

Leadership for Recreation, Parks, and Leisure Services



Fourth Edition

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For tomorrow's recreation, parks, and leisure services leaders



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Preface



Leadership is about influencing others. It involves moving individuals or groups toward some common end. Today, the challenge of leadership is one of finding ways to engage people in such a fashion as to assist them in achieving their full potential in realizing the goals of the group, agency and/or institution. Without question, the ability of individuals found or placed in leadership roles is key to not only their individual success but to the ability of a group, agency and/or institution to achieve its desired ends.

We live in a world of great change. Leaders will have to be effective change agents and innovators. Individuals in such leadership roles will be required to assist others in seeking a new preferred future through continuous systematic efforts at improving processes, programs and services. Systematic innovation and change within organizations will require a culture that supports the development of new ideas, concepts and strategies to address future needs. The leader that assists others in preparing for the future will, in fact, be in demand within recreation, parks and leisure service organizations.

Leaders now and in the future must have the ability to draw together others in order to promote synergy and create a framework that encourages coherence among the efforts of individuals. It will be the ability of the leader to pull individuals together to work as a team. As with all synergetic activities, the strength of the group will be greater than the sum of individual efforts. Leaders will be required to encourage synergetic behaviors that serve to multiply the impact of the efforts of the entire group.

The recreation, parks, and leisure service leader, whether involved in direct service delivery, operating as a supervisor or engaging in managerial leadership, can best lead by example. Modeling the way is the most effective way of communicating intent to others. Leaders will have to be capable of building relationships with others, communicating effectively by establishing authentic dialog and interactions and be flexible and adaptable in meeting random, discontinuous changes that will frequently emerge within the environment.

The effective recreation, parks, and leisure service leader will also be required to promote and encourage diversity, tolerance and understanding within their settings. This will be important not only because of the changing dynamics of North America, but also because of the need to include a broad range of ideas and concepts in solving today's problems. Trust and cooperation

between the recreation, parks, and leisure services leader and his/her followers will be paramount in the successful leadership framework of the future. As is the case with most leadership situations, moral courage, ethical behavior, and operating with integrity will be required in order for individuals to advance group, agency and/or institutional goals.

In this fourth edition of *Leadership for Recreation, Parks, and Leisure Services*, a number of significant additions have been made, including new chapters focusing on the topics of Caring and Ethical Leadership (Chapter 2); Leading Change: Innovation, Decision Making, and Problem Solving (Chapter 5); Leadership and Diversity (Chapter 10); and Leadership and the Programming Process (Chapter 15). Each of these chapters was included because they represent significant elements that must be addressed by the recreation, parks, and leisure services leader. In addition, the authors have provided a North American perspective so that professional elements in both Canada and the United States are represented in this edition of the book. As a result, a number of features of the text have been revised to include not only updated information but content perspectives from Canada.

As was the case with the previous edition of *Leadership for Recreation, Parks, and Leisure Services*, we have included a number of pedagogical aids. Each chapter opens by identifying learning objectives followed by key terms. This pedagogical feature has been included in order to assist the student in focusing on the content of each chapter. Further, we have offered several quotations in the margins to accentuate content offered by notable individuals. Each chapter includes information regarding both former and current leaders in the recreation, parks, and leisure services field. Vignettes known as “A Legacy of Leadership” feature historical figures of the profession and section entitled “Leadership: A Point of View from the Profession” provides insights from currently practicing professionals. Chapters conclude with discussion questions and a case study that also provide experiential learning opportunities.

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staff of 80 individuals to an organization which now involves, on an annual basis, nearly 1,000 individuals providing services in 20 countries at 150 program sites. Carole, my daughter, has now developed into a successful university professor, teaching in the area of cultural anthropology. Her contributions to my thinking reflect a high level of professional maturity and knowledge. David, my son, is a Foreign Service Officer with the U.S. Department of State. He has keen insight into the topic of leadership, and we appreciate his perspectives. Hanna, Jacob, Joseph, and Lily are fun, playful, and bring great joy into their grandfather's life.

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Christopher R. Edginton

Susan D. Hudson

Kathleen G. Scholl

Lara Lauzon

PROLOGUE

Leadership: An Interactive Process



“Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everyone can understand.”

—Colin Powell

Introduction

We live in a time and a world where leadership is valued. The challenges of living in a contemporary society are reflected in the rate of change, complexity, and interconnectedness of our lives. Bell (2010, p 7) has written that we live “. . . in an ‘information-pull’ society . . . [leading individuals] . . . who define the pursuit of knowledge as ‘just in time, just enough and just in case.’” To be successful, he notes that great leaders must have a deep self awareness but they also must “. . . know and understand the aspirations and capabilities of the people they lead—a genuine care and concern that seeks to bring out the best in their people” (p 9). Leadership is about bringing hope and inspiration to others; encouraging their best efforts and discovering their abilities and capabilities and matching them to the goals of the organization. Gaining an understanding and a knowledge of the processes of leadership are essential in the success of any recreation, parks, or leisure service organization.

Leadership is one of the most endearing, universal human responsibilities.

—ROSABETH MOSS KANTER

Leisure has become a central focus in the lives of North Americans. We seek leisure and increasingly see it as a central element contributing to the quality of our lives. Not only do individuals seek to fulfill their lives through leisure, but they also are increasingly defining themselves through their leisure interests and pursuits. Leisure has become a major force in contemporary society with

powerful social, cultural, economic and environmental implications for how we live our lives.

