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RECREATION LEADERSHIP

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ABSTRACT

Recreation in general, is defined as activities that will be selected by free choice for the people who are adversely affected by intense work and environmental influences so that they will be able to recuperate their physical and mental well-being and to be satisfied with their individual needs and expectations in order to enjoy and participate in their spare time. (Hacıoğlu, 2003: 30). Time remaining outside of the time people use to work, sleep, and meet their basic needs are free time; during this time all the activities that people perform whether it is cultural activity or voluntary activities aimed at earning money etc. are considered within the scope of recreation concept. (Albayrak, 2012: 44; Sağlık, 2014: 87). In the management stages, the organizations have increasingly grown up, specializing in various fields and within themselves, and increasing the division of labor has led to the formation of complex personal relationships within the organization. Thus, the necessity of communication and group work emerged and managers began to look for new skills (Ergun, 1981, p.1). These values also necessitated the need of leadership. General leadership is important for management. And recreational leadership, which is important in terms of evaluation of leisure time, does not make any difference in terms of the functions expected from the leaders. (Tezcan, 1982, s. 194; Himmetoğlu, 1988, s.40; Güler, 1978, s.82). There is a parallel relationship between points that are important in recreation leadership and points that are considered for general leadership role. It is expected from the management leader and the recreation leader, to live the pleasure of membership to the group members, to help them to satisfy themselves in that group, to direct, guide and influence the members in certain activities. In this sense, while our general leadership concept is a lean leadership and the leadership that can be defined in recreation-specific traits is explained as recreation leadership.

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INTRODUCTION

Human being needs a group to realize some of his personal goals and desires. At the same time, people living in the group need leaders who will direct these groups and lead them to their goals. Directing these groups towards their goals to specific goals requires the responsibility of leaders who has skills and ability to persuade. Leadership in this case is a collection of knowledge and skills to mobilize a group of people around certain goals and to mobilize them to accomplish those goals. The leader is; who is felt by the group members but who has not attained the openness and who has put forth the potentials of the group members in the form of a common and desirable purpose. (Eren, 1991, s. 357). Leadership is seen as an art, a human skill that enables people to plan and transform their decisions through general lines (Ergun, 1981, s.7) and the attributes required to drive and manage a particular community. (Osmayr, 1985, s. 326).

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The leader is a member who plays an important role in the determination of the ideology, by assigning group goals, which have significant influence and influence on the activities of group or organization members. The leader is the person who leads, directs, and influences their behavior and attitudes. That is, the leader is considered to be a distinguished member of the same group that has an impact on group activities. According to this logic, all members of the group are some degree of leader. Because each member, in the group, necessarily influences the activities of other members. Therefore, it is more appropriate to indicate the leader of a more qualified person among the group members. (Krech, 1983, s. 291). In recreational events, it is often the appearance of a recreational leadership in this style. Again, leadership creates interactions and corporation among people. Here the leader influences group and the group influences the leader. According to Mc. George, leadership is a relationship. According to Barnard, leadership is the nature of behaviors leading people and their activities in an organized effort (Alp, 1977, s.231).

Leadership Behavior Types and Outlook in Recreative Activities

Leadership behavior is related to the attitude of the leader in relation to the audience or the group he or she is leading, and shows various leadership behaviors in various styles. In this respect, it is possible to talk about various types of leadership.

These types are most commonly used

- Democratic
- Autocratic
- The liberal, recognizing the freewill (liberal)
- (Ergun, 1981, s. 18; Eren 1991, s.373; Singer, 1972 s. 15-16; Güler, 1978, s. 83; Kazmier, 1979, s. 312).

Democratic Leadership

These types of leaders demonstrate democratic behavior and share management authority with group members. The Group takes its lead from its participation in the planning, supervision and management of its activities. There is a close relationship between the leaders and the group. The leader is open to all group members. The ways to set goals and achieve them are determined by the free discussion of group members. The leader here is the facilitator and the auxiliary role in making decisions. The arrangement of group relations is also based on the personal decisions and preferences of the group members. The leader acts as referee in the results. The leader acts as if he is a member of the group in his or her activities. Leader attaches importance to individual tendencies, expectations and abilities. He tries to spread his responsibilities far and wide. The democratic leader tries to prevent situations where privilege and status differences within the group will be effective (Can, 1987, s. 184; Güler, 1978, s. 83).

