

**KIN 3398F Managing People in Sport and Recreation Organizations  
 Fall 2022**

<p><b>Instructor:</b> Dr. Alison Doherty  <b>Office:</b> 3M Ctr 2225D  <b>Email:</b> adoherty@uwo.ca  <b>Phone:</b> 519 661 2111 Ext. 88362  <b>Office Hrs:</b> By appointment</p> <p><b>TAs:</b> TBD</p>	<p><b>Lectures:</b> Tu. 2:30-4:30          Th. 2:30-3:30</p> <p><b>Fall 2022          Instruction Mode:</b> In person</p> <p><b>Classroom:</b> AHB 1B02</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

<p><b>Calendar Course Description (including prerequisites/anti-requisites):</b>          This course examines the strategic management of human resources for optimal performance and organizational effectiveness in the sport, recreation, and physical activity setting. Topics include staffing, job design, leadership, organizational culture, and change that are critical to individual and workgroup performance.</p> <p><b>Prerequisite(s):</b> <a href="#">Kinesiology 2298A/B</a>.</p> <p><b>Extra Information:</b> 3 lecture hours.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*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.**

**COURSE OBJECTIVES**

This course introduces students to the theory and practice of strategic human resource management in the sport, recreation and physical activity organization setting. Lectures and reading material are used to examine the main issues pertaining to the management of individuals, such as satisfaction and motivation at work, and critical performance management practices, such as job design and leadership. Throughout the course, students have an opportunity to analyze these issues and practices, and apply their knowledge to typical organizational behaviour problems in the sport, recreation, and physical activity setting. This course is fundamental for anyone who envisions managing a team or workplace.

## LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Describe the key elements of strategic human resource management
2. Apply theory to explain and predict individual workplace behaviour
3. Analyze the effectiveness of various approaches to managing people in sport and recreation
4. Design a plan for the effective management of people in the workplace

## REQUIRED COURSE MATERIALS

Taylor, T., Doherty, A., & McGraw, P. (2015). *Managing people in sport organizations: A strategic human resource management perspective (2<sup>nd</sup> ed.)* London: Routledge.

The text is available at Western Libraries as an e-book that can be borrowed.

Additional materials for the course are available on Owl (numbered Web1, Web2, etc.).

## COURSE EVALUATION:

<u>Assignment</u>	<u>Date</u>	<u>Grade</u>
Three mini-assignments (5% each)		15%
Job analysis	Oct. 7 11:55 pm	
Orientation	Oct. 14 11:55 pm	
Compensation plan	Nov. 18 11:55 pm	
Mid-term Exam (in class)	Oct. 18	25%
Case Study	Dec. 7 11:55 pm	30%
Final Exam	December exam period	30%

Details about the mini-assignments and the Case Study are below and posted in OWL.

There is a 1 mark/day penalty for late assignments (mini-assignments, case study).

Note: There will not be makeup assignments or exams offered. The value of missed evaluations because of verified academic considerations will be added to subsequent evaluations (re-weighted).

## SCHEDULE OF TOPICS AND READINGS

### Introduction to Strategic Human Resource Management

#### Sept. 13-15 Overview

##### Reading:

Text Chapters 1 and 2 (Introduction and Strategic Human Resource Management)

### Individuals Within Organizations

#### Sept. 20-22 Attributes and Personality in the Workplace

##### Reading:

Web1 Langton, N., Robbins, S.P., & Judge, T.A. (2013). Personality. *Organizational behaviour* (6<sup>th</sup> ed.) (pp. 46-57). Toronto: Pearson.

Web2 Personality tests (Type A/B, Locus of Control)

Web3 Internal vs. External Locus Behaviours

Text Chapter 10 (pp. 177-185) (Sport Organizations and Diversity Management)

#### Sept. 27-29 Workplace Attitude, Satisfaction

##### Reading:

Web4 Robbins, S.P., & Judge, T.A. (2010). Values. Job Attitudes. *Essentials of organizational behaviour* (10<sup>th</sup> ed.) (pp. 22-25 and 47-61). Upper Saddle River, NJ: Prentice Hall.