In a society wherein leisure is valued and sought, the leadership provided by individuals in professional roles promoting recreation, parks, and leisure services is increasingly important. In this introduction, we will provide an overview of the basic elements involved in the process of leadership within recreation, parks, and leisure services organizations. Leadership can best be viewed as an interactive process that ties the work of the leader, the group, and the setting in ways that assist individuals to experience leadership.

Leadership in Recreation, Parks, and Leisure Services is organized to emphasize the three elements identified in the interactive process of leadership. Part One: The Leader is focused on basic leadership concepts including foundational underpinnings used in defining leadership (Chapter 1, The Language of Leadership); ethical decision making and hallmarks of caring leaders (Chapter 2, Caring and Ethical Leadership); past and present theories and concepts of leadership (Chapter 3, Leadership: Basic Concepts and Theories); various roles within which leadership is required in recreation, parks, and leisure services organizations (Chapter 4, Leadership Roles) and strategies used in promoting change, innovation, decision making, and problem solving (Chapter 5, Leading Change: Innovation, Decision Making and Problem Solving). Part Two: The Group presents information regarding leadership and the lifespan (Chapter 6, Leadership Across the Lifespan); group dynamics (Chapter 7, The Dynamics of Leadership in Groups); motivation (Chapter 8, Leadership and Motivation); communications (Chapter 9, Leadership and Communication) and diversity (Chapter 10, Leadership and Diversity). Part Three: The Setting is dedicated to a discussion of leadership specifics as related to recreation, parks, and leisure services settings. Included is a discussion of risk management (Chapter 11, Managing Risks); outdoor and aquatic leadership (Chapter 12, Leadership in Outdoor and Aquatic Leisure Settings); social leadership (Chapter 13, Leadership in Social Settings); event management (Chapter 14, Leadership and Event Management) and the program planning process (Chapter 15, Leadership and the Programming Process).

This comprehensive, integrated approach to studying leadership in recreation, parks, and leisure services settings provides an overview for individuals seeking professional positions in this area. The text is complemented with learning objectives, identification of key terms, discussion questions, exercises, and a case study at the conclusion of each chapter. Embedded within each chapter are selected quotes, definitions, and key concepts. In addition, we have included research overviews to complement information from the recreation, parks, and leisure services literature. Also embedded are key web resources that students may access to enhance their knowledge and understandings of the concepts presented.

Leadership as Influence

Kouzes and Posner, (2007, xii) have written that leadership involves “... mobilizing others to want to get extraordinary things done in organizations.” They note that leadership is about “...the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards.” Leadership is a process of influencing and assisting others to achieve great things. The act of leadership involves the building and strengthening of individuals and a commitment to a set of worthwhile ends. Leadership is the process of building commitment amongst individuals and mobilizing them as they struggle for shared aspirations (Kouzes & Posner, 2007). According to Kouzes and Posner (2007, xii), leadership “... creates the climate in which people turn challenging opportunities into remarkable successes.” The essence of leadership involves inspiring a shared vision, enabling others to act, modeling desired ways of behaving, and recognizing and celebrating the contributions individuals make.

Frances Hesselbein, the former Chief Executive Officer of the Girl Scouts of the USA, and her colleague, Paul M. Cohen have suggested that leadership in relation to organizational management involves the following:

- **Leadership is a matter of how to be, not how to do.** We spend most of our lives mastering how to do things, but in the end, it is the quality and character of the individual that defines the performance of great leaders.
- **Leaders succeed through the efforts of their people.** The basic task of the leader is to build a highly motivated, highly productive [group]. This means moving across the boundaries both within and outside the [group], investing in people and resources, and exemplifying – demanding – personal commitment to a common task.
- **Leaders build bridges.** The boundaries between [individuals, groups], sectors, organizations, employees, customers, and others are blurring. The challenge for leaders is to build a cohesive community both within and outside the [group], to invest in relationships, and to communicate a vision that speaks to a richly diverse [group].

Hesselbein and Cohen provide a clear and resonating prescription for quality leadership. As they note, it is the quality and character of an individual that defines great leadership. The basic task is to have people be motivated in achieving their desired ends by investing in people and making a personal

When we listen to the spirit within, when we are called to lead—as all effective leaders are—we are leaders of change, not protectors and perpetuators of a cherished, honored past.

—FRANCES HESSELBEIN

commitment to the success of others. Leaders are bridge builders. Creating linkages and building networks between and among individuals and other groups is highly essential for successful leadership. As they note, "... leaders today have to be healers and unifiers. They are responsible for what lies outside the walls as well as what lies within ...” (1999: xii). As these authors note, true leaders are energetic and engaged dispersing leadership across the group in a circular, flexible, and fluid manner.

The Nexus of Leadership

Leadership involves a number of interrelated elements that are linked together in a connective fashion. The process of leadership involves combining the work of the recreation, parks, and leisure services leader with group members in a setting that emphasizes or encourages individuals to experience leisure. Recreation, parks, and leisure services leaders bring to any given situation or setting their knowledge, skills, and abilities. Likewise, the individuals within the group served by the recreation, parks, and leisure services leader bring their needs as well as their own particular interests and values. Each group has its own particular goals and chemistry that influence the work of the recreation, parks, and leisure services leader and the success of each and every group member. Also, the setting greatly influences the leadership process. Recreation, parks, and leisure settings are unique and distinctive in their construction and intent. All of these three variables—the leader, the group, and the setting—have great influence on the process of leadership that emerges as a result of these interacting variables.

