

Clearly, this chapter is merely an introduction to a complex and challenging topic – that of risk management and negligence. We've provided basic information and worked to maintain a focus on negligence and its implications for leadership in parks, recreation, and tourism settings. Our goal is to start a conversation that will enable learners to know the types of questions to ask and the kinds of things they should be alert to in order to keep themselves and others safe. Knowing that supervision, for instance, is the basis for 80% of lawsuits in the recreation professions, teachers can encourage learners to pay attention to their (and others') actions when they are engaged in that aspect of leadership. Are they putting themselves in situations so that they are in the right place at the right time? Do they know what to look for with regard to participant behaviors, the environment, and their own leadership behaviors? Do they know what questions to ask their superiors and other agency personnel to be as safe as possible?

As a result of reading and studying this chapter, learners should be able to….

1. Define the concept of risk management
2. Differentiate criminal and tort law
3. Define the concept of negligence
4. Describe each component of negligence using parks, recreation, and tourism examples
    a. Duty/standard of care
    b. Breach of duty
    c. Proximate cause
    d. Injury/damage
5. Identify the duty recreation leaders owe to participants
6. Identify the standard of care to which a recreation leader will be held when engaged in direct leadership
7. Describe the three elements that determine if a leader's actions are considered reasonable
    a. Activity
    b. Environment
    c. Participants
8. Define the concept of foreseeability
9. Define the concept of the "rule of seven"
10. Provide examples of the three types of inappropriate leader actions that could lead to negligence
    a. Nonfeasance
    b. Misfeasance
    c. Malfeasance
11. Provide examples of proximate cause using a recreation example
12. Provide examples of types of injuries, damages, or loss that might occur as a result of negligent actions
13. Describe the concept of supervision
14. Define *in loco parentis*
15. Explain the concept of "inherent duty"
16. Describe the three types of supervision and in what situations each type might be used
17. Explain the various aspects of recreation experience leaders needed for effective supervision
    a. Knowledge
    b. Competence
    c. Age
    d. Experience
    e. Credentials
    f. Attentiveness to duty
18. Discuss the importance of supervisor location with regard to participant safety
19. Explain the five primary functions of supervisors
20. Describe what goes into a supervision plan and how the plan is used

21. Describe the knowledge domains required of a leader to conduct an activity safely and the elements of each
    a. Knowledge of participants
    b. Knowledge of the activity
    c. Knowledge of the environment
22. Discuss the uses of the various types of forms used in recreation experience leadership for participant safety and to address risk management concerns

CHAPTER 11 TEST BANK

1. Which of the following falls under tort law?
    a. A participant is injured while playing soccer at a youth soccer association game
    b. An umpire is mugged and has her nose broken while on the way to a game
    c. An employee is fired for stealing from other employees at the office
    d. A parent is angry because her child did not get into the desired art class
2. Why is it important for leaders to understand negligence?
    a. Because one of their participants might file criminal charges against the agency
    b. Because they can be sued by anyone for their actions related to work
    c. So they can prevent themselves from getting sued
    d. There rarely is a legal duty, so they do not have to understand torts
3. Which of the following is NOT a required element of negligence?
    a. The existence of some sort of injury or damage
    b. A violation of the required standard of care
    c. A violation of city or state statutes
    d. A recognized relationship between agency personnel and participant
4. To what standard will a leader accused of negligence be held?
    a. To the level of identified by the agency
    b. To the level of expert in her profession
    c. To the level of a reasonable and careful professional
    d. To the level dictated by the professional code of conduct
5. What is the “Rule of Seven”?
    a. The ages at which people are generally held responsible for their own actions
    b. It takes seven people to form a well-functioning group
    c. People have to hear a message seven times before they remember it
    d. The number of staff needed to work with children under 7 years old
6. Which of the following is an act of commission which could lead to negligence?
    a. A leader removes the safety mechanism from a piece of equipment and then uses that equipment
    b. A leader forgets to check if everyone in an agency vehicle is wearing a seatbelt
    c. A leader allows participants to act out in undesirable ways
    d. A leader forgets to put up a warning sign for a wet spot on the floor.
7. A leader who is responsible for the safety of people at a waterpark engages in what type of supervision?
    a. Transitional
    b. Generational
    c. Specific
    d. General

