

**Kin 9032  
Sport Leadership****Fall 2023**

<b>Instructor: Dr. Jim Weese</b> <b>Office:</b> Somerville 4301 <b>Email</b> <a href="mailto:jweese1@uwo.ca">jweese1@uwo.ca</a> <b>Phone:</b> 519-495-0015 <b>Office Hours:</b> by appointment	<b>Instruction Mode:</b> Lecture Format and Seminar Format. In-depth class discussions and applications.  <b>Room:</b> TBD
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**NOTE:** All course information, including grades, assignment outlines, deadlines, etc., are available via OWL. Check the website regularly for course announcements.

**Course Description:**

A survey course designed to educate and inspire students about the art and adventure of leadership. Students will analyze leadership research set in a variety of settings including sport and sport management. Several seminal and contemporary leadership theories and concepts will be reviewed and analyzed. Various models of leadership will be discussed relative to the sport management environments. Reflection activities will be integrated to enhance learning and develop leadership practices.

**Course Objectives:**

1. to identify, critically analyze, and apply the current and seminal leadership/sport leadership research/literature.
2. to identify potential areas in sport leadership for further study and research.
- 3. To excite students to the lifelong study and practice of leadership**

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.*

**Statement on Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

**Required Text:**

Weese, W. J. (2018) *The 5C' leader: Exceptional leadership practices for extraordinary times*. Archway.

*Hard cover, paperback, e-book and audiobook options*

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

**Recommended book:**

American Psychological Association. (2020). *Publication manual* (7th ed.). American Psychological Association.

**Recommended Journals:**

**Sport Management**

European Sport Management Quarterly  
International Journal of Developmental Sport Management  
International Journal of Sport Management  
International Journal of Sport Management & Marketing  
Journal of Applied Sport Management  
Journal of Global Sport Management  
Journal of Sport Management  
A Sport and Entertainment Review  
Sport, Business and Management: An International Journal  
Sport Innovation Journal  
Sport Management International Journal  
Sport Management Review  
Recreational Sports Journal  
Journal of Intercollegiate Athletics  
Sport Management Education Journal

**Leadership/Management**

Journal of Business Strategy  
Journal of Applied Psychology  
Business Quarterly  
Group and Organizational Studies  
Administrative Science Quarterly

Academy of Management Review  
Journal of Management  
California Management Review  
The Leadership Quarterly  
Journal of Social Psychology  
Journal of Management Studies  
Leadership and Organization Dynamics  
Canadian Business Review  
Harvard Business Review  
Human Resource Management  
The Journal of Management Development  
Academy of Management Journal

### **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 *Five 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

### **Class Content/Topics**

#### **Note:**

Week 1 - Note: By Zoom

Zoom Link: 239 978 0746

Passcode: 101010

Review the course content/expectations/delivery/evaluation / meeting days/times of the course; complete the student survey; complete the Week one definition of leadership assignment

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

Week 2

Lecture Format

Finalize the course content / expectations / delivery/ evaluation / meeting days/times of the course

Challenge Question: "What is Leadership?"

- An introduction to the concepts and theories of leadership
- leadership diagnostics
- Snap shot – Contemporary thinking in 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:

Discussion - 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

Seminar Format

Challenge Question - "Are leaders born or made?"

Role models/mentors/sponsors  
Coaching  
Developing EQ

Note: Graduate paper; Book Review Proposal or Group Project Proposal due

Leadership Lessons from Sport Leaders (pre-session learning objectives due)

- Week 6                      Personal Leadership  
Lecture Format
- Week 7                      Character and Leadership  
Seminar Format (one article only)  
"What is credibility/Why is it important to leadership?"  
Note: Students will schedule a time for a mid-term consultation
- Week 8                      Guest Speaker/Reflections  
Leadership Lessons from Sport Leaders
- Week 9                      Study Break  
Assignment: Read and reflect on the course text:  
Weese, W. J. (2018) *The 5C leader: Exceptional leadership practices for extraordinary times.*
- Week 10                     Seminar Format  
Challenge Question: "What is the connection between vision and leadership?"  
Note: Leadership Lessons from Sport Leaders Assignments due
- Week 11                     Lecture Format  
Alumni Day  
A panel of former students from the leadership class will join us and participate in a panel presentation (utility of course content, leadership experiences/applications, guidance and advice to those following them).
- Week 12                     Seminar Format

What is the connection between leadership and organizational culture?

Week 13

Lecture Format

Graduate paper/book review/consultant's project - presentations

Weese - New thinking in leadership, servant leadership, authentic leadership, emotional intelligence, character and leadership. latest trends, return look at the "5C's" of Leadership

"Leadership in the 21st Century"

Contemporary Topics confronting the Field

EDI

Emotional Intelligence

Leadership Life Cycle

Social Entrepreneurship

Where do you go from here ?

Course Summary

Administrivia

Tearful Farewells

### **Course Evaluation:**

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. Canadian Sport Leaders Reflection	10%
5. 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 evaluation of their seminar submissions and presentation grade.

#### **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. (7<sup>th</sup>) format. The paper must reflect a high level of scholarship in terms of writing style, thoroughness, and references.

Possible topics (partial list)

Women and Leadership  
Servant Leadership  
Emotional Intelligence  
EDI and Leadership  
Social Entrepreneurship  
Character 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 Lifecycle  
Leadership Succession Planning  
Emergent Leadership  
Leading teams/leading in 2023 and beyond

or

b. Students will prepare an extensive, well-referenced 10-page book review or a 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. (7<sup>th</sup>) format. 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

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/Five Pathways of Leadership Assessments from the leader (Self) as well as 5C/ Five Pathways of Leadership assessments of the leader from staff members, superiors and peers (using the 5C Other form/ Five Pathways of Leadership 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 20-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 40 minutes.

### **4. Canadian Sport Leaders Reflection (10%)**

Students will complete a form in advance of the session with leaders from the Canadian Sport Sector, outlining their learning objectives and stating three questions that they want to ensure get answered during the session. Following the session, students will reflect on the session, 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 session.

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

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

Students will be provided with six to eight 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.

## **Course/University Policies**

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### **2. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar ([westerncalendar.uwo.ca](http://westerncalendar.uwo.ca)).



## **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may 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 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 ([www.turnitin.com](http://www.turnitin.com)).

## **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

## **Use of Statistical Pattern Recognition on Multiple Choice Exams**

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.

### **3. Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such 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](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic

responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

## **5. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## **6. *Online Proctoring***

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

## 7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student’s Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## 8. Support Services

### **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:

*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>

*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## 9. 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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>