The figure on the following page presents a model that outlines the interrelated elements that influence one’s approach to leadership. This model incorporates three important factors: the leader, the group, and the setting. Careful consideration should be given to all these elements, for they are interrelated and influence one another. The recreation, parks, and leisure services leader influences group members and the situation, group members influence the setting and the leader, and the setting influences the leader and the group. In reviewing a setting, a recreation, parks, and leisure services leader must evaluate the effects of external forces, group goals, methods and procedures used to achieve group goals, and the type of environment. The members of the group also must be evaluated in order to determine the most appropriate approach to leadership. The recreation, parks, and leisure services leader should analyze the knowledge, skills and abilities of group members, their need disposition, previous experience, and task-relevant maturity. Finally,

The full task of leadership is leaving a legacy—articulating and bringing to life the kind of organization or community that you want to be a part of.

—MAX DE PREE



Figure 1. A Comprehensive Approach to Leadership. Adapted from R. W. Mondy, R. E. Holmer, and E. B. Flippo, 1980, *Management Concepts and Practice*, Allyn & Bacon, Inc., p. 323. Reprinted with permission.

the recreation, parks, and leisure services leader should be aware of and assess his or her own knowledge, skills and ability, need disposition, experience, style flexibility, and source of power.

It is important to remember that the purpose of leadership is to influence others to achieve their own or the group's goals. In selecting an appropriate approach to leadership, the leader may have no control or limited control over the situation. For example, external social, cultural, and economic forces may not be influenced by the leader in an immediate and direct fashion. Even though the purpose of leadership is to influence the individuals or group being led, the probability of changing the group members' knowledge, need disposition, or even maturity is difficult. Therefore, the key element in the process of selecting an appropriate approach to leadership is the ability of the leader to change his or her own behavior.

The recreation, parks, and leisure services leader must do this while being conscious of the other forces and factors that affect the achievement of group and individual goals. For example, the recreation, parks, and leisure services leader may not necessarily be able to change the maturity level of group members, but he or she can employ a leadership that fits this particular factor as it influences the achievement of group goals. Following is a brief analysis of each of the components of the comprehensive approach to leadership.

The Leader

The recreation, parks, and leisure services leader can be the key to meeting individual and group needs. Because of the influence of the recreation, parks, and leisure services leader, the group as a whole is moved to action. When this action is directed toward meeting the goals of the group, the group succeeds.

Some of the factors that are important in the development of a successful approach to leadership are detailed in the following list.

**We need new leadership.
We need authentic leaders,
people of the highest integrity,
committed to building enduring
organizations.**

—BILL GEORGE

of his or her strengths and weaknesses can be important in the selection of an approach to leadership

Knowledge, skills, and abilities. Like group members, recreation, parks, and leisure services leaders bring their own knowledge, skills, and abilities to the group. The recreation, parks, and leisure services leader's awareness

Need disposition. The expectations of the recreation, parks, and leisure services leader, as well as his or her own needs, wants, and interests, also influence the type of approach to leadership that will be employed. Achievement-oriented leaders, for example, have a different motivation from those who are not so oriented. One leader's behavior may be characterized by a high degree of risk taking and entrepreneurial type of behavior, whereas another leader may exhibit a low degree of risk taking

Experience. The recreation, parks, and leisure services leader who has developed successful patterns of interaction with individuals in a group situation will obviously draw on these in the future. Thus, the previous experience of an individual will greatly influence the approach to leadership that he or she adopts.

Style flexibility. Style flexibility can be thought of as a behavioral attribute of the recreation, parks, and leisure services leader. Some recreation, parks, and leisure services leaders have the ability to change to meet varying conditions. Other recreation, parks, and leisure services leaders may be rigid and may lack the ability to adapt their basic approach to leadership to differing situations

Source of power. There are five different sources of power: legitimate or formal, reward, coercive, referent, and expert. If a recreation, parks, and leisure services leader's only source of power is, for example, legitimate or formal, the recreation, parks, and leisure services leader may be forced to use a more task-oriented, authoritarian style of leadership. On the other hand, if the recreation, parks, and leisure services leader has a strong basis of attraction with group members, another approach to leadership may emerge.

The ability of a recreation, parks, and leisure services leader to evaluate accurately each of the three components—the situation, group members, and the leader—will influence his or her success as a recreation, parks, and leisure services leader. The misinterpretation of these factors can lead to the adoption of an inappropriate approach to leadership.

The Group

Consideration of each group member, as well as the characteristics of the group as a whole, is essential in establishing an appropriate approach to leadership. Perhaps the recreation, parks, and leisure services leader should be most sensitive to the needs, desires, and expectations of group members, for these are the individuals the leader wishes to influence. Good listening skills are essential in this process. Four factors related to group members that should be considered by the recreation, parks, and leisure services leader follow.

Knowledge, skills, and abilities. Each individual within a group possesses different knowledge, skills, and abilities. It is incumbent upon the recreation, parks, and leisure services leader to gain an awareness of the capabilities of each individual group member. In a sense, the recreation, parks, and leisure services leader must take stock of the resources of the group, as reflected in the abilities of each member. Assessment of the knowledge, skills, and abilities of group members can be useful in the organization of group tasks. Obviously, the recreation, parks, and leisure services leader wants to maximize the group's resources.

