PROPOSED CLASS MEETING DAY/TIME: T.B.D.

LOCATION: T.B.D.

INSTRUCTOR: DR. J. WEESE

E-MAIL: JWEESE1UWO.CA

WINTER 2017
Kin 9032 - GRADUATE SPORT LEADERSHIP

Professor:
Dr. Jim Weese
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Course Description:
A survey course using current research and literature relating to leadership in sport management environments. Several leadership theories and studies will be reviewed and analyzed. Various models of leadership will be discussed relative to the sport management environments. Reflection activities will be integrated to access and enhance leadership practices.

Course Objectives:
1. to identify and critically analyze the leadership/sport leadership research/literature.
2. to analyze and apply the leadership research/literature from other areas of study to the sports domain.
3. to identify potential areas in sport leadership for further study and research.
4. To excite students to the lifelong study and practice of leadership

Required Text (provided):

Note: Journal article/book review/project focused - considerable reading and photocopying required

Recommended book:

Recommended Journals:
Journal of Sport Management
European Sport Management Quarterly
Journal of Business Strategy
Journal of Applied Psychology
Group and Organizational Studies
Academy of Management Review
California Management Review
Journal of Social Psychology
Leadership and Organization Dynamics

Sport Management Review
Athletic Administration
International Sports Journal
Business Quarterly
Administrative Science Quarterly
Journal of Management
The Leadership Quarterly
Journal of Management Studies
Canadian Business Review
Content Delivery:

A number of content delivery modes will be used in the course including:

(a) lecture format - instructor-based delivery

(b) student-led activities - presenting book reviews, term papers, consulting assignments,

(c) seminar format - student-based delivery (each student is required to answer the challenge question by conducting a library search, preparing a two-page summary (with two citations at the bottom on page two) and circulating the materials (e-mailed as attachments) to all class participants and Dr. Weese by 2:00 p.m. two days before the class.

Notes: 1. To avoid article duplication and overlap with the AFive C® text - class members are not allowed to use an article prepared Dr. Weese.
2. Dr. Weese will start/conclude each class with a summary discussion/presentation of the selected topic

Proposed Class Content/Topics (to be finalized at first meeting)

Week 1 Establish the content / expectations / delivery / evaluation / meeting days/times of the course

Week 2 Lecture Format

Challenge Question: “What is Leadership?”

- An introduction to the concepts and theories of leadership

Week 3 Lecture Format

Leadership Research

Model - the spectrum of research
- a review of empirical studies
- conducting sport leadership research
- quantitative instruments available
- qualitative research paradigm
Week 4 - Seminar Format

Challenge Question: "What are the common outcome measures of leadership research studies?"

Notes:

1. Selection of Book for those doing a Book Review Assignment. Selection of a topic for those doing a Graduate paper. Selection of a person/organization for those doing a Consulting Assignment

Week 5

Guest Lecture – Greg Marshall, Head Football Coach

Leadership and Coaching – team building, emergent leadership, prescribed leadership, does leadership matter

Assigned reading – research on leadership and coaching, leadership development through sport, emergent leadership

(only need to submit this to Dr. Weese)

Week 6

Toronto Field Trip

reminder to submit pre-trip objectives

February 21

Study Break


Week 8

Seminar Format

Challenge Question - “Are leaders born or made?


Note: Field Trip Assignments due

Week 9

Seminar Format

Challenge Question: "What is credibility/Why is it important to leadership?"

Week 10

Seminar Format
What is the connection between leadership and organizational culture?

Week 11  Seminar Format

Challenge Question: "What is the connection between vision and leadership?"

Week 12  Lecture Format - Graduate paper/book review/consultant’s project - presentations (may be on Saturday)

Week 11  Seminar Format -

Challenge Question: "What is the connection between vision and leadership?"

Week 12  Lecture Format

Alumni Day

A panel of former students from the leadership class will join us and participation in a panel presentation (utility of course content, leadership experiences/applications, guidance and advice to those following).

Week 13  Lecture format

New thinking in leadership, latest trends, return look at the Five “C’s” of Leadership
 “Leadership in the 21st Century”
Course Summary
Administrivia
Tearful Farewells

Course Evaluation: (to be finalized at first meeting)

1. Seminar submissions and presentations  40%
2. Graduate Paper/Book Review/Consultant’s Project  20%
3. Paper/Book Review/Consultant’s Project Presentation  10%
4. Field Trip Report/Reflection  10%
5. Take Home Final Examination  20%

1. Weekly Seminar submissions and presentations (40%)

The student's weekly submissions and participation in the discussions will be equally graded. Students will have a mid-term meeting with Dr. Weese to secure a mid-term
2. Graduate Paper/Book Review/Consultant’s Report (20%)

a. Students will prepare an extensive, well-researched/referenced 10 page term paper (exclusive of title page and references) on a leadership/sport leadership topic of their choice. Students are required to submit a paper proposal to Dr. Weese no later than Class #4 of the course. The paper must be typewritten, double spaced, and strictly conform to A.P.A. Guidelines. The paper must reflect a high level of scholarship in terms of writing style, thoroughness, and references.

Possible topics (partial list)

- Women and Leadership
- Substitutes for Leadership
- Leadership Consulting
- Leadership portrayals (Hollywood/media/popular press)
- Are leaders as good as they think
- Leading volunteers in sport
- Coaching and leadership
- Followership
- Leadership Succession Planning
- Emergent Leadership
- Leading teams/leading in 2017 and beyond

or

b. Students will prepare an extensive, well-referenced 10 page book review term paper (exclusive of title page and references) on a leadership/sport leadership book of their choice. Students are required to submit a paper proposal to Dr. Weese no later than Week 4 of the course. The book review must be typewritten, double spaced, and strictly conform to A.P.A. Guidelines. The book review must reflect a high level of scholarship in terms of writing style, thoroughness, and references.