8. In negligence, standard of care is related to which three elements?
   a. Duty, proximate cause, injury
   b. Misfeasance, leadership, participant ratios
   c. Participants, number of leaders, types of supervision
   d. Environment, activity, participants
9. To be a supervisor of others, a leader must be what age?
   a. As appropriate to the activity requirements
   b. At least 18
   c. At least 21
   d. At least 5 years older than the participants
10. Activity supervisors are legally expected to do which of the following?
   a. Maintain responsibilities off-site, guarantee participant safety, call 911
   b. Render emergency care, enforce rules, manage behaviors
   c. Provide a duty, ensure proximate cause, keep people safe
   d. Be alert to dangers, put up warnings, assist with CPR
11. How do sequencing and progression relate to negligence?
   a. To prove negligence, participants would have to demonstrate their knowledge of these
   b. If leaders do these correctly, they cannot be sued
   c. Leaders must teach new skills in order (from basic to advanced) to demonstrate appropriate leadership
   d. Sequencing and progression are not related to negligence
12. Which of the following is true?
   a. Only the agency supervisor is responsible for maintaining safe premises
   b. An activity leader is responsible for the safety of the facilities and grounds where they are leading the activity
   c. The person who owns the land or facilities where an activity is held is solely responsible for property safety
   d. Participants are responsible for their own safety when engaged in recreation activities
13. A waiver should never be used with people under the age of majority because . . .
   a. This age group cannot legally enter into a contract
   b. This age group has too much trouble understanding legal terms
   c. This age group cannot collect monetary damages
   d. This age group can sign away their rights only if their parents agree
14. To be useful, an assumption of risk (AOR) form must contain . . .
   a. Language about voluntarily agreeing to the terms of the AOR
   b. Language about understanding what is in the AOR
   c. A list of specific inherent risks to the activity
   d. All of the above
15. What is the most common reason people initiate recreation-related lawsuits?
   a. Lack of supervision
   b. Not following rules
   c. Violation of civil rights
   d. Lack of transportation

16. The benefit of a written supervision plan includes all of the following EXCEPT . . .
    a. Serves to educate and train new leaders and supervisors
    b. Reminds existing leaders and supervisors of procedures
    c. Minimizes confusion over required types of supervision, location, and credentials
    d. Creates a fail-proof plan to limit exposure to liability
17. Which of the following is an inadequate reason to limit exposure to lawsuits?
    a. Lawsuits may be personally devastating
    b. Financially, lawsuits can be expensive
    c. Lawsuits may impact personal and organizational image
    d. All of the above
18. What is one reason that lawsuits have increased in parks and recreation?
    a. Increased awareness about safer ways to engage in recreation activities
    b. The amount of money awarded for lawsuits is increasing
    c. Decreased attention to personal safety
    d. People are looking for easy ways to make money
19. What is required for a claim of negligence to be successful?
    a. There has to be a legal obligation between the person being sued and the person doing the suing
    b. A standard of care expected of parks and recreation professionals is not met
    c. The injury that resulted must be directly related to the action of the parks and recreation professional
    d. There must be an injury of some sort
    e. All of the above are required
20. What is the duty that parks and recreation professionals have to participants and spectators?
    a. To provide activities that have no risks associated with them
    b. To engage only in activities that will not result in injuries
    c. To provide activities that include only inherent risks
    d. To not offer any activities that might have dangers associated with them
21. In what circumstance can a parks and recreation leader be liable for an injury?
    a. Only when they are being paid for the work they are doing
    b. When they are off duty but voluntarily helping out with leading an activity
    c. Parks and recreation leaders can always be liable for an injury
    d. Only if the injury requires hospitalization
22. The term *breach of duty* refers to . . .
    a. How much care a parks and recreation professional must take when working with participants and spectators
    b. Having an obligation to participants and spectators and exceeding what is required
    c. Part of civil law that can also be considered tort law
    d. The self-care that a participant or spectator is expected to engage in
23. Which of the following is true?
    a. Tort law is the precursor to civil law and that which leads to injury
    b. If someone is severely injured, a parks and recreation leader will be held liable
    c. The minimum amount of money awarded in a parks and recreation lawsuit is $250,000
    d. If professional standards exist, leaders will be held to those standards

