

KES – 5315
Group Dynamics in Sport and Exercise
Sul Ross State University
2018 - Online

Instructor: Stefanie A. Latham, Ph.D. **Class location:** Blackboard online

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**You may call (leave me a voicemail) or text anytime from 9am – 7pm. Texting will get the fastest response. Always tell me who you are when you text as I don't always save student phone numbers.

Required Text: Beauchamp, M.R., & Eys, M.A. (2014). *Group Dynamics in Exercise and Sport Psychology (2nd Ed)*. Routledge. New York: New York.

http://www.amazon.com/Group-Dynamics-Exercise-Sport-Psychology/dp/0415835771/ref=dp_ob_image_bk

If you do not have the book by the time the first assignments are due you can use the amazon link to click on “LOOK INSIDE” and read the forward and Chapter 1. Have your book by WEEK 2 if at all possible!!!!!!

Course Description: This course looks at group dynamics in team sports and coaching relationships. Topics include the use of self in groups, leadership styles in the team setting, features of a successful group or team environment, and the role of motivation in team sports.

Student Learning Outcomes:

Upon completion of this course the student will be able to:

- Evaluate current psychological theories on group dynamics in team sports and coaching relationships. Measured using discussions and assignments.
- Identify and describe current theories on the self and self-esteem in group dynamics. Measured using discussions and assignments.
- Apply theories of leadership and leadership styles in team sports & exercise groups. Measured using discussions and assignments.
- Judge and critique the characteristics of a successful groups or team environments. Measured through observational assignments.
- Critically Analyze the role of motivation in team sports. Measured using discussions and assignments.
- Identify current trends in psychological research in group dynamics as it relates to team sports and exercise groups. Measured by group dynamics paper, assignments, & discussions.

Instructional Process:

All online via Blackboard. Please ONLY use Firefox or Chrome browsers. Internet Explorer is not compatible.

For Blackboard Technical Help Contact:

techassist.sulross.edu

432-837-8888

For Blackboard Instructions to help you navigate this online course please see Appendix A at the end of the Syllabus

Methods of Evaluation:

Grading is based on cumulative points of all assignments.

Process Group Meetings and Paper	275 pts
Group Project	175 pts
Look inside assignment	90 pts
2 observation assignments	180 pts
2 quizzes	280 pts
5 Discussions @ 60 pts ea	300 pts
<u>5 Assignments @ 90 pts ea.</u>	<u>450 pts</u>
Total Points	1300 pts

Explanation of Assignments:

Discussion questions: Each week there will be a discussion question posted under the discussion tab for you to respond to by **Midnight Friday night**. To respond to the discussion you click on the hyperlink to the discussion and then click on create new thread. Put your last name and the week in the subject line (eg. LathamWeek1). You can respond directly in the message area, however, I suggest you type your response in a word document, spell check, then copy and paste it into the message area. You can upload your response as an attachment, but please **ALSO** copy and paste it into the message area so we do not have to open an attachment to read your post. Each discussion post is worth 40 points. 10 points will be deducted for each day it is late. 10 points will be deducted for not following the instructions above, do follow all instructions in the directions of the discussion.

Responses to others: Under each discussion post you must respond to another classmate's original discussion post. The response is worth 20 points (so a total of 60 points for class discussion is available for you to earn each week) and is due by **Sunday Midnight** each week. The response must be more than "good job", "I like what you said", etc., it must be a substantial response that would be as if you were having a discussion on the topic in class. A substantial response would include, but not limited to: adding to the discussion with further information you find (cite your source), asking relevant questions, as well as critiquing in a positive way the post. **ALWAYS** spell check and edit your responses. These should be academic responses and not chat room or informal language. Do be respectful of others, do use proper language – do **NOT** hurt others feelings. To respond to another's post, click on their post and reply. Title

the subject of your response with your last name and “response to _____ week 1 post” (eg. Latham’s response to Henderson’s Week 1 post).

Assignments: Click on the hyperlink (title of the assignment) in the assignment tab in Blackboard. Read the directions completely. Complete each assignment in a Word (MUST BE MICROSOFT WORD...no other format is accepted) document and attach the file in the assignment submission section, then click submit. Follow all instructions and mind the due dates. Due dates will be listed in the assignment tab (Usually Weds by Midnight).

Assignment descriptions:

Assignment 1: Part I. Go to the "Discussions" tab. Find out which group you are in by looking for your name in the proper group. Post a thread in the group that you are assigned to introducing yourself to your group members (what you do for a living, what you want to do with this degree, etc.) and give them your contact (email & phone) info. I will be checking this forum to be sure you have done it. Part II. Be sure you have ordered your text book! For this week's assignment if you do not have your book you can go to the link above and click on "Look inside" to read the fwd and Chapter 1. Do so and turn in a 1-page (2-3 paragraph) application analysis of the fwd & first chapter. An application analysis is just what it sounds like...analyze/evaluate how you will use or have used the information in the reading. Since the reading relates to exercise and sport you may want to apply your analysis to sports and exercise you have participated in. If you have not participated in sport or exercise apply to any group setting that you have been involved with.