**None of us is as smart
as all of us.**

—WARREN BENNIS

Need disposition. The needs, wants, and interests of individual group members is another essential component in the process of determining one's approach to leadership. Individuals affiliate with or join groups for a variety of reasons. Some individuals are motivated because of the opportunities for social relationships, others because of the opportunities for achievement and increased self-esteem. Still others become involved in groups in order to learn and grow.

Experience. The level and type of experience of group members should also be considered by the recreation, parks, and leisure services leader in determining his or her approach to leadership. Prior successful experience of group members may allow the recreation, parks, and leisure services leader to be less directive and authoritarian in nature. On the other hand, a lack of experience on the part of group members may prompt the recreation, parks, and leisure services leader to assume the reverse role.

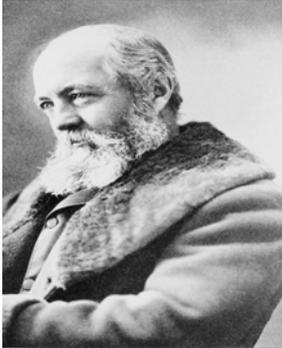
Task-relevant maturity. As previously indicated, task-relevant maturity refers to whether or not an individual has the capacity to set and attain high goals and has to take responsibility. Viewing maturity on a continuum, the recreation, parks, and leisure services leader will want to vary his or her approach to leadership according to the level of maturity of group members. It is important to reemphasize that the concept of maturity should only be applied to the task at hand.

The Setting

Leadership is required in all of the settings and at all levels in which recreation, parks, and leisure services are found. The range of settings within which recreation, parks, and leisure services are provided is staggering. We will focus in this book on a select number of settings including ones found in organizations providing recreation, parks, and leisure services where specific leadership knowledge and skills are required such as the outdoor recreation and aquatics venues. In addition, we will include discussions regarding leadership in social settings and the broader area of event management. When we use the term setting, we are referring to the locale within which leisure experiences are provided.

A LEGACY OF LEADERSHIP

Frederick Law Olmsted, Sr. (1822-1903)



FREDERICK LAW OLMSTED is known as the father of landscape architecture in America. He was an author, public administrator, and noted conservationist. His zest and leadership assisted in establishing the park movement in the United States. His influence was far ranging, with some 500 commissions in the areas landscape design work in the areas of urban parks, scenic reservations, parkways, park systems, residential community, university campuses, government building, and country estates. As the co-designer of Central Park in New York City in 1858 and as the site planner of the World's Columbian Exposition in Chicago in 1893, he was noted for his ability to collaborate with others, especially across disciplines.

As a young man, he was involved in a number of activities, including working at a dry goods store and as a seaman was involved in a year-long voyage to China. He was able to study surveying, chemistry, engineering, and agriculture. For a time, he attempted farming but was not successful. He traveled to the British Isles as a young man and had the opportunity to observe parks and private estates. In his travels, he was greatly influenced by what he saw and eventually brought ideas back to America. He captured his experiences by publishing a book, *Walks and Talks of an American Farmer in England*. Olmsted also was a social activist and was opposed to the expansion of slavery. While reporting for the *New York Times*, he was inspired to write about his experiences witnessing slavery while traveling in southern states in *Seaboard Slave States*. He served as the managing editor of *Putnam's Monthly Magazine* and co-founder of *Nation*. These literary connections assisted him in achieving his position as superintendent of Central Park in New York City.

As the superintendent of Central Park in New York City and later the architect and chief in charge of construction, Olmsted supervised the largest public works project to date in America. He supervised as many as 3,600 workers and was known as considerate and fair in his dealings with co-workers. However, Olmsted was perceived as being an autocrat. He disliked second-guessing or grumbling from his subordinates. When reflecting on his own managerial leadership style, Olmsted writing to his son, said, "... whenever you see a head, hit it." During the Civil War, Olmsted was appointed director of the U.S. Sanitation Commission (this was the forerunner of the American Red

Cross). In this role, he was responsible for ensuring the health and sanitation of the soldiers in the Union Army. No doubt an enormous logistical challenge requiring application of great managerial leadership skills. Olmsted also served as the manager of the Mariposa Estate in California and was involved in the development of early management plans for Yosemite.

Olmsted made remarkable contributions to the founding of the recreation, parks, and leisure services field. His legacy left Americans firmly supportive of incorporating the beauty of the natural environment into the urban landscape. As a social reformer, he encouraged the preservation of scenic beauty as a way to improve civilization. He encouraged the creation of public spaces available to all individuals. He was a passionate, visionary, reform-minded romantic who had enormous influence on American life.



In general, there are three basic types of organizations or settings—public governmental, nonprofit or non-governmental organizations, and commercial/private enterprises, within which recreation, parks, and leisure services are found. The characteristics of these three general types of organizations

Leaders exist at all levels of an organization.

—JOHN P. KOTTER

or settings are presented in Table 1. Public governmental leisure and recreation organizations have been established in the latter part of the nineteenth century to enhance general community welfare and promote social reform. These types of organizations are generally focused on improving the quality of life and are supported by tax revenues and fees or charges. Nonprofit/non-governmental organizations represent the largest sector of growth in North America, focusing on such goals as enriched community living, character education, and community development; they are supported by membership fees or charges and donations. Last, commercial/private enterprises providing leisure and recreational services are profit-oriented, quality- and customer-driven organizations. Commercial leisure and recreational enterprises make up the largest part of the industry.