24. A leader is supposed to be able to anticipate that certain actions could lead to injury or harm to others or their property. This refers to which legal concept?
    a. Breach of duty
    b. Negligence per se
    c. Foreseeability
    d. Omnipotence
25. Which of the following is an example of omission?
    a. A participant does not pay attention to their own personal safety
    b. A baseball spectator does not return a foul ball they caught
    c. A supervisor tells a leader to pay better attention to behavior management issues
    d. A leader forgets to move tables out of the way and a player gets injured
26. A recreation leader was teaching cheerleading stunts that required at least one person to be lifted off the ground. When practicing that stunt, one of the participants was injured. The leader had not supplied mats or other soft surface on which to practice. What type of legal behavior does this describe?
    a. Nonfeasance
    b. Misfeasance
    c. Malfeasance
    d. Minimum feasance
27. An example of nonfeasance is . . .
    a. A park playground was allowed to fall into disrepair and someone was injured while playing on it
    b. A recreation leader forgot to secure the second base bag to the ground and a player was injured while sliding into the base
    c. A spectator was hurt when jumping over a safety fence
    d. None of the above
28. Assuming there is injury, malfeasance is defined as . . .
    a. Neglecting the work you should have done
    b. Doing something that you should not have done
    c. Not doing something that you should have done
    d. Engaging in clearly inappropriate behaviors
    e. None of the above
29. Which of the following is a type of injury for which someone could successfully sue (due to negligent acts)?
    a. Physical injury due to minimum feasance
    b. Monetary losses due to breaking public equipment
    c. Financial losses incurred through loss of job
    d. Psychological injury due to undue treatment
30. Which type of duty exists between parks and recreation leaders and participants?
    a. Required duty outside the scope of an activity
    b. Duty discovered within the immediate area of an activity
    c. Voluntary duty due to type of employment
    d. Duty inherent to the relationship

31. All people climbing on an indoor rock wall must go through belay training and be approved by an expert employee before they can climb. There are several people climbing on the wall at one time (it is a large wall). The activity leader stands back and observes the multiple belayers and climbers. What type of supervision is the leader engaged in?
    a. General
    b. Transitional
    c. Specific
    d. Inappropriate
32. A primary difference between specific and general supervision is that . . .
    a. Specific supervision is used with groups smaller than five people and general supervision is used with larger groups
    b. Specific supervision is used when teaching a new skill for which there is a high potential for injury and general supervision is used when engaging in familiar skills
    c. Specific supervision is for those younger than 7 years old; those older than 7 receive general supervision
    d. Specific supervision is used by new leaders, while experienced leaders use general supervision
33. Which of the following types of information is needed to help leaders determine which type of supervision to use?
    a. How skilled the participants are with the activity
    b. How mature and how old group participants are
    c. How much knowledge participants have of the activity
    d. How often leaders have taught the activity
    e. All of the above
34. Where should supervisors be located with regard to an activity?
    a. It depends on the group and the activity
    b. Within visual and hearing distance of the activity
    c. They should float in and out, using transitional supervision
    d. As close as possible to stop any hazardous behaviors
35. What is one function of a recreation supervisor?
    a. Enforce rules fairly to all
    b. Be sure that program costs are equitable
    c. Use transitional supervision as often as possible
    d. Follow departmental procedures with regard to teaching activity skills
36. Being attentive to one's duty is an important aspect of what?
    a. Negligence
    b. Ensuring enjoyment
    c. Supervision
    d. Nonfeasance
37. A supervisor should be alert to dangerous conditions. How might such conditions arise?
    a. Participants acting out, not paying attention
    b. Wet floors or trash on the field
    c. One or more supervisors leaving the activity area
    d. Extreme heat when playing outdoors
    e. All of the above

38. What is a leader's responsibility for supervision when off-site (on a field trip)?
    a. Much less than when on-site
    b. The same as when on-site
    c. More than when on-site
    d. There is no way to supervise participants when off-site
39. A supervision plan includes . . .
    a. Information about the number and types of staff needed
    b. The nature of the expected participants
    c. The nature of the activity and its inherent risks
    d. All of the above
40. The safe conduct of an activity requires knowledge of . . .
    a. Opportunities for lawsuits
    b. Malfeasance and misfeasance
    c. The activity
    d. Supervision activities
41. Which types of people require the highest level of care by a recreation leader?
    a. Those without previous experience in the activity
    b. Those who have a developmental disability
    c. Those who are tired
    d. All of the above
42. When planning an activity, a leader pays particular attention to what should be taught first, what should be taught next, and so on. The leader also thinks about how much time should be spent in each skill area. What is this leader doing?
    a. Considering the sequencing and progression of activity leadership
    b. Taking too much time and forgetting to allow people to play
    c. Engaging in self-awareness in terms of personal leadership skills
    d. None of the above
43. Which of the following is true?
    a. There is no liability for injuries that occur when playing in an outside environment
    b. A leader could be held liable if someone is injured when playing on a defective court or field
    c. A leader who engages in negligence-free activities will not be held responsible if someone were to get hurt
    d. None of the above
44. A leader is scheduled to teach tennis and there are 20 people signed up. She notices that the tennis court has several cracks in it, with one side of the crack slightly higher than the other side. What should the leader do to protect herself from liability?
    a. Hope the participants will not notice and be worried about it
    b. Hope no one gets hurt
    c. Move to another court
    d. Complain loudly and play on
45. What is a CPSI?
    a. Credentialed Playground Supervisor Inspector
    b. Certified Playground Safety Inspector
    c. Certified Person With Supervision Ideas
    d. Credentialed Professional Safety Inspector

