

Western University  
Faculty of Health Sciences  
**School of Kinesiology**



**KIN 3335 - Leadership in Physical Activity  
(Kinesiology)  
Fall 2020/Winter 2021**

<b>Instructor:</b> Dr. Jim Weese <b>Phone:</b> 519-661-2111 x83083 <b>Cell:</b> 519-495-0015 <b>Email:</b> jweese1@uwo.ca <b>TAs:</b> Carla Colomba, Jon Femicole, Abdel Elmaadawi, Corey Crossan	<b>Lectures:</b> We 4:30PM – 6:30PM <b>Room:</b> <u>ON-LINE</u>
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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.

**Calendar Course Description (including prerequisites/anti-requisites):**

This course will explore the theory and practice of leadership training in how physical activity affects resilience towards stress. Focused on a Mentor-Protégé model, students will be partnered with first-year students to provide guidance in physical activity. Course topics include: leadership training, reflective practice, relationship management and conflict management.

**Antirequisite(s):** The former Kinesiology 3333Y.

**Prerequisite(s):** Registration in the School of Kinesiology; successful completion of Kinesiology 1070A/B and Kinesiology 1080A/B.

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

## **Course Description:**

A course that examines the historical and contemporary approaches to leadership and provides students with the opportunities to apply the concepts in their personal and professional lives. Several leadership theories and applications will be reviewed and analyzed. Reflection activities and assignments will be integrated into the course to ensure deep learning and application.

## **Learning Outcomes/Schedule:**

Upon completion of this course, students will be able to:

1. understand concept of leadership and its theoretical development
2. apply the concept of leadership (personal and professional applications) to a wide range of areas
3. learn from leaders in the industry and have them reflect on their leadership practices

***Most of all, this course is designed to excite students to the lifelong study and practice of leadership***

## **Required Text:**

Weese, W. J. (2018) *The 5C leader: Exceptional leadership practices for extraordinary times*. New York: Archway Publishing, a Division of Simon and Schuster, New York. NY.

*Available in Hard cover, paperback, e-book and audio-book formats.*

*Other readings/videos/blog posts will be assigned*

## **Recommended book:**

American Psychological Association. (2020). *Publication manual* (6th ed.). Washington, D.C.: American Psychological Association.

## **Content Delivery:**

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

- a. lecture format - instructor-based delivery
- b. guest speakers/panel presentations and reflection activities
- c. small group applications/activities – small group reflection meetings with TA's and instructor to debrief on mini-assignments, assigned projects, deeper discussions, and engage in reflection and application activities.

Small Group (30-35) Activities: Groups A, B, C – will meet during class time

- d. Mentorship experiences – students will be paired with a Year-one Kinesiology student and senior students will mentor these students, increasing their leadership knowledge, assisting them in becoming leaders (personally, in their School, in their Faculty, at the University, in their communities, in building their careers, and in their families). Participating Year one Kinesiology students who complete the program and the assignments will receive a Western Co-curricular Record credential on their official transcript. Students in Kin 3335 will deepen their understanding of leadership through this experience.

## **Class Content/Topics**

- Week 1      Establish the content / expectations / delivery/ evaluation  
(September 9)
- Week 2      What is Leadership?  
(September 16)
- An introduction to the concepts and theories of leadership
- Week 3      Contemporary thinking in leadership  
(September 23)
- Partnering with Year one Kinesiology students (purpose/logistics/  
                 matching)
- Week 4      Seminar Groups  
(September 30)
- 2-page Mini Paper #1 – The Best Leader I Have Experienced
- Page 1 – Describe the leader – practices/justify why she/he is the best  
                 Page 2 –Describe how this leader made you feel (with links to literature)
- Instructions – mentoring Year one Kinesiology students to enrich their learning and  
                 experience
- Week 5      Team Approach to Leadership – why, who, how, maximizing synergies, inclusion,  
(October 7)      diversity, group think, blind spots, consideration of introverts)
- Week 6      Fall Reading Week (read *The 5C leader: Exceptional leadership practices for  
(October 14)      extraordinary times.*
- Week 7      Coaching and Mentoring – concepts, advocating/sponsoring/listening/goal  
(October 21)      setting
- Week 8      Total Leadership – the leadership of self – character and leadership  
(October 28)      integration of personal, family, community and career.
- The Three Boxes of Life (and how to get out of them)
- Week 9      2-page Mini Paper #2 – My Mentoring Assignment  
(November 4)
- Page 1 – Name/background of Mentee; Goals for the Mentoring Relationship – your  
                 goals, your mentee's goals  
                 Page 2 - Overview of your planned activities/meeting schedule and evaluation  
                 metrics for the remainder of 2020
- Week 10     Character/Credibility and Leadership – core values, authenticity, integrity,  
(November 11)     DWYSYGD, integrity

Week 11 Vision and Leadership  
(November 18)

Week 12 Seminar Groups - 3-page Mini Paper #3 – The Leader in Me – Leading my life and career  
(November 25)

Page 1 – Describe yourself as a leader – your strengths and areas of challenge at this time in your life.

Page 2 – Describe how your colleagues in 2040 will describe you as a leader in 2040

Page 3 – What action steps will you need to put in place to make this plan a reality

Week 13 Open Slot to be filled once mid-term examination date is set.  
(December 2)

Week 14 Overview of the The 5C Leader  
Discussion on the 5C Diagnostics  
(January 6)

Week 15 Moderated panel presentation of top leaders from Kinesiology – coaching, athletic administration, fitness, volunteer organizations) and their approaches to leadership  
(January 13)

Week 16 Seminar Groups  
(January 20)

Reflection on the Guest Speakers

3 page Mini-paper #4 – Reflections of Top Leaders

Page 1 – what were the key messages

Page 2 – what were the most enlightening aspects of the presentations for you? What was the most surprising thing that you heard from the speakers? What follow-up questions would you have for these speakers?