What types of leadership roles or functions are found in these general types of recreation, parks, and leisure services organizations? Again, in Table 1 one can see the myriad of leadership roles found in public, non-profit, and commercial recreation, parks, and leisure services organizations. Edginton, Hudson, and Ford (1999:126) have identified several basic categories of leadership found in recreation, parks, and leisure service organizations discussed in the next section.

There are as many styles of leadership as there are leaders.

—DORIS KEARNS GOODWIN

Table 1
Recreation, Parks, and Leisure Service Program and Setting

Types of Organizations	Goals	Funding Strategies	Typical Settings	Typical Facilities	Common Leadership Roles	Typical Programs
Public Governmental Organizations	General community welfare; improved quality of life; service to the public; enriched community life; wise use of leisure environmental concerns	Tax revenues; fees and charges; donations; trusts; grants; contracts; partnerships; use of volunteers; in-kind contributions	Municipal park and recreation departments; county and state conservation and park systems; museums; art galleries; historical commissions; nature/conservation agencies	Parks; playgrounds; recreational centers; ice rink; tennis complex; youth/teen center; swimming pools; museums; art galleries; band shells; skate parks; golf courses; trails; bike paths; greenways; sports complexes	Instructors; coaches; play leaders; youth workers; outdoor leaders; senior citizens; directors; officials; community developers; hosts; guides; interpreters; swim instructors; life guards; coordinator; supervisor; program manager; director; general manager; superintendent; head executive director	Leisure skill classes; learning to swim; leagues; tournaments; pageants; contests; festival; drop-in programs; outdoor leadership; environmental programs; senior citizen activities; school age care programs; community theaters; youth development activities; community drama productions; social recreation; parties; meetings; nature interpretations; clubs; special events; seminars; workshops; conferences; outreach programs
Nonprofit; Nongovernmental Organizations	Social welfare; benefits to members in terms of enriched living; community building; character building; citizenship	Membership fees and charges; donations; trusts; and contracts; grants; community enhance; ments; use of volunteers; in-kind contributions	YMCA, YWCA, Boys & Girls Clubs, Boy Scouts of the USA; Camp Fire; Salvation Army; Big Brothers/Big Sisters of America; Junior Achievement	Gymnasiums; community centers; fitness centers; swimming pools; computer laboratories; game rooms; art and crafts areas; camps; playgrounds; equestrian centers	Instructors; coaches; play leaders; youth workers; outdoor leaders; senior citizens; directors; officials; community developer; hosts; guide; interpreter; swim instructor; life guard; coordinator; supervisor; program manager; director; general manager; superintendent; head executive director	Academic enrichment; peer mentoring; outreach; leadership development; violence prevention/conflict resolution; health promotion; special interest groups; learning to swim; leisure skill classes; leagues; tournaments; pageants; contests; festivals; drop-in programs; outdoor leadership; environmental programs; senior citizen activities; school age care programs; community drama productions; social recreation; parties; meetings; nature interpretations; clubs; special events; seminars; workshops; conferences
Commercial/Private Organizations	Profit; market-driven quality services; customer-oriented; community development through enterprise	Fees and charges; partnerships	Amusement parks; hostels; convention centers; race tracks; professional sports; outdoor orientation businesses; casinos; resorts; theatres; bowling centers; play centers; retail outlets; water parks	Theatres; skate board parks; play centers; tennis complex; ice rinks; swimming pools/slide; bowling centers; roller rinks; equestrian centers; fitness centers; gymnasiums; arcades and video centers	Attendants; hosts; guides; instructors; coaches; dealers; performer; sales representatives; interpreters; ride operators; outdoor leaders; ticket sellers; concession operators; clerks; coordinator; supervisor; program manager; director; general manager; superintendent; head executive director; vice president; president	Drop-in; self-enrichment activities; instructional classes; school age care programs; preschool activities; equipment and facility rental; special events

REFLECTING ON LEADERSHIP

Leaving Your Legacy

What Legacy Will You Leave?

As a recreation, parks, and leisure services professional, you have the opportunity to make a significant impact on the lives of others. What will you pass on to others as your legacy? How will your actions as a professional influence the future? Joseph Lee is known as the father of the playground. Stephen T. Mather is the father of the National Park Service. John Muir advanced the cause of preservation through his efforts with the Sierra Club. Jane Addams' contributions of social reform continue to influence our profession today. Leadership in the recreation, parks, and leisure services field is found at all levels—direct service, supervisory, and administrative levels. Your legacy may be made at any one or at all of these levels. It might be measured in the social innovations that you may bring about as a result of your professional efforts or as a result of the enduring relationships that you build with others. What will you pass on to others? What contributions do you want to make to others and to the profession? How do you want to be remembered? What will your legacy be? Personally? Professionally? What will you pass on to future generations?

Direct program leadership. This type of leadership involves working directly with participants providing face-to-face leadership for a leisure experience. Functions of a leader in this role vary from planning the program to leading and directing activities.

Team leadership. Team leadership is found when teams are brought together for competition. We usually think of individuals operating as coaches, instructors, or team captains promoting a cooperative effort, developing strategies, and encouraging team players toward higher performance.

Instructional leadership. Individuals involved in this type of leadership usually are involved in crafting learning environments for individuals so that they may acquire selective knowledge, skills or values. This may involve providing information, creating simulations or role-playing, and/or a myriad of learning strategies that can be planned and implemented by the leader.