46. What does it mean that "once children reach the age of majority they may initiate a lawsuit"?
    a. The statute of limitations for negligent acts is higher for those aged 18 and older
    b. Parents cannot sue for an injury to their child
    c. Children may not enter into contracts and are barred from suing someone until they reach 18 years of age
    d. Once people reach the age of 18, they can sue for an injury they received when they were younger
47. What is the difference between an accident and incident?
    a. An accident is any situation in which someone was injured, while an incident captures all other types of accidents
    b. An accident is unexpected and results in injury or property damage; an incident could be a near-miss (an accident without injury) or something unsafe and done on purpose (a fight)
    c. An accident includes injuries to people, while incidents include damage to property
    d. The two terms are interchangeable
48. Why is an assumption of risk form used?
    a. It indicates that the participant knows about inherent risks of an activity
    b. It protects leaders from lawsuits
    c. It is the same thing as a parental permission form, which is required for programs with youth
    d. It helps the leader to know how participants are expected to behave
49. Your agency wants you to take photographs of other leaders who are leading participants in a variety of programs. What type of form should be used so you can use the photos as part of the agency promotional program?
    a. Parental permission form
    b. Waiver of photographic rights
    c. Assumption of risk, with uses identified in the form
    d. Media release form
50. What is HIPAA and how does it relate to parks and recreation leadership?
    a. The law that stipulates how medical information about participants needs to be protected (kept confidential)
    b. It is related to the ADA and designates how to ensure that parks and recreation leadership is fully accessible
    c. The law that indicates the number of supervisors required for high risk activities
    d. A form of professional certification that indicates high level qualities of leaders

SHORT ANSWER

1. Develop a supervision plan for a youth golf tournament and provide rationale for your plan.
2. You are preparing to provide leadership for a ceramics class for teenaged youth. What questions do you need answered so that you can safely and effectively plan and organize your leadership responsibilities for this group?
3. Define misfeasance, malfeasance, and nonfeasance. Provide examples for each concept.
4. Identify and describe the types of forms available to recreation experience leaders to assist with minimizing legal liability.
5. Compare and contrast tort law and criminal law.
6. To what standard of care will you be held as a recreation experience leader? Be thorough in your discussion.
7. What types of factors should you consider when determining the number of supervisors and where they will be located to hold a triathlon?
8. Identify and explain the various functions of a supervisor.
9. What types of forms are recommended for use in parks, recreation, and tourism settings to minimize liability?

CHAPTER 12 BECOMING A PROFESSIONAL

In this chapter we address selected social and professional issues impacting recreation experience leaders and the profession. Because it remains an issue and yet is often not addressed in professional preparation programs, we elected to include information about the abuse of children and elders. This topic should be of interest to recreation experience leaders as they might be involved in intervening on behalf of an abused individual; in addition, leaders must take care to avoid being perceived as perpetrators of abuse. Another ongoing and critical issue affecting the profession is that of teasing and bullying. We provide material designed to encourage conversations about the impacts of and a leader's role in addressing such behaviors. Finally, as a way to wrap up this text about leadership we leave the learner with ideas about responsibilities to themselves as evolving professionals and to the profession as a whole. Our goal is to place the idea of what it means to be a professional in the minds of learners so that they might begin (or continue) to think about what that means for them now and in the future.

As a result of reading and studying this chapter, learners should be able to….

1. Differentiate social and professional issues
2. Explain the concept of accreditation and how it relates to the parks, recreation, and tourism professions
3. Discuss the social issues (presented in the chapter) that directly affect the parks, recreation, and tourism professions
4. Explain how health and wellness issues affect recreation experience leadership
5. Describe bullying and violence and their presence in parks, recreation, and tourism settings
6. Present several ideas about how parks, recreation, and tourism professionals can address bullying and violence in professional settings
7. Explain how child and elder abuse are issues of concern for parks, recreation, and tourism professionals
8. Identify the primary factors that contribute to the abuse of children and elders
9. Compare and contrast the various forms of abuse
    a. Neglect
    b. Physical abuse
    c. Emotional abuse
    d. Sexual abuse
10. Generate examples of the various forms of abuse a leader might see in parks, recreation, and tourism settings
11. Explain how abuse affects the victim, perpetrator, and greater society
12. Describe the general process for reporting cases of suspected abuse
13. Define the concept of "mandatory reporter" and its relationship to leader roles in parks, recreation, and tourism settings
14. Discuss common leadership situations (and appropriate responses) in the profession where leader actions might be perceived as being examples of abuse
15. Explain the concept of professional development
16. Identify common pre-professional requirements for parks, recreation, and tourism leaders
    a. Background checks
    b. Drug screening
    c. Mandatory reporter training
    d. Universal precautions training
17. Explain the concept of mentorship
18. Differentiate the roles of mentors and mentees
19. Describe the stages of the mentoring process
20. Explain the role that professional credentials play in parks, recreation, and tourism leadership
21. Identify the steps common to obtaining certifications and licenses to practice in the professions
22. Describe the CPRP, CPRE, and CTRS credentials and who is eligible to earn those certifications