Page 3 – Connect two concepts that you hear from the leadership literature discussed in this class.

Week 17 Diversity and Leadership  
Communication/Engagement and Leadership  
(January 27)

Week 18 Emotional Intelligence – what it is and why it is so critical to effective leadership  
(February 3)

Week 19 Seminar Groups – 5C Leader Assessments and Reflection  
(February 10)

3 page Mini-paper #5 –

Page 1 – methodology/logistics

Page 2 – results and discussion  
Page 3 – key findings and development plans

Week 20 (February 17)	Spring Break
Week 21 (February 24)	What is the connection between leadership and organizational culture?
Week 22 (March 3)	Are leaders born or made?
Week 23 (March 10)	The Leadership Lifecycle
Week 24	New thinking in leadership, servant leadership, authentic leadership, emotional intelligence, character and leadership. latest trends, return look at the 5C's" of Leadership; The Art and Adventure of Leadership – Lifelong Students/Commitments/Where do we do from here? - (March 17)
Week 25 (March 24)	Seminar
	Reports from the Mentoring Activities
	8-page Mini Paper #6 –
	History/Background
	Overview of the activities undertaken with your mentee (suggest a diary be kept)
	Assessment of your efficacy
	Evaluation of the process
	Learning outcomes and connections to course content
	Future initiatives
Week 26 (March 31)	Course Summary
	Administrivia
	Tearful Farewells

### **Draft Course Evaluation:**

(Note: We will finalize the evaluation protocols after our first class meeting)

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|--|-----|
| 1. Seminar assignments (5 points) and participation (2 points) x 7 |     |
| 5 Seminars @ 7%  | 35% |
| 2. Mentorship Assignment and Report                                | 15% |
| 3. Midterm Examination   | 20% |
| 4. Final Examination   | 30% |

### **1. Seminar submissions and presentations (35%)**

Students will participate in five small group seminars led by the TAs over the course of the year. There are written assignments built into each seminar that are due at 12:01 a.m. on the day of the

seminar. The students' submissions (5%) and participation in the discussions (2%) will be graded for each seminar. Students will receive a grade at the mid-term point in the class.

## **2. Mentorship Report and presentation (15%)**

Students will submit their assessment of their mentorship experience and discuss it in the Week 25 seminar. The written assignment is due at 12:01 a.m. on the day of the seminar (Week 25). It should incorporate class content and the assigned readings. The students' submissions (10%) and participation in the discussions (5%) will be assessed.

## **3. Mid Term Examination (20%)**

Covering all course materials, content from lectures, videos, assigned readings, and seminar presentations. Format will be a series of recognition, recall and application questions and cover content over the course of the Fall term. Study groups are strongly recommended.

## **4. Final Examination (30%)**

Covering all course materials, content from lectures, videos, assigned readings, and seminar presentations. Format will be a series of recognition, recall and application questions and cover content covering the entire course (60% from the Winter term). Study groups are strongly recommended.

Notes:

1. Tests and examinations in this course will be conducted using Zoom or some other option TBD. If completed via Zoom students will be required to keep their camera on for the entire session, hold up their student card for identification purposes, and share their screen with the invigilator if asked to do so at any time during the exam. The exam session will **not** be recorded.\*

More information about the use of Zoom for exam invigilation is available in the Online Proctoring Guidelines at the following link:

<https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf>.

Completion of this course will require you to have a reliable internet connection and a device that meets the system requirements for Zoom. Information about the system requirements are available at the following link:

<https://support.zoom.us/hc/en-us>.

2. All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.
3. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.
4. In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, 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.

5. Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:
  - please "arrive" to class on time
  - please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
  - ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
  - to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
  - in order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
  - please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
  - unless invited by your instructor, do not share your screen in the meeting
  - the course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:
    - o if you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question
    - o remember to unmute your microphone and turn on your video camera before speaking
    - o self-identify when speaking.
    - o remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)
    - o General considerations of "netiquette":
    - o Keep in mind the different cultural and linguistic backgrounds of the students in the course.
    - o Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
    - o Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
    - o Be professional and scholarly in all online postings. Cite the ideas of others appropriately.
    - o 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.
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6. For the purposes of online courses, the phrase "is absent too frequently from" in the policy on Attendance Regulations for Examinations will be interpreted as "has not engaged sufficiently in."

### **Course/University Policies**

### 1. **Statement on Use of Personal Response Systems (“Clickers”)**

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. **Academic 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/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 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 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.

### 3. **Electronic Device Usage:**

**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 of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**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. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. 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.**

### 4. **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.

### 5. **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 & Wellness -- <http://www.health.uwo.ca/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

6. **Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences):**  
[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

**The following conditions are in place for self-reporting of medical or extenuating circumstances:**

- a. a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online [https://www.uwo.ca/fhs/kin/undergrad/files/accommodation\\_request.pdf](https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf) in addition to an SMC or appropriate documentation in the event of a non-medical absence. 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.

7. **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.

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

- November 12th, 2020 (for first term half-courses)
- November 30th, 2020 (for full-year courses)
- March 7th, 2021 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</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. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; 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".

8. **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. Please keep all electronic devices on silent and avoid distracting classmates.

#### 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>