Assignment 2: 2hr Observation of an Exercise Class or Classes and its leader: Paper Analysis

You will locate and observe the groups mentioned above and its leader(s). You will write a 2-3 page paper on this experience analyzing the group dynamics. Include a description of the group size, composition, where it is meeting, its purpose, and any other information that gives me a "feel" for how the group appears. Do not mention the names of the people in the group or any other information that might reveal who these people are. In your paper:

- State where the group was, how many people, males/females, etc.
- Analyze the group dynamics. Apply important concepts from the text.
- How did the setting affect the group dynamics?
- If you observed more than one group, compare them
- Did the leader demonstrate quality leadership skills
- How did the leader begin and end the class

TRY TO BE UNOBTRUSIVE. Try not to stare at people: (Mom always said it's not polite). If people ARE aware of your watching them, how does this affect the group process? You may not be able to hear all of what the

people are saying, so you will have to be sensitive to body language and facial expressions. Even if you cannot hear the people at all, it is still possible to analyze the dynamics (believe it or not)!

Assignment 3: Quiz 1

1. Evaluate the 3 antecedents of leader behavior according to Chelladurai's Multi-dimensional Model of Leadership. Describe a group situation to which you can apply this theory.

2. Analyze how you can improve in each of the 4 leader behaviors within Transformational Leadership. (in EACH of the four)

3. Follower attitudes (page 62) stand out the most to me as one of the behaviors/outcomes of becoming a transformational leader. First, evaluate and describe how you can develop into a transformational leader in health, sport, or exercise utilizing all FOUR facets of the theory (idealized influence, inspirational motivations, intellectual stimulation, & individual consideration). Then, examine the effects of transformational leadership on individual-level outcomes (performance, well-being, self-efficacy, & follower attitudes) within sport/exercise providing examples you have used or witnessed or could use as a leader. Finally, discuss using examples you have been involved in or could create as a leader/coach on the effects transformational leadership has on the group/team (performance, potency, cohesion). (Chapter 4 covers all of this!)

4. Developing quality relationships is key (page 84) by treating athletes/students/clients with respect trust, and appreciation is key. How will you best implement this going forward in your life?

5. Table 6.3 page 103 are awesome applications for developing proxy efficacy in health and human performance fields. Create 4 additional example situations and application descriptions that could add to the table. (please use different professions, i.e. not all sport coaching examples. eg. exercise physiologist/PE teacher/coach/physical therapist/fitness instructor/fitness trainer etc.

Assignment 4: -4hrs Observation of a Sports Team Practice (Cannot be one that you coach, have coached, or played on...must be a team you are not familiar with...can be any level --kids, high school, college, etc. -- would probably be best if the team is in season and not in the off-season as the group dynamics is different--but this is not required)

You will locate and observe the group mentioned above and its leader(s). You will write a 2-3 page paper on this experience analyzing the group dynamics. Include a description of the group size, composition, where it is meeting, its purpose, and any other information that gives me a "feel" for how the group appears. Do not mention the names of the people in the group or any other information that might reveal who these people are. In your paper:

- State where the group was, how many people, males/females, etc.
- Analyze the group dynamics. Apply important concepts from the text.
- How did the setting affect the group dynamics?
- What leadership skills/traits does the coach/coaches reflect

- Did the coach demonstrate quality leadership skills
- How did the coach begin and end practice? was this effective?
- Analyze the communication of the players to other players/coaches to players/players to coaches
- Analyze the time management & practice organization of the coaches
- Analyze the motivation strategies of the coaches and/or players
- See if you can identify any leadership theories being applied that is mentioned in the text

Assignment 5: Quiz 2 Please use the handout in course materials & syllabus on "Writing A Critical Analysis" also attached here.

1. Critique and answer the following:

- the book; **the amount of work in the class; my responsiveness and facilitation of this course**

2. Find a peer reviewed journal article using SRSU online library on Athlete Leadership in Sport (described in chapter 7). Provide a 3-5 paragraph critique of the article and be sure to relate it/compare/contrast it to the reading in chapter 7 on athlete leadership. Cite sources within your response and provide references in APA format at the end.

3. Find a peer reviewed journal article using SRSU online library on Group Environment (described in chapters 8-14). Provide a 2-3 page (double spaced) critique of the article and be sure to relate it/compare/contrast it to the reading in your text. Cite sources within your response and provide references in APA format at the end. Since this is a 3-5 PAGE critique, you will spend 2-3 paragraphs critiquing the article you find, but will spend most of your time relating/comparing/contrasting the article with the 7 chapters covering group environment topics.

4. Find a peer reviewed journal article using SRSU online library on Motivational issues in groups (described in chapters 15-17). Provide a 2-3 PAGE critique of the article and be sure to relate it/compare/contrast it to the reading in chapters 15-17 in your text. Cite sources within your response and provide a reference in APA format at the end. Since this is a 2-3 PAGE critique, you will spend 2-3 paragraphs critiquing the article you find, but will spend most of your time relating/comparing/contrasting the article with the 3 chapters covering motivation in groups topics.