23. Identify examples of specialty certifications available to parks and recreation professionals
    a. AFO
    b. CPSI
    c. CNP
    d. WFR
    e. WSI
    f. LNT
24. Explain what is a CEU and how one earns them
25. Identify several entities related to the parks, recreation, and tourism professions and the roles they play in helping professionals earn appropriate credentials
    a. NAYS
    b. NIRSA
    c. SOI
    d. ACSM
    e. ACCT
    f. YMCA
    g. ARC
    h. NRPA
    i. NOLS
26. Explain the importance of professional association membership to parks, recreation, and tourism professionals
27. Describe several national associations that provide opportunities for professional development and networking to parks, recreation, and tourism leaders
    a. ACA
    b. ATRA
    c. AEE
    d. NIRSA
    e. NRPA

CHAPTER 12 TEST BANK

1. Professional issues relate to . . .
    a. Microcosms of society
    b. The general public, mostly
    c. Things such as ethics, credentialing, accreditation, and advocacy
    d. All of the above
2. Social issues affect people's quality of life and may include . . .
    a. Things such as homelessness, crime, poverty, violence, and decline in fitness levels
    b. Only society at large including various cultural groups
    c. Things such as ethics, credentialing, accreditation, and advocacy
    d. All of the above
3. Which of the following is an example of a social issue impacting the delivery of recreation experiences?
    a. War
    b. Natural disasters
    c. Obesity
    d. Health and wellness
    e. All of the above

4. What does it mean that parks and recreation settings are microcosms of society?
   a. Society is influenced by what occurs in parks and recreation settings
   b. Becoming a professional necessitates the need to expand one's horizons
   c. What occurs at a larger society level also occurs in or affects recreation settings
   d. Quality of life occurs at the most minute level
5. Professional development and growth of parks and recreation leaders may be achieved through . . .
   a. Agency accreditation
   b. Professional certification
   c. Mentoring leaders in the field
   d. All of the above
6. Individuals may pursue credentials (e.g., certification) that attest to their professional competence; parks and recreation agencies may pursue _____ that indicates meeting national standards.
   a. Approval
   b. Accreditation
   c. Assistance
   d. Allegiance
7. Common certification for parks and recreation leaders includes the following EXCEPT . . .
   a. CPRP
   b. CPRE
   c. CTRS
   d. CLSP
   e. All of these are certifications for parks and recreation leaders
8. The percentage of individuals in the United States who are considered obese is approximately . . .
   a. 25%
   b. 35%
   c. 45%
   d. 55%
9. With slightly more than 25% of adults living with a mental health disorder or illness, what percentage seek treatment?
   a. 20%
   b. 40%
   c. 60%
   d. 80%
10. Illness such as depression may lead to the following issues EXCEPT . . .
    a. Inappropriate behaviors (e.g., cutting, alcohol and drug abuse)
    b. Poor physical health (e.g., fatigue, decreased appetite)
    c. Challenges in school, work, and family settings
    d. All of these issues are associated with depression
11. Positive health behaviors may be facilitated through providing . . .
    a. Open green space
    b. Being near parks
    c. Providing safe places
    d. Offering and leading programming for physical activity
    e. All of these may yield positive behavior outcomes

12. Which of the following is typically a precursor for bullying?
    a. Physical abuse
    b. Teasing
    c. Neglect
    d. Distrust
13. Cyberbullying is on the rise with _____ of adolescents being victims.
    a. 0–20%
    b. 20–50%
    c. 50–70%
    d. 70–90%
14. Which of the following scenarios is most accurate in regard to frequency of bullying?
    a. 33% of young people of color are bullied
    b. 82% of school-aged children who identify at LBGTQ are bullied
    c. 25% of boys are bullied for their weight
    d. 84% of young people who are overweight are called names during physical activities
    e. All of these are an accurate appraisal of bullying frequency
15. Recreation experience leaders can manage teasing and bullying behaviors by engaging in all of the following EXCEPT . . .
    a. Training and awareness programs to recognize, interview, and react to situations
    b. Limiting programming where people may be teased or bullied
    c. Providing appropriate supervision
    d. Monitoring computer and text use when possible
16. Maltreatment of children and elders is estimated at . . .
    a. 1 in 4 children; 1 in 9 elders
    b. 1 in 3 children; 1 in 3 elders
    c. 2 in 5 children; 3 in 7 elders
    d. None of the above
17. Which of the following are common signs of neglect in children and elders?
    a. Overly talkative and energetic
    b. Needy and clingy
    c. Lethargy or exhaustion
    d. Argumentative and defiance
    e. All of the above
18. Rates of child abuse for girls and boys over their lifetime include . . .
    a. 1 in 2 girls; 1 in 3 boys
    b. 1 in 5 girls; 1 in 6 boys
    c. 1 in 10 girls; 1 in 15 boys
    d. 1 in 19 girls; 1 in 22 boys
19. Which of the following is NOT a type of maltreatment?
    a. Emotional abuse
    b. Sexual abuse
    c. Physical abuse
    d. Verbal abuse
    e. All of these are types of maltreatment