Counselor. Counselors focus on assisting individuals or groups in reviewing their behaviors, value states, and/or ways in which they make decisions about various life activities, including their leisure and recreation. Individuals in this role act with a great deal of confidentiality assisting individuals to clarify life goals or challenges they have experienced in their life.

Outreach worker. This type of leadership role involves extending oneself to the participant in environments where they live, work, and play. Detached workers, street gang leaders, roving leaders, and other such titles are often associated with outreach work. Such leaders often engage in what might be called informal education. Informal learning emphasizes conversation and reflection as a means of helping individuals develop a greater awareness of self, solve problems, and build a sense of community.

Host/guide/interpreter. Leisure experiences are often enhanced when participants are accompanied by a host, guide, and/or interpreter. Individuals occupying these types of positions play the role of providing information, pointing out items of interest and in general enriching the participants' overall experience.

Supervisor/program coordinator. This type of position is often responsible for planning, organizing, and directing a program area or facility or complex. Such positions often involve engaging part-time or seasonal staff and providing supervisory oversight to their efforts. For example, a supervisor could be responsible for supervising program areas such as sports, arts, outdoor recreation, or the supervision of a facility or complex such as an ice rink, recreation center, or athletic complex.

Superintendent/general manager/head. Managerial leadership is evident in these types of positions found in recreation, parks, and leisure services organizations. Such individuals provide broad oversight to the entire operation or to a significant portion of the organization's activities. Knowledge and skills required for such positions are conceptual focusing on the ability to establish a vision for the organization and plan and monitor its work toward the accomplishment of such ends.

Effective leaders are skilled in boundary crossing, in consensus seeking, in coalition building, in mediation, and conflict resolution.

—JOHN W. GARDNER

These general classifications are not inclusive. There may be other roles and functions or titles that one may find in the recreation, parks, and leisure services field. However, they do capture some of the general types of leadership roles that are common in the field.

All segments of the economy are engaged in providing such services, including the commercial, government, and nonprofit sectors. Within these

three sectors, we can further differentiate the types of settings within which recreation, parks, and leisure services are found.

In each of these settings, the recreation, parks, and leisure services leader and the group are attempting to accomplish unique goals. The methods and

procedures that are to be employed to achieve such goals are also often unique and require close examination. Furthermore, there may be external and internal forces that may affect the work of the recreation, parks, and leisure services leader and the group. In analyzing any setting within which recreation, parks, and leisure services

are provided, the recreation, parks, and leisure services leader must be sensitive to both the obvious and the sub-rosa factors that exist in the environment.

All great teams—and all great organizations—are built around a shared or motivating purpose.

—WARREN BENNIS

External Forces

External forces refer to those factors in the environment that affect the organization and are beyond the direct control of the recreation, parks, and leisure services leader and the group. For example, if the recreation, parks, and leisure services leader is organizing a picnic in the park and it rains, the recreation, parks, and leisure services leader must respond to this factor. The recreation, parks, and leisure services leader will have no control over this external variable. Knowledge of such influences as the political structure of a community, social norms and customs, cultural preferences, and the prevailing economic conditions can be essential in achieving group goals and suggesting a relevant approach to leadership.

Group Goals

Goals can be thought of as the ends or aims of an organization. The recreation, parks, and leisure services leader should not assume that groups really have a clear understanding of what their goals are. Some groups have seemingly well-stated goals, but in reality they pursue other ends. Group goals provide a framework for decision making within groups. The formulation of

The dearth of leadership is apparent through society.

—JAMES F. BOLT

group goals also helps the recreation, parks, and leisure services leader determine the methods and procedures that will be necessary to achieve them.

Methods and Processes

There are numerous methods and processes that can be used in achieving group goals. A recreation, parks, and leisure services leader may have to use a process or procedure that is already in place. Other times, the recreation, parks, and leisure services leader will be able to use his or her discretion in choosing methods or processes. Each situation will be unique in

terms of the particular processes that can be adapted to the local conditions of the group. A coach, for example, may be required to adapt a drill that may have been used for another type of team.

Type of Environment

When viewing the environment, the recreation, parks, and leisure services leader must consider two dimensions. The first is the relative stability or instability of the environment. Some environments are very stable, encouraging a more task oriented approach to leadership. The second dimension to be considered by the recreation, parks, and leisure services leader is the unique conditions found in the environment. There may be specific norms, roles, and social conditions that the recreation, parks, and leisure services leader must respond to in choosing an approach to leadership

The Hallmarks of Leadership

The delivery of recreation, parks, and leisure services usually involves some interaction between a leader and a participant. Thus it may be implied that recreation, parks, and leisure services organizations are very labor intensive. As such, recreation, parks, and leisure services organizations focus their efforts on building a service-oriented organizational culture. Often, such terms that are used to describe service-oriented organizations include quality, reliability, consistency, empathy, and caring. The challenge is to make the organization responsive to participants.

An example of a service-oriented, customer-focused organization is *Camp Adventure™ Child and Youth Services*. This organization is dedicated to providing high-quality, high-impact programs for children and youth. With a focus on its leadership corps, the organization has built a service culture of excellence, caring, quality, innovation, creativity, and enthusiastic and energetic leadership. A review of its “Values and Traditions” statement reflects its efforts at crafting an effective culture directed toward building a service-oriented culture. One of the organization’s primary foci is to place great emphasis on those individuals involved in face-to-face leadership positions serving as counselors, instructors, or program directors. At *Camp Adventure™ Child and Youth Services*, a strong point is made that “our bottom line is our frontline leaders” and that promoting “positive, caring child/leader interactions” based on “sincerity, genuineness and caring” are hallmarks of the organization.

