SCHOOL OF KINESIOLOGY
FACULTY OF HEALTH SCIENCES
WESTERN UNIVERSITY

Kin 9032
GRADUATE SPORT LEADERSHIP

PROPOSED CLASS MEETING DAY/TIME: TUESDAYS (2:00 – 4:30 P.M.)

LOCATION: AH 101

INSTRUCTOR: DR. J. WEESE

E-MAIL: JWEESE1UWO.CA

FALL 2018
Course Number and Title:

Kin 9032 - GRADUATE SPORT LEADERSHIP

Professor:
Dr. Jim Weese
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Cell: 519-495-0015
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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:

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<tr>
<th>Journal of Sport Management</th>
<th>Sport Management Review</th>
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<td>European Sport Management Quarterly</td>
<td>Athletic Administration</td>
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<td>Journal of Applied Psychology</td>
<td>Business Quarterly</td>
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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

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

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

Challenge Question - “Are leaders born or made?

JW’s Leadership Development Program Odyssey – Academic Impressions – as a participant and as a facilitator, Harvard, Global Institute for Leadership Development, Wharton, World Business Forum

Note: Graduate paper; Book Review Proposal or Group Project Proposal due (see Course outline for specifics).

Week 6

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

Students will schedule a time for a mid-term consultation

February 21

Study Break


Week 8

What is Five C Leadership

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

Week 9  Seminar Format

What is the connection between leadership and organizational culture?

Toronto Field Trip (pre-trip learning Objectives) Due

Week 10  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 11  Toronto Field Trip

(Details/Logistics TBA)

Week 12  Lecture Format

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

Note: Field Trip Assignments due

Week 13  Lecture format

New thinking in leadership, servant leadership, authentic leadership, emotional intelligence, character and leadership. latest trends, return look at the Five “C’s” of Leadership

“Leadership in the 21st Century”

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. Field Trip Report/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. 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
Servant Leadership
Emotional Intelligence
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 Succession Planning
Emergent Leadership
Leading teams/leading in 2018 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

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.

**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:

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 Psychological Association (2010). Washington, DC: American Psychological 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. Ombudsperson Office -- http://www.uwo.ca/ombuds/