20. Which of the following is the most common type of child abuse, yet the least reported?
    a. Sexual
    b. Verbal
    c. Neglect
    d. Physical
21. What would it be called if a 26-year-old activity leader told a 9-year-old she was stupid, ugly, and a big baby?
    a. Verbal abuse
    b. Unprofessional behavior
    c. Emotional abuse
    d. Really poor leadership
22. What types of social problems tend to contribute to ongoing child abuse?
    a. Teen pregnancy and sexually transmitted diseases
    b. Poverty and being an only child
    c. Unemployment and isolation
    d. Financial difficulties with high academic achievement
23. You notice a 13-year-old who has circular burn marks on her arms and unwashed hair, and who talks back a lot. You might suspect . . .
    a. She is being physically abused
    b. She has a bad attitude toward adults
    c. She needs a shower and some clean clothes
    d. She was trying to give herself a tattoo
24. A child with low self-esteem and who is apathetic, uses alcohol, and is withdrawn is showing signs of . . .
    a. Sexual abuse
    b. Emotional abuse
    c. Being neglected
    d. All of the above
25. Precursors for bullying and violence may include the following EXCEPT . . .
    a. Teasing
    b. Mocking
    c. Taunting
    d. All of the above may be precursors to bullying
26. Adults who maltreat others often have which of the following characteristics?
    a. They are isolated, face undue stresses, and tend to be disciplinarians
    b. They are from large families, are out of work, and do not like children
    c. They have poor parenting skills, are women, and tend to be over 35 years old
    d. All of the above
27. What is a "mandatory reporter"?
    a. A journalism student intern at a major newspaper
    b. A person who is required by law to report risk management infractions
    c. A person who legally must report suspected child abuse
    d. A person required by a professional society to report ethical violations

28. If a child begs a recreation experience leader to not tell anyone else about being abused, the leader must . . .
    a. Honor the child's wishes
    b. Refer the child to a counselor
    c. Report the suspected abuse to the appropriate authorities
    d. Both B and C
29. What is the legal obligation of a recreation experience leader who has reported suspected abuse to proper authorities?
    a. There is no follow-up legal obligation
    b. To follow up with child protective services to be sure the investigation has begun
    c. To follow up with the child to see how she is doing
    d. To follow up with a phone call to the family
30. What are some of the most important things a leader can do for a suspected victim of abuse?
    a. Only tell the child's closest friends so they can support her
    b. Treat her with warmth and be reliable, dependable, and open
    c. Be available to talk to and counsel the child at any time, day or night
    d. Avoid touching her in any fashion and stay at least 18 inches away at all times.
31. Who is the most common abuser of the elderly?
    a. A close neighbor who knows about their frail condition
    b. The social system as a whole
    c. A family member who lives with them
    d. Teens who belong to neighborhood gangs
32. Who is protected by universal precautions?
    a. The person rendering first aid to an injured party and the injured person are equally protected
    b. Primarily the injured person is protected
    c. The injured, the person giving first aid, and bystanders
    d. Primarily the person providing first aid is protected
33. Which groups are being infected by HIV quicker than any other group (in the U.S.)?
    a. Gay men and bisexual women
    b. Heterosexual women and teens
    c. Prostitutes and gay teenagers
    d. LGBT youth of all ages
34. What roles does OSHA play with regard to universal precautions?
    a. They enforce the rules related to changing bed sheets of people who have wet the bed
    b. They publish guidelines for managing blood-borne pathogens
    c. They developed the five-step process to eliminate contamination from biohazards
    d. OSHA takes no active role in this arena
35. Universal precautions are supposed to help leaders . . .
    a. Know when it is safe to perform CPR
    b. Know when (and when not to) report suspected abuse
    c. Know how to dispose of hazardous waste
    d. Be protected from contaminants in blood, urine, mucous, and vomit