Suggested format:

a. Five pages - overview of book contents
b. Five pages - critique/evaluation of the book - positive and negative aspects, link to theoretical material; tie in a minimum of eight citations)

or

or

c. Students in groups of three will work with an existing sport organization and do a leadership assessment of the leader. The students will collect 5C Leadership data from the leader (Self) as well as Five C assessments of the leader from staff members, superiors and peers (using the Five C Other form). The students will also hold a number of interviews. A report will be prepared at the end that will be presented to the class but
also delivered to the leader (designed to assess his/her leadership practices and make concrete recommendations for improvement that are based and grounded from the leadership literature.

**3. Paper/Book Review Consultant’s Presentation (10%)**

Students will prepare a 15 minute (inclusive of a three minute question period) presentation of their paper/book review for the class. Students will be evaluated (by all members of the class) on their ability to effectively communicate their information to the class members, their competency in answering questions, and the quality of their presentation. Use of audio-visual aids highly recommended. Students should integrate no less than 10 references

Note: Students presenting a Consultant’s Report will have 30 minutes.

**4. Field Trip Report/Reflection (10%)**

Students will complete a form in advance of the field trip outlining their learning objectives and stating three questions that they want to ensure get answered during the trip. Following the trip the students will reflect on the field trip, evaluate the learning opportunity, effectively link the responses from the interviewed leaders to existing leadership theory and support any theoretical comments with citations. The form will be provided to students in advance of the trip.

**5. Final Examination (20%)**

Covering all course materials, readings, lectures, field trips, seminar presentations and student presentations. Examination will be in essay form.

*If in class:*

Students will be provided with seven questions in advance of the exam. Dr. Weese will place four of these questions on the Final Exam and ask students to complete three of the questions. Study groups are strongly recommended.

*If a take home exam*

Students will address three essay questions.

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**Course/University Policies**
1. **Lateness/Absences:** Assignments are due at the beginning of class on the assigned due date and will not be accepted late, except under medical or other compassionate circumstances. Electronic submission of assignments will not be accepted (unless otherwise specified) under any circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Appropriate documentation for assignments worth less than 10% should be submitted to the Undergraduate office. A missed mid-term examination without appropriate documentation will result in a zero (0) grade. The course policy is not to allow make-ups for scheduled midterms, presentations or final exams, nor to assign a grade of Incomplete without acceptable and verifiable medical (or equivalent compassionate) reasons. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents or illness, death) or similar circumstances.

2. **Written documentation:** Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. stating specific reasons and dates. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted directly, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty/School of registration not to the instructor, with a request for relief specifying the nature of the accommodation being requested. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. These documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s Official Student Record Information Privacy Policy. See https://studentservices.uwo.ca/secure/index.cfm for specific policy and forms relating to accommodation.

3. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

4. **Scholastic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

   A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers might
be subject to submission for textual similarity review to the commercial plagiarism
detection software under license to the University for the detection of plagiarism. All
papers submitted for such checking will be included as source documents in the
reference database for the purpose of detecting plagiarism of papers subsequently
submitted to the system. Use of the service is subject to the licensing agreement,
currently between Western University and Turnitin.com (http://www.turnitin.com)

B) Computer marked multiple-choice tests and/or exams may be subject to
submission for similarity review by software that will check for unusual coincidences in
answer patterns that may indicate cheating.

5. **Formatting (as recommended by the course instructor):** example- APA
style is the approved style of writing for all assignments produced for this course. Please
refer to Western University Library webpage for information on citation style and format
or consult the APA publication manual: Publication manual of the American
Association.

6. According to the **Examination Conflict policy,** “A student who is scheduled to
write more than two examinations in any 24-hour period may request alternative
arrangements through the office of their Academic Counsellor.” *This policy does NOT
apply to mid-term examinations. There will be no make-up for the mid-term exam.
Students who miss this exam with a valid reason will have the final re-weighted
accordingly.

7. **Classroom Behaviour:** Class will begin promptly at the time specified at the
top of page one of this syllabus. In the event that you must arrive late, please enter the
classroom with a minimal disturbance to the class. I reserve the right to lock the
classroom door and deny entrance if lateness becomes a common occurrence. Excessive
talking during class time is disruptive, disrespectful, and will not be tolerated. Students
engaging in such behaviour may be asked to leave the room. Cellular phones, pagers, and
text-messaging devices are disruptive when they ring in class. If you must bring these
with you, please place them on silent mode or turn them off during class. Failure to do so
may result in your being asked to leave.

8. Laptops for the purpose of typing lecture notes are permitted in class, but please
be respectful to your fellow students and turn the sound off. If I receive complaints from
other students regarding noise or other disruptive behaviour (e.g., watching videos on
YouTube.com, updating your Facebook status, playing Solitaire), your classroom laptop
privileges will be revoked.

9. Audio and/or videotaping of lectures is not permitted unless approval has been
sought from the instructor in advance.
STUDENT CODE OF CONDUCT
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf

ENGLISH PROFICIENCY FOR THE ASSIGNMENT OF GRADES
Visit the website http://www.uwo.ca/univsec/handbook/exam/english.pdf

SUPPORT SERVICES
There are various support services around campus and these include, but are not limited to:
1. Student Development Centre -- http://www.sdc.uwo.ca/ssd/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/