Web5 Smucker, M., & Kent, A. (2004). Satisfaction and referent comparisons in the sport industry. *International Journal of Sport Management*, 5, 262-280.

Web6 Workplace Scenarios

Web7 Job Satisfaction Exercise

## Human Resource Planning and Development

### **Oct. 4-6 Overview, and Recruitment and Selection**

Reading:

Text Chapter 3 (pp. 31-41) (Human Resource Planning)

Text Chapter 4 (Recruitment and Selection for Sport Organizations)

### **Oct. 11-13 Orientation and Organizational Culture**

Reading:

Text Chapter 5 (Orientation and Organizational Culture)

## Oct. 18 Midterm Exam (in-class)

## Performance Management

### **Oct. 20-27 Overview, and Motivation**

Reading:

Text Chapter 7 (Performance Management)

Text Chapter 8 (pp. 131-140) (Motivation and Rewards Management)

Web8 Robbins, S.P., & Judge, T.A. (2010). Motivation concepts – Two-Factor Theory. *Essentials of organizational behaviour* (10<sup>th</sup> ed.) (pp. 65-66). Upper Saddle River, NJ: Prentice Hall.

Web9 Chelladurai, P. (2005). Herzberg's Motivation-Hygiene Theory. *Managing organizations for sport and physical activity* (2<sup>nd</sup> ed.) (p. 249). Champaign, IL: Human Kinetics.

Web10 Motivation-Hygiene Theory Exercise

Web11 Three Need Theory Exercise

### **Nov. 9-11 Motivation cont'd – Rewards/Compensation and Expectancy Theory**

Reading:

Text Chapter 8 (pp. 139-148, 150-152)

Web12 Expectancy Theory Case

### **Nov. 15-17 Job Design**

Reading:

Text Chapter 3 (pp. 41-47) (Human Resource Planning)

Text Chapter 8 (pp. 148-150) (Motivation and Rewards Management)

Web13 Chelladurai, P. (2006). Job design. *Human resource management in sport and recreation* (2<sup>nd</sup> ed.) (pp. 137-153). Champaign, IL: Human Kinetics.

Web14 Neufeind, M., Guntert, S.T., & Wehner, T. (2013). The impact of job design on event volunteers' future engagement: Insights from the European Football Championship 2008. *European Sport Management Quarterly*, 13, 537-556.

Web15 Job Enrichment Case

Web16 Job Diagnostic Survey (sample items)

## Leadership

### **Nov. 22-24    Managerial Leadership**

Reading:

Web17 Langton, N., Robbins, S.P., & Judge, T.A. (2013). Leadership. *Organizational behaviour* (6<sup>th</sup> Canadian ed.) (pp. 394-411). Toronto: Pearson.

Web19 Situational Leadership Exercise and Model

Web20 Multifactor Leadership Questionnaire (Transformational/Transactional Leadership)

Web21 Leadership Exercise

## Managing Change

### **Nov. 29-Dec. 1        Organizational Change**

Reading:

Text    Chapter 11 (Managing Change and Future Challenges)

## Employee Management

### **Dec. 6 Employee Relations and Involvement**

Reading:

Text    Chapter 9 (pp. 154-165) (Sport Organizations and Employee Relations)

### **Dec. 8 Last Class – Exam Review**

## **COURSE ASSIGNMENTS**

Note: There will not be makeup assignments offered. The value of missed evaluations because of verified academic consideration will be added to subsequent evaluations (re-weighted).

- **Mini-Assignments (3 X 5% for total 15%)**

Specific details are available in OWL - Assignments. Late penalty 1 mark/day including weekend days.

Overview:

1. Job Analysis (due Oct. 7, 11:55 pm) – conduct a job analysis of your most recent work or volunteer position, and your ideal sport/recreation job
2. Orientation (due Oct. 14, 11:55 pm) – describe the orientation process of your ideal sport/recreation job
3. Develop a compensation plan for a given employee (to be assigned) (due Nov. 18, 11:55 pm)

- **Case Study (30%)**

(due Dec. 7 by 11:55 pm on OWL, late penalty 1 mark/day including weekend days)

Each student will undertake a case study of a sport, recreation or leisure services organization. The final report will be approximately 15-20 typed, double-spaced pages of text (excluding references and appendix; using 12 pt. font, 1-inch margins). Papers will be submitted to an online plagiarism detector.