36. When trying to decide if universal precautions are warranted, a leader should . . .
    a. Use these precautions with everyone whenever bodily fluids are involved
    b. Consider age and likelihood of infection
    c. Because communicable diseases are rarely transmitted, only use precautions if the person is infected
    d. Check the Red Cross guidelines before treating anyone
37. Which of the following is accurate?
    a. Professionals in parks, recreation, and tourism services should get accredited
    b. Accreditation may only be received by professional staff
    c. Certifications demonstrate a minimum level of qualifications
    d. Certification is required to work in the parks, recreation, and tourism services field
38. Who typically has to undergo background checks and drug screenings?
    a. Those who operate heavy machinery or work with youth
    b. Those who are certified
    c. Those who work with the elderly and youth
    d. All practitioners have to undergo such checks
39. Which of the following is the most appropriate professional certification for a person who wants to work as a park ranger?
    a. CRSS
    b. CPRP
    c. CTRS
    d. APRP
40. The mentoring process is similar to group development and includes . . .
    a. Initiation, cultivation, separation, and possibly redefinition
    b. Cultivation, separation, storming, and possibly initiation
    c. Initiation, redefinition, separation, and possibly cultivation
    d. Redefinition, initiation, cultivation, and possibly separation
41. Generally, minimum standards for frontline recreation experience leaders include . . .
    a. Youth development certification
    b. Basic first aid and CPR
    c. CPRP certification
    d. Being at least 25 years old
42. The benefits of joining and participating in professional organizations include . . .
    a. Networking
    b. Liability insurance
    c. Access to research findings
    d. Discounts on goods and services
    e. All of these are benefits
43. What are the CPRP certification testing requirements for students who have graduated from an accredited parks and recreation curriculum?
    a. They must work at least 2 years before they can sit for the certification exam
    b. They may sit for the certification exam immediately upon graduation
    c. They must graduate with at least an associate's degree before they can sit for the exam
    d. They must earn 2.0 CEUs before they can sit for the exam

44. What is required for a person who wants to receive the CTRS credential?
    a. They must complete a 14-week (minimum) internship under a CTRS
    b. They must pass the certification exam with a minimum score of 85%
    c. They must have completed 500 clock hours working with a variety of populations
    d. They must graduate from an accredited university program and have earned at least 1 CEU
45. Which of the following is NOT an area in which a recreation experience leader can earn a recognized certification?
    a. CPR
    b. SOI Coach
    c. CCC
    d. WSI
46. CEUs can be earned by . . .
    a. Reading newspaper articles and passing quizzes
    b. Working in the field
    c. Graduating from an accredited curriculum
    d. Attending educational sessions at professional conferences
47. The stages of a mentor–mentee relationship include the following EXCEPT . . .
    a. Initiation
    b. Cultivation
    c. Honeymoon
    d. Separation
48. The mere presence of a drug in a person's system . . .
    a. Is not necessarily cause grounds for dismissal in most parks and recreation organizations
    b. Is solid grounds for immediate dismissal from one's position
    c. Requires immediate reassignment to a desk job until an investigation is complete
    d. Requires a report to the ethics board for review
49. Which of the following is true regarding elder abuse?
    a. It is only a problem for those with diminished cognitive capacities such as dementia and Alzheimer's disease
    b. Anyone who is an elder may be a victim of elder abuse
    c. Elder abuse only affects those who are aged 75 and older
    d. Parks and recreation professionals are required by law to report it
50. An agency wishes to demonstrate that it meets minimum standards that define excellence. To do so, it may . . .
    a. Obtain CAPRA accreditation
    b. Require its staff to obtain the CTRS credential
    c. Market its agency as being the best in the area
    d. All of the above
51. Parks and recreation leaders can enhance people's quality of life by . . .
    a. Leading programs that contribute to people's overall health
    b. Telling people their well-being will be enhanced by participating
    c. Urging people to participate in activities
    d. Meeting ADA requirements for all activities

