



**Midwestern State University**  
**Gordon T. & Ellen West College of Education**

**SPAD 5023 Leadership in Sport  
Management**

Dr. Carrie

Taylor Fall

2022

Aug 22- Oct 14

**CONTACT INFORMATION**

Office: Camp Jolly

Birdwell Hall: 320

Office Hours:

Monday & Wednesday 9-10:30

Tuesday & Thursday 12-1:30

Virtual Office Hours by request

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**Class Meeting Information**

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system (D2I) will be made available to each student.

As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Over the course of the 8-week semester, if you engage in quality participation in this course, you should tabulate 135 working hours. Divide over the 8 weeks, and this comes to 17 hours per week of work in this course. It is best that you log on to the course site daily to stay on track, even if it is just to check announcements and emails.

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as in the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## **CONTACT PREFERENCE**

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday. If you cannot stop by the office, my preferred method of communication is by email.

## **COURSE MATERIALS**

Internet access and computer

## **TEXTBOOK**

Borland, J., Kane, J., & Burton, L. (2015). *Sports leadership in the 21<sup>st</sup> century* (2<sup>nd</sup> edition).

Burlington, MA: Jones and Bartlett Publishing

Kotter, J., Rathgeber, H. (2005). *Our iceberg is melting*. NY, NY: St. Martin's Press.

## **RESOURCE**

Purdue OWL: APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/8/>

## **COURSE DESCRIPTION**

A study of leadership in sport including a review of philosophical foundations, theoretical foundations, and best practices.

## **LEARNING OUTCOMES**

1. Students will discuss the difference between leadership and management.
2. Students will discuss the difference between being a leader as opposed to being a manager.
3. Students will demonstrate an understanding of why success is dependent upon the ability of an individual to be both a leader and a manager.
4. Students will identify the primary characteristics of various leadership styles and how these leadership styles are exemplified in a sport context.
5. Students will determine their dominant decision-making style and identify and discuss their strengths and weaknesses as a decision-maker in their work environment.
6. Students will review and summarize the current literature associated with a common leadership responsibility such as fostering innovation, resolving conflict, designing an organizational identity, constructing narratives to engage targeted audiences, or developing public support for an organization.
7. Students will undertake an in-depth study of a current leader in the sport.

### **Student Email Usage**

- You are required to use your MSU email address for all correspondence during this course. Check that your MSU email address is the one listed in your D2L Personal Information.
- Using your MSU address ensures your privacy. If you have a different email account, you can forward your MSU email to that account, but I will only send and respond to emails within the MSU address.
- Please make sure to include your name and course number on any email that you send.
- You are required to check your MSU email a minimum of 4 days per week.

### **Communication Policies**

- Before you email me, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before you email me.
- For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L.
- Remember, check three sources before you email me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer and need clarification, feel free to email me.
- During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday by noon.

### **Technology Skills**

- Must be able to send and receive email
- Must be able to create, send and receive Microsoft Word, Excel, Publisher, or PowerPoint documents and log in to your Google Account to access Google Sites
- Must be able to use Desire 2 Learn portal
- Must be able to download and utilize Flipgrid
- Must be able to appropriately use internet links and websites

## **ELEMENTS OF THE COURSE**

### **Syllabus**

The syllabus provides general information about the course, assignment expectations and requirements, and assessment information.

### **D2L Dropboxes**

A dropbox will be created for each assignment requiring submission.

## LEARNING ACTIVITIES AND ASSESSMENT

### Class Assignments

Assignment 1: Flipgrid Introduction (20 points) Due: August 24th

Introduce yourself to the class. Tell us some information about you, what year you are in, and what you would like to do with your degree. Respond to **4** peers with the 3 comments and 1 question.

Assignment 2: Take the Personality Profile & Paper (25 points) on August 28th

Take the personality profile that is loaded in D2L. Print them off and fill in the first page with the strengths and weaknesses then transfer the matching words to the scoring sheet. Determine the type of personality you are, Sanguine, Melancholy, Choleric, or Phlegmatic, and watch the presentation I have uploaded to D2L. This is worth 100 points, but it all has to be completed with the uploaded personality profile.

Assignment 3: Read the book "Our Iceberg is Melting" by John Kotter. 4–5-page paper (double-spaced), & Flipgrid (200 points) Due: September 1st

Read the book. Figured out the penguin with your personality traits. Write a paper summarizing the book. Using the personality profile from the last assignment explain which penguin your personality is like and give specific examples. Discuss the strengths and weaknesses of your personality from the profile and how those strengths and weaknesses affect you professionally both good and bad. Be detailed and specific. Flipgrid is a summary of your personality, strengths, and weaknesses, and how your personality type affects you professionally. Post quality feedback to 2 peers using the 3C's and 1 Q. 7–10-minute Flipgrid.

When you read the book look forward to the assignment of "Change Agent" You will refer back to the 10 steps used in this book to identify the ability to be a change agent. Taking notes on the book will help for future references. Or highlights all the areas of change to help you with the future assignment.

Assignment 4: 4-5-page single-spaced paper: Transformational, Transactional, and Servant Leader & Flipgrid on an Admired Coach (150 points) Due: September 8th

Describe the most significant difference between transformational, transactional, and servant leadership and give quality examples. Research coaches you admire. Discuss two leaders, both with different leadership styles. Discuss the leaders you have chosen and explain what they do that reflects that leadership type. Give quality examples of decisions they have made or are making or behaviors reflecting that style. Discuss what it is that you admire about their leadership style. In a 4-5 double-spaced page paper. Be clear and use quality examples to identify his or her personality. 2 outside resources. APA formatting, in-text citations, and reference page.