How do we build a service orientation? What is the role of the leader? Kouzes and Posner (2007) suggest that there are 10 basic commitments of leadership. They are:

1. *Search out* challenging opportunities to change, grow, innovate, and improve.

2. *Experiment*, take risks, and learn from the accompanying mistakes.
3. *Envision* an uplifting and ennobling future.
4. *Enlist* others in a common vision by appealing to their values, interests, hopes, and dreams.
5. *Foster* collaboration by promoting cooperative goals and building trust.
6. *Strengthen* people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.
7. *Set* the example by behaving in ways that are consistent with shared values.
8. *Achieve* small wins that promote consistent progress and build commitment.
9. *Recognize* individual contributions to the success of each project.
10. *Celebrate* team accomplishments regularly.

How might these concepts relate to service quality? What are the hallmarks of professionals operating recreation, parks, and leisure services? What ends should leaders strive toward? What factors should guide their actions and behavior?

Along with effective leadership, culture—a defining set of values and practices—is a powerful force.

—ANN WINBLAD

Marty Johnson-Evans, former National Executive Director of the Girl Scouts of the U.S.A. and former president and chief executive officer of the American Red Cross, has provided

seven action steps to more effective leadership. Formerly, a distinguished Rear Admiral in the United States Navy, Evans has suggested the following elements are important in exercising effective leadership. We have presented these with our interpretation of their meaning. They are discussed in the following section.

Strive for excellence. Leaders should strive for excellence in all their endeavors. Excellence can be thought of as doing things the very best that they can be done. This often involves raising or surpassing the expectations of individuals. To excel means to be superior. Individuals and organizations wedded to excellence will outperform those who are focused elsewhere. A commitment to excellence is a commitment to seek the best that is possible for those we serve.

Earn trust. Leaders must earn the trust with their followers. This means that leaders work to build confidence between themselves and those with whom they work. To trust another person means to have faith in their abilities and to know with confidence that you can depend on their honesty, integrity and reliability.

Communicate vision. Vision is the power of forward thinking. Strong visions provide an attractive, creditable future scenario for individuals. At the

LEADERSHIP: A POINT OF VIEW FROM THE PROFESSION

Sara L. Hensley
Director of Parks and Recreation
Austin, Texas



Before Austin, **Sara Hensley** was the Director for the City of Phoenix, Arizona Parks and Recreation Department. Along with solid leadership skills accumulated over almost two decades working in the parks and recreation field, she has a proven track record of getting results and a demonstrated commitment to community involvement, youth, and neighborhood services. Prior to coming to Phoenix, Sara was the Director of the Department of Parks, Recreation and Neighborhood Services (PRNS), one of the largest and most diverse departments in the City of San José. In her role as Director, Ms. Hensley was responsible for overseeing a department with more than 850 employees and a budget of \$49 million. She had oversight of an array of parks, facilities and programs including: more than 100 neighborhood parks, 19 community centers, 11 senior centers, 10 youth centers, the City's very successful Anti-Graffiti Program and its new Animal Services Program. Before San José, Sara served as the Department of Parks and Recreation's Director in Virginia Beach, Virginia. Sara also served as the Director of Recreation for the Champaign Park District in Champaign, Illinois and worked for the Parks and Recreation Department in Austin, Texas. She holds a master's degree in education/recreation administration and a bachelor's degree in education from the University of Arkansas in Fayetteville.

On leadership ... A steering of the way, setting the pace, course, direction from which to travel. Setting the example.

Leadership and success ... Without integrated leadership at all levels, opportunities will be missed! Our organization thrives/benefits from leadership at all levels; including the community.

The exemplary leader ... is a quiet, reliable, effective leader ... works well with staff and is truly a TEAM PLAYER AND LEADER ... speaks softly and when necessary, carries a big stick!

Leadership in action ... Good communication skills, good follow through, sets the example, walk-the-talk, good listener, friendly, good supervisory skills, change agent, fair, flexible, sense of humor.



core of leadership, effective leaders communicate their vision in a meaningful and encouraging fashion on a consistent basis. As Father Theodore Hesburgh (former president of Notre Dame University) said, “You can’t blow an uncertain trumpet.”

At the heart of every great group is a shared dream.

—WARREN BENNIS

Mentor others. Recreation, parks, and leisure services leaders serve as role models for others. In this role we mentor or coach others through our behaviors. Others look to our actions for meaning and guidance. It is through our actions, behaviors, and deeds that a framework is established for others to compare their behaviors or emulate their own actions. A mentor is a loyal friend, advisor, and teacher and coach. Likewise, coaching involves providing guidance, assistance, knowledge, support, and encouragement to others.

Reflect optimism and enthusiasm. Recreation, parks, and leisure services leaders reflect a positive outlook on life. We believe that the goodness of our work and efforts will prevail. Leaders are often filled with enthusiasm, cheerful, zestful, exuberant, energetic, jubilant, and operate with great passion. Optimistic leaders expect the best outcome and look for the bright side of life.