Autocratic Leadership

The autocratic leader undertakes the planning, programming, supervision and management of group activities by itself. Keeps group members out of control. He/she creates a central power and does not give the group members as much voice as possible. The relationship with the group is limited. Members hesitate to contact the leader. The leader usually also contacts the other member through a member he / she has selected, that is, he / she sets the relations within the group himself / herself. The resulting relationship is always leader-centric. In this case, the leader may even temporarily set aside a depression in the group. (Krech, 1983, s. 260). They wait for the same to be said. He/She does not allow members to influence themselves. In the end, he/she does not hesitate to use factors such as prestige, punishment, intimidation and threat. The ability to show individual talents and skills within the group is rare due to the leadership attitude. Group members are forced to think, act and decide in the leader's line. The autocratic leader is interested in joining group activities as a boundary between members. Reward and punishment are not objective but the leader's personal decisions and likes play a role. The dependence and loyalty of group members is important for the autocratic leader (Güler, 1978, s.82; Ergun, 1983, s. 18).

The liberal, recognizing the freewill (liberal) Leadership

These leaders, fully aware of the independence of the members, use their authority based on entirely the initiative of the group members. Such a leader does not reveal its purpose,

take decisions and make his people believes that he is a good friend. Group is unbalanced, can not get many results from events (Önder, 1988, s. 19). It can be considered that the group becomes a positive leadership type group when the level of education and expertise of its members is high. The simplest bell-shaped forms of leadership typology are democratic and autocratic. In this respect, it is useful to compare these two types with each other in terms of positive and negative aspects and recreational activities. In the form of autocratic leadership, especially in the culture of society in which society respects and resigns to traditional growth, the members of the group will expect the leader to exercise full authority, and only then will the beloved leader be knowledgeable and trustworthy. This situation can not be considered positive, but it will not cause any problems for the members to develop in the way they desire.

The autocratic leader feels he is fully empowered, will act faster in decision-making and practice, avoid time loss, and feel comfortable and secure in taking those decisions. The democratic leader is unable to take full advantage of time in terms of ensuring participation in decisions. Especially when urgent decisions need to be taken, problems can arise. It is also possible that the group's volume is expanding: in some cases, the effectiveness of the decision is diminished or even undecidable. In an autocratic leadership, the leader's hypo centric behavior may lead to psychological dissatisfaction in the activities of the members. It creates low morale, intra-group conflict, gossip, defamation, tension, insecurity and intolerance. Such a group can not show initiative, it is a docile and lethargic image. In the democratic leadership, the group participates in the plans and policies, and develops various proposals. Values of members' opinions and desires influence their working efficiency, resulting in more energetic and enjoyable activities. The group conflict leaves its place to positive relationships and morale (Eren, 1991, s.375)

In autocratic leadership, there are more moves that will lead to get attention for the leader while in democratic leadership; leader is more about to take sincere approach. With autocratic leadership, if the leader leaves the group for a while, group activities do not continue while in the democratic leadership, if the leader leaves the group; the improved relationship and sense of responsibility between group members do not cause a significant decrease in effectiveness and intensity of the group activities (Krech, 1989, s.262). Leadership depends on a variety of situations in which types of achievement may lead to successful or unsuccessful results. Each type can fail in some cases and in some cases can become successful. For example, it can be said that autocratic leaders have achieved the best performance when group members have had great power and voice, and democratic leaders have achieved the best performance when they have reasonable authority over group members (Singer, 1972 s. 16).

Leadership Functions

It can vary according to the types, qualities and various situations of the groups in which the leaders manage the functions. Age categories, gender, goals, type of activity, group structure, and other situational characteristics are some factors that can lead to change. Leaders have to perform a wide range of functions that can be common to each group. The basic functions that the leader has to fulfill are listed as follows (Krech, 1983, s.249; Cook, 1990, s.75-77; Himmetoğlu, 1988, s.38; Drucker, 1992, s. 137-141)

Leader's Action Function: The most obvious role of a leader in any group is to coordinate the activities of the group. The leader must oversee every act of the group. The leader forms an ever-changing role. Leader usually gives the responsibility to the other members of the group for all the works that need to be done. In this application, the weakness of the leader can prevent the work of the worker or may prevent group members from developing their sense of responsibility and participating in group activities. For example, in a camping team, the leader distributes responsibilities and coordinates tasks. Incorrect assignment of duties or inadequate authority and responsibility for task distribution constitute the source of various problems of confusion. The leader must distinguish his/her performance from the executive who employs others using his/her authority within a specific formal organization. Here, the leader does not need authority as he is the manager. It tries to achieve its performance based on its personal characteristics, knowledge and skill (Büker, 1988, s.319).

Leader's Planning Function: The leader often assumes the role of planning by deciding the ways in which the group achieves its goals. This is usually a plan that needs to be taken immediately to reach the goal. But it can be in future plans. The leader is the person who knows the plan entirely and protects it. The other members of the group are mostly aware of some parts of the plan that seemingly do not keep them together. In recreational activities, it is important that the plan is known by all members of the group and that the plan is realized with the participation of group members. For this reason, the recreation leader shares the plan with all of the group members and keeps it open for everyone.