Assignment 5: 4-5 pages double spaced paper. Title IX (150 points) Due: September 15th

One unintended consequence of the passage of Title IX is the leadership position-including coaches and athletic administrators - has shifted. When Title IX was passed in 1972, 90% of head coaches of women's collegiate teams were female. Today it is a much different story. According to the NCAA Demographics Database, within all NCAA divisions,

only 24% of athletic leadership is female - and of that group, only 7% is females of color.

Take either Division, I, II, or III of a specific conference. Report on the number of female coaches, and female coaches of color, that are within the conference. Report on the overall coach count for the conference. Research what has brought about that change throughout history. Write a 4–5-page double spaced paper, using 4 outside resources, APA formatting, in-text citation, and a reference page.

Assignment 6: Flipgrid (6-8 minutes) on your leadership style (100 points) Due: September 22nd

Now that you have read most of the book, looking and discovering the different types of leadership styles, which one best fit you? Why? The book covers many other types of leadership styles than the specific ones we covered, make sure your research includes all leadership styles when choosing your personal style. Give multiple examples of your leadership style at work and in professional relationships. Why do you think this style makes you a good leader? What are your strengths and weaknesses? What steps can you take to work on your weaknesses? Post quality feedback to **3 peers using the 3C's and 1 Q.**

Assignment 7: 4-5-page paper (double space) Change Agent (150 points) Due: September 29th

As a person in a leadership position, you will have to enact change within the organization. Understanding common responses to changes and how to best navigate through each step is critical. We must be agents of change and understand the barriers to creating change. There are ten steps in our text book and eight in “My Iceberg is Melting”. Take what you have learned in Chapter 8 and at least four outside sources and research change and what leadership styles best create change and why. Start with what a change agent is. Clearly articulate an example of when you were a change agent and what steps you took to enact that change. If you have not been in the leadership role to create change, give an example of someone above you that has created change and give example of each step they took.

Use APA formatting. Reference page and in-text citations. 4-5 -page single-spaced paper with in-text citation and reference page. Make sure you have a minimum of four outside peer-reviewed sources and the textbook.

Assignment 8: Houston Astros Evaluation of Leadership (100 pts) Due October 2<sup>nd</sup>

Analyze the Astros cheating scandal from the perspective of leadership. Do a brief summary of what actually occurred. Through Flipgrid discuss the successes and failures of the leadership. Be sure to specify how the crisis unfolded, how quickly and in what ways the sports organization responded to the crisis? Then clearly articulate what steps you would have taken as the leaders within the organization. The league now needs to enact change for the future. Keep in mind the stages in change we have discussed.

If you were in leadership, how would you have handled this differently.

Create a 6–10-minute Flipgrid explaining what as a leader you would do differently or the same. Flipgrid Code: <https://flip.com/cfcbc445>

Comment on at least three peers.

Assignment 9: Tuckman and Jensen Group Development Model- PowerPoint (100 points)  
Due: October 6<sup>th</sup>

Create an in-depth PowerPoint on Tuckman and Jensen's Group Development Model. What is it, and what stages does a group go through? Describe each step-in detail with examples. Do the steps of group development always go in order, or can they experience group development in various ways, and why or why not? Give specific examples of a group you have worked or are currently working with that has experienced the steps of the group development. Be specific with examples of how your group worked through the model. Why is it essential to understand Tuckman & Jensen's model? 2 outside peer-reviewed sources, a reference page, and in-text citation. This assignment should be an in-depth and complete PowerPoint Presentation. Also, give specific examples of a group you have worked with or are currently working with and how those experiences occurred in the group development model.

How were you the catalyst of change?

Assignment 10: Groupthink-Flipgrid (100 points) Due: October 13th

Create an 8-10-minutes Flipgrid on what is Groupthink and give examples where Groupthink has been used in history and in sports. (Clearly, articulate two examples) Is it a good concept or not, and why or why not? You will need to research this outside the book, as the example in the book cannot be used. Upload one peer-reviewed article to Flipgrid on the screen just before you submit it. Where it says link, type in the URL code. Make sure you have **3 C's and 1 Q to, four** of your peers. <https://flipgrid.com/3f72212e>

Submit a detailed outline in D2I along with your references.

## FINAL GRADE DETERMINATION

Please note that you must earn 776 points (71%) to pass this course.

A	91%	996 -1095
B	81%	886- 995
C	71%	777- 885
F		<776

## PROFESSIONAL EXPECTATIONS

Students are expected to behave academically, interpersonally, professionally, and collaboratively in a manner consistent with standards set by the West College of Education.

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2017-18](#)

## Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

#### **Campus Carry Rules/Policies**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the [University's webpage on Campus Carry](#).

#### **Covid**

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

#### **Services for Students With Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### **Important Dates**

Last day for term schedule changes: **is** Aug 22-25 Check date on [Academic Calendar](#).

Deadline to file for graduation: October 3rd Check the date on [Academic Calendar](#).

The last day to drop with a grade of "W:" is the October 24th Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

#### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester are eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

#### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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### **College Policies**

Campus Carry Rules/Policies

Refer to [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Northwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Northwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Research:

<https://journals.sagepub.com/doi/full/10.1177/2158244019899085>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5075368/>

[http://jmpnet.com/journals/jmpp/Vol\\_2\\_No\\_3\\_September\\_2014/4.pdf](http://jmpnet.com/journals/jmpp/Vol_2_No_3_September_2014/4.pdf)

<https://link.springer.com/article/10.1007/s10551-012-1322-6>

Borland, J., Kane, J., & Burton, L. (2015). *Sports leadership in the 21<sup>st</sup> century* (2<sup>nd</sup> edition).

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