Practice ethical decision making every day. We are called to serve others; we are called to change the lives of others in positive and meaningful ways. Our profession is value driven. We are committed to the protection and promotion of human dignity, the value of improving life through wise use of leisure, and the promotion and protection of the environment. These values guide our actions as professionals and provide a framework for making ethical decisions to guide our actions.

Keep hope alive. Hope is that feeling inside of you when you know something good is going to happen to you. We are a profession dedicated to the profession of hope. We are about transforming individuals and society in such a way as to promote human happiness, joy in life, and greater well-being. Our role as recreation, parks, and leisure services leaders is to keep hope alive for today and tomorrow’s generations.

As one can see, the leadership strategies outlined in the above statements, effectively link one’s leadership effort to creating a service and quality-oriented recreation and leisure organization.

Summary

Leadership is a key factor in assisting individuals, groups, and organizations in achieving their goals in an ever-changing and complex society. Energized, motivated, and personally committed leaders are central factors in providing high-quality, high-impact recreation, parks, and leisure services. Leadership can be thought of as a process of influence. It is a process of assisting individuals, groups, and organizations by helping them focus their goals, help develop and clarify tasks, and encouraging individuals to put forth effort in pursuit of worthwhile ends.

The creation of leisure experiences does not occur through happenstance. It requires great planning, coordination, and the movement of resources in order to provide quality recreation, parks, and leisure programs and services. Individuals occupying roles as leaders at the direct service, supervisory, and managerial levels all play important roles in crafting such leisure experiences whether they be reflected in an event or activity or the creation of an area such as a park or a facility. All of these assist individuals toward quality leisure experiences.

In developing one's approach to leadership, the authors have suggested the use of a three-dimensional model. The individual must be aware of the role of the leader, the group, and the setting. In developing an approach to leadership, especially in reviewing one's own capabilities, the leader must be conscious of a variety of elements including: 1) knowledge, skills, and abilities; 2) needs disposition; 3) experience; 4) style flexibility; and 5) sources of power. In addition, the leader must understand the characteristics of each member of the group that he or she is working with including their: 1) knowledge, skills, and abilities; 2) needs disposition; 3) experience; and 4) task relevant maturity. Last, every setting or situation brings new a unique set of circumstances that need to be dealt with. These include: 1) external forces; 2) group goals; 3) methods and processes; and 4) type of environment. The authors suggest that a key process in deciding on an approach to leadership is the ability of the recreation, parks, and leisure services leader to understand his or her behavior consciously and change it to meet the needs of group members and the dictates of the setting and situation.

Discussion Questions

1. Explain the statement “leadership is one of the most endearing, universal human responsibilities.”
2. Identify and describe the basic elements of leadership within recreation, parks, and leisure services.
3. What does the statement “leadership is influence” involve?
4. What factors must a leader consider in developing an approach to one’s leadership?
5. What factors must a leader consider when viewing the group he/she is working with in developing an approach to one’s leadership?
6. What does the term task-relevant maturity mean? What implications does this have for one’s approach to leadership?
7. What factors must a leader consider when viewing the setting he/she is working with in developing an approach to one’s leadership?
8. What categories of leadership are found in recreation, parks, and leisure services organizations.
9. What situational variables must one consider when developing an approach to leadership?
10. Identify and discuss “hallmarks of leadership.”

THE CASE FOR LEADERSHIP

The Cedar Center Equation for Development

Points for Consideration

Cedar Center is a community of 65,000 located in the heartland of America. The community includes a mix of small industrial companies, retail outlets, and a few biotechnology-related businesses. The community offers a variety of education, recreation, and cultural opportunities. Although the community has an extensive park system, its leisure resources have declined and are in need of repair. Cedar College, a private religiously affiliated institution, has an enrollment of 2,500 students and offers a number of activities to the community including athletic and cultural events. The community was named one of America's "Best Heartland Communities" two decades earlier.

Recent economic challenges have resulted in a loss of industrial jobs and a decline in population. Further, the tax base has been eroded, forcing reductions in government services on a consistent basis over the past 10 years. Community members are increasingly concerned about the long-term viability of the community. Not only are they concerned about insuring that there is a vibrant economic environment within the community, but they are also concerned with issues related to their quality of life, especially the livability of the community. A community task force has been established to review this situation and make recommendations regarding future directions. You have been asked to serve as the chair and facilitator of this task force.

At the first meeting, many voices were heard. However, the group coalesced into two factions. One faction felt very strongly that future development efforts should focus on building a people climate in the community as a priority rather than focusing on building a business climate. All participants express the need to build a vibrant community. The major question posed was what should come first? Should it be economic development? Or should community members focus on enhancing the livability of the environment? Half of the group felt strongly that the community should subsidize and support the start-up of new companies and develop more contemporary retail centers. The other group felt strongly that the focus should be on creating an environment to attract individuals by enhancing the leisure and cultural amenities of the community as a way of attracting more talented people to the community.

Questions for Consideration

Leadership is an important function for recreation, parks, and leisure services professionals. How does community leadership factor into the equation? As a community leader, what would you do to reconcile differences between community members? What criteria should be used in making decisions about the future of a community? How can you harness the resources of the community to advance it as a leader? Do you think that developing a people climate or developing a business climate are mutually exclusive? Can you do both? Does one support the other? If you had limited resources, which of the two perspectives would you emphasize? How important are recreation, parks, and leisure services resources in building vibrant communities? What leadership role do you play in advancing the development of a community by promoting the enhancement of amenities such as recreation, parks, and leisure services?

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