The purpose of the case study is to gain an understanding of human resource management through an in-depth investigation in the field. The study (including the interview guide and the final report) will be based on, and refer to, a review of the SHRM literature.

The assignment will require the following:

### Step 1

Identify a sport, recreation, or leisure services organization and a knowledgeable individual who is willing to be interviewed for the case study. All names and information that may reveal the individual and his/her organization must be changed to ensure anonymity in the final report. Provide your prospective interviewee with the "Letter of Information" (in OWL - Assignments) and obtain consent for participation in your study. Check in by Nov. 17 to confirm this step has been completed (see in OWL Quiz).

### Step 2

Be familiar with the literature pertaining to the topics below to help prepare the interview guide (do this first!).

### Step 3

Prepare an interview guide, based on the review of literature in Step 2. The interview guide will be used to gather data for the case study. The interview guide must be included in an appendix of the final report. The following must be addressed in the interview:

1. Background
  - i) Description of the organization (sector, history, products/services)
2. Human resource management in the organization
  - i) Mission/goals of the organization
  - ii) SWOT analysis (internal strengths and weakness, external opportunities and threats)
  - iii) Strategic direction of the organization (where is it going? what are future plans? consider - does this coincide with the mission/goals and SWOT?)
  - iv) Human resource plan to meet those goals/strategy (staffing profile – roles, attributes; recruitment)
3. Human resource management topic; address any **one** of the following:
  - *Rewards* – describe the reward structure, for management, staff and volunteers (as applicable); critique the motivational forces of those rewards and any strengths, challenges, concerns.
  - *Job analysis/design redesign* – diagnose the job/role of your interviewee or another person or group in the organization; investigate the potential for job enrichment and propose the process and outcomes of a redesigned job (you may have to explain the concepts to your interviewee as you go along)
  - *Leadership* – describe the leadership style of your interviewee, or his/her supervisor, according to one or more of the leadership theories; is he/she an effective leader?
  - *Performance management* – describe what is done in the organization (if anything) – is there a systematic process in place (see model in the course text)? Are parts of performance management addressed? Who is responsible for this? Is it effective or ineffective? How could performance management be handled?
  - *Performance appraisal* – describe what is done in the organization (if anything) – who is evaluated, what is evaluated and how, what is done with the information (if anything); if appropriate propose an effective performance appraisal plan for the organization
  - *Orientation* – describe how orientation takes place for management, staff and/or volunteers? What is the intent of orientation in the organization? Describe what approach(es) are used? Is this effective for the organization? What challenges does the organization experience?
  - *Training and development* – describe what is done for management, staff and volunteers (as applicable), if anything; what are the goals? How are needs determined? How is training/development carried out (in-house or off-site)? If appropriate propose an effective training/development plan for the organization.
  - *Organizational change* – describe a major organizational change that your interviewee has experienced in the organization; what caused the change? how was it implemented? what did your interviewee and others think of it? how was it (or how could it have been) effectively managed? Focus should be on human resources and how the change affected them.
  - Some *other topic*, upon approval of the instructor

#### Step 4

Collect the data through your interview(s)!

#### Step 5

Prepare a final case study report, which will include the following sections:

- i) Background (purpose of the case study, description of the organization, interviewee) (3 marks)
- ii) Human Resource Management in the Organization (\*provide a referenced definition of each component followed by or along with the “results”) (12 marks)
  - a) Mission and Goals
  - b) SWOT Analysis
  - c) Strategic Direction
  - d) Human Resource Plan
- iii) Human Resource Management Topic (\*provide a referenced review of literature of the issue followed by or along with the “results”) (total 12 marks)
- iv) Summary, conclusion, and recommendations (3 marks)
- iv) References
- v) Appendix (including interview guide)

Up to 2 marks will be deducted for poor style (typos and grammatical errors, effective layout and headings, lack of appropriate referencing).

### **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 12th, 2022 (for first term half-courses)

A+ 90-100      *One could scarcely expect better from a student at this level*



A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently 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>