Political Determinative Function of the Leader: Leader is the person who determines the politics and goals of the group. The politics and objectives of the group can often come from three sources. It may have been determined by the authority above the group. It may have been determined from below, that is, with the participation of all of the group members. The leader may have been determined by himself. In recreational activities, politics and goals may be determined from all three sources. However, ideas created with all the involvement of group members always create weightage. Eventually the leader is in the event of all three sources and functions.

Leader's Expertise Function: Leader must have achieved specialization in certain areas of activity. As a matter of fact, the specialization of the functions often forces the leaders to have technical assistants and consultants. In recreational activities, a person with technical knowledge in terms of group goals and expertise in the activity often shares the leadership role and assumes the role. For example, in a mountain climbing team, the guide who knows the route, which is the target of the group, takes on the leadership of the group in a way that is incurable and unrecognizable.

Representative Function of Leader: It is not possible for all members of a group to directly communicate with other groups and people. For this reason, leader undertakes the responsibility to represent the group. All communications, from inside to outside and from outside to inside, goes through Leader's channel.

Leader's Internal Relation Controller Function: The leader who knows the special structure of group better than any other member is the most suitable person to assume the role of controller in intra-group relations.

The Leader's Rewarding and Punishing Function: From a member's point of view, the leader's prize or punishment is of particular importance to the power of practice. With this power, the leader takes control over the members. Often rewards or penalties are directly related to the role of the person in the group. A person can be promoted to a more active role in the group, promoted, specially trained or rewarded or penalized by exposing the person to prize or punishment. The recreation leader has to apply the rewarding or punishing function much more precisely, taking into account the characteristics of recreational purposes and recreational activities.

Leader's Arbitration-Mediation Function: It is leader's responsibility to fulfill the function of leading arbiter in any dispute that may arise within the group.

Leader's Example Function: The leader creates a model of a concrete example of his/her behavior in terms of what he/she will do to his/her group members.

Leader's Symbolic Function: A group may occasionally need symbols such as rosettes, uniforms, names to identify it. In these symbols, the leader performs this function in terms of ensuring the group unity.

Leader's Individual Responsibility Function: Many group members in recreation groups see leaders as rescuers from the burden of having to take actions that they want to avoid in order to make personal decisions. The leader also saves one's dependence and trust against him in order to make personal decisions. All the decisions are left to the leader, where the person tries to deal with the confusion in the recognition and perception fields on his own. The leader also assumes this responsibility. In activities such as mountaineering, trekking, camping and scouting, this function of the leader gives them a different happiness in proportion to the trust of the group members.

Leader's Ideology Creation Function: Mostly group ideology is brought to the fore by the leader. The leader is a resource for the beliefs, values and norms of the group members. The group's official ideology usually reflects the thoughts of the leader-oriented group.

Leader's Protective Function: The leader is a perfect focus for the positive excitement and feelings of group members and the adoption of one's self to a goal; a leader makes the feeling of attachment as an ideal goal. Even in situations, where members do not need this feeling the leader can give a new shape to the feelings of the members most of the time to adapt to their needs.

Leader's Apology Loading Function: If the leader can be an ideal target for positive emotions, it can also be a target for disheveled groups who have faced difficulties and obstacles. Leaders must also expect and be able to meet these offenses, which they will be exposed to at the rate of their responsibilities in case of failure.

Leader's supporting function: The leader has undertaken a function that will ensure that the group is enthusiastic and energetic about the events. He tries to prepare the necessary environment and conditions for this.

Leader's Friendship Enhancer Function: Developing measures to ensure that the members of the group approach each other with friendship and brotherhood and settling the sensation is among the leading functions of the leader.

Leader's Development Function: The leader has undertaken the functions to develop and direct the members of the group. The various functions discussed above can be re-grouped into primary and secondary functions for recreational leadership. Essential functions are those involved in conducting your leadership, which is essential in recreation leadership. These are the leader's executive, planning, politician, expertise, representation, internal relations controller, reward and punishment, inspiration, friendship development and development functions.

Conclusion and Recommendation

With the development of the concept of recreation and the qualification to organize recreational activities has also formed the concept of recreational leaders. The recreation department educates the graduates with the theoretical and practical lessons they receive in the course of their education and help them in developing the basic human power necessary for the field. It is meaningful for the leader to assume the responsibility of performing functions such as activity, planning, politics, expertise, internal relations supervision, rewarding and punishment, being exemplary and symbolic, individual responsibility, ideology formation, protective and apologetic. The recreation leader must have knowledge of the general structure of the group he or she is working with. The basic leadership methods should be tailored to the current group and the activity to be applied. The fully autocratic method is not preferred because it can discipline the people who come with fun purposes, while the over-liberal manager can reduce the desire to entertain and participate in activities that require winning and fighting.

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