52. Which population of youth tends to be victims of bullying more than others?
    a. Those younger than 11 years old
    b. Those who are victims of child abuse
    c. Those who identify as LGBT
    d. Those the leader tends to ignore
53. What is one of the most appropriate responses a parks and recreation leader can do to address bullying?
    a. Take the one doing the bullying aside and politely tell her to stop
    b. Tell the victim to stand up for herself to stop the bullying
    c. Ask other participants to help stop the bullying by arguing with the bully
    d. Address it right away and tell people there is no tolerance for bullying
54. Which type of child abuse is the most prevalent?
    a. Maltreatment
    b. Sexual abuse
    c. Neglect
    d. All of the above are about the same
55. Because parks and recreation leaders do not know if someone has been physically abused, they should . . .
    a. Ask before touching a person (e.g., in demonstrating how to play an activity)
    b. Only touch people on the shoulder when trying to get their attention
    c. When talking with people, lightly touch them on the forearm to show attentiveness
    d. When congratulating people, give them a pat on the back
56. Which of the following is an example of emotional abuse?
    a. Coaches loudly yelling at players that they are the worst players they have ever seen
    b. A recreation leader giving random hugs to participants
    c. A participant yelling at another participant to run faster
    d. These are all examples of emotional abuse
57. Which of the following types of abuse is often the most difficult to determine?
    a. Verbal
    b. Physical
    c. Emotional
    d. Maltreatment
58. Why is child and elder abuse considered a public health issue?
    a. Abuse is considered a communicable disease that can affect everyone in society
    b. Abuse affects children who are the adults of the future
    c. Abuse affects all involved and its results impact the overall health of society
    d. All of the above
59. What types of people are considered to be mandatory reporters of child abuse?
    a. Parents
    b. Other children
    c. The child being abused
    d. Parks and recreation practitioners

60. Which agency is the most common to which professionals report suspected abuse?
    a. Health and Human Services
    b. Centers for Disease Control and Prevention
    c. Police departments
    d. Public health departments
61. If leaders think they see signs of abuse and therefore suspect that a child or elder is being abused, they should . . .
    a. Ask individuals if they are being abused
    b. Report the suspected abuse to their supervisor
    c. Contact the police directly
    d. Do all of the above
62. A mentor is someone who . . .
    a. Asks other professionals for advice about a particular situation
    b. Serves as a guide and facilitator for another's professional growth
    c. Provides advice to the executive director about how to manage programs
    d. Offers opinions to other staff whenever possible
63. It is recommended that . . .
    a. New professionals seek out one or more mentors
    b. Everyone serve as a mentor to someone
    c. Mentoring be unidirectional
    d. People serve as mentors for no longer than 2 years
64. Certification and licensure . . .
    a. Attest to an individual's commitment to the profession
    b. Are the highest goal for agencies to achieve
    c. Are offered through parks, recreation, and tourism academic programs
    d. Demonstrate that a person has the qualifications of an expert
65. To become certified, people must . . .
    a. Be accredited for at least 5 years
    b. Voluntarily submit their credentials for review by peers
    c. Pay a fee to a state organization
    d. Belong to at least one national professional association
66. One benefit of certification and licensure is that . . .
    a. They designate which agencies have met a level of expertise
    b. They articulate a general body of knowledge for the profession
    c. Those who become certified and/or licensed automatically become practitioners
    d. All of the above are benefits of certification and licensure
67. Which of the following is a certification that parks, recreation, and tourism professionals may earn?
    a. SOI coach
    b. NAYS coach
    c. ACCT facilitator
    d. ARC rescuer
    e. All of the above

68. Why is becoming a member of a professional association important for parks, recreation, and tourism practitioners?
    a. It demonstrates a commitment to the profession
    b. It demonstrates that a person meets minimum criteria of a professional
    c. It helps people get jobs
    d. The field needs more certified professionals
69. Which of the following is the primary professional association of those who are CTRSs?
    a. ACA
    b. AEE
    c. ATRA
    d. NIRSA

SHORT ANSWER

1. Describe the benefits of belonging to a professional association.
2. Explain the relationships among certification, licensure, and accreditation.
3. What is the role of a recreation experience leader with regard to reporting child abuse? What is this leader legally obligated to do?
4. Develop a chart that explains the various types of child maltreatment. Provide examples for each type.
5. Discuss the contributing factors that may lead to child and elder abuse. What are some caveats (i.e., cautions or warnings) recreation experience leaders should consider when working with children and elders?
6. You have been asked to give advice to a new intern at your agency about child abuse. What would you tell this intern to help keep the intern safe from unfounded allegations?
7. Discuss what recreation experience leaders can do to mitigate and manage teasing and bullying behaviors.
8. Describe the reporting process involved in child abuse cases. Also, discuss the process involved in suspected elder abuse.
9. Develop a plan for universal precautions to be used in a parks, recreation, and tourism services organization.
10. Explain the differences between accreditation and certification. Use examples in your discussion.
11. Choose one of the professional certifications (e.g. CPRP, CTRS, CPRE) and describe the process of becoming certified. What are the advantages and disadvantages of becoming certified?
12. Based on your interests, identify three professional associations appropriate for you to join and the reasons you think they would be the most appropriate for you.
13. Based on your interests, identify three certifications that would be beneficial for you to earn and the reasons you chose those three.