5. Find a peer reviewed journal article using SRSU online library on Social-Environmental issues in groups (described in chapters 18-19). Provide a 3-5 paragraph critique of the article and be sure to relate it/compare/contrast it to the reading in chapters 18-19 in your text. Cite sources within your response and provide a reference in APA format at the end.

Due Wed 10/3 by Midnight.

(Equivalent to a minimum of 10 double spaced pages)

Assignment 6: Process Group Meetings, group Eval & Paper: During the first week you will be assigned to a process & task group. Process groups will meet in an unstructured group meeting once a week for at least 45 minutes for 5 weeks. You can skype, facetime, or simply conference call everyone in (must figure out how to conference or three-way calling on your own). There are also many free screen sharing meeting things you can use like <https://www.join.me/>. It will be up to your group to decide on how you will meet (making decisions like "how" to meet is part of the process of doing these meetings). Each meeting is worth 35 points so if you do not show up you will be deducted those points.

The first 30 minutes of each group meeting is the informal "process" group. I describe these process groups as 'unstructured' because there is no concrete task for the group to accomplish or a topic you should be discussing. You should discuss topics related to the textbook and course topics during these group meetings. I will NOT be

telling you what to do during your group meetings (which might get on your nerves, lol). The main idea of these group meetings are for you to analyze (after the meetings) the “processes” the group goes through. While you are a member contributing to the group-- - in the back of your mind you should always be analyzing the structure of the group, how it develops overtime, changes overtime, etc., etc. **The last 15 minutes of each group meeting should change over to a “task group” focusing on planning for your task group project.**

Try to think not only WHAT is happening in the group, but also **HOW and WHY** those things are happening. Essentially, this means learning about the way the group members interact with each other in the group, and about the changes in the interpersonal interactions within and across the meetings that you have. These groups will stay the same the entire 8-weeks; do not ask me to change them (even if you have personality conflicts or “problem” members in the group). You may find yourselves working with people you do not care for, etc, etc., but such is life. You will be turning in a paper the last week of class as a final analysis of your group (paper worth 175 points – so 175 points for group meetings and 175 for paper = 350 total pts). Check the assignment tab for the due dates.

As you read the text book you will see terms and such to incorporate into your final paper. You will be responsible for analyzing the group processes during these group process meetings. After each meeting, I HIGHLY recommend that you write a summary of your observations (i.e. keep a journal for your meetings). Writing down your critical analysis RIGHT AFTTER the meetings is IMPORTANT, but don’t take notes during the meetings so you can be fully engaged. The purpose of writing in a journal right after is to analyze the process of events that occur in each group meeting. In other words, describe not only WHAT happened, but **HOW AND WHY** those things happened. To get at the ‘process’ underlying what occurs, you need to ‘read between the lines.’ Consider the following after each meeting:

- What sequence of events occurred? What does this reveal?
- How were discussion topics decided?
- How did people communicate? What did they communicate?
- How much did each person participate?
- Who were the leaders? What alliances were present?
- How does this session compare to previous ones?
- Was the group productive? Stuck? Why?
- What direction is the group taking?
- What stage(s) of group development is the group in?
- What terms/concepts from the textbook(s) am I seeing in action being a part of this group?

No one will be graded for anything they do IN THE MEETINGS (except for showing up). You could, theoretically, not talk at all and this would not detract from your grade. You will get on your groups nerves if you do this though. You will also get on your groups nerves for dominating the discussions. As you read the text, try to apply those concepts. **You WILL LEARN MORE and get a lot more personally out of the group IF YOU PARTICIPATE.** People who participate

tend to get higher grades as well because when they are engaged in the process they write better final analyses paper than ones that do not.☺ This kind of group is a good testing ground for those interested in being in any professional or business setting who will be working with groups of people. And last, but not least, being in this group will help you understand how you react to people and how they react to you; as well as enhance communication skills.

Once you finish the group meetings, look over the textbook and all of your notes/journals from the meetings to come up with a **final analysis paper**. Your paper will cover how the group developed. Apply important concepts and theories from the textbook in the final paper citing the text or other outside sources as needed (Must cite the textbook as well as 2-3 additional sources. These sources do not have to be journals and can be websites or other books you have read that apply to your analysis. This paper will be in APA format & style, but YOU CAN WRITE IN first person. The only APA that I am concerned with is the format, citations, and reference page (for this class only). Describe what people said and did, but also describe the group (and its process) as a whole. Pay attention to how the group changes over time (use those notes/journal after each meeting. BE SURE TO DESCRIBE THE THOUGHTS AND FEELINGS YOU HAD about the group. What role did you play in the group? The final analysis of the process group should not be a just a summary of your observations in the process notes from your binder, but also a **critical analysis of the processes**. It is **a summary of your overall conclusions about the group dynamics that occurred while being a member of this group.** Consider:

- How did the group change over time ("developmental changes")?
- What were critical events in its history?
- What are your thoughts and feelings about the group?
- What role did you play in it?
- How did the group change when you switched from process group to task group? i.e. did roles change or did the dynamics change when you had a task to complete v. just discussion group?
- Include a synthesis of the process notes for the Process group from your binder/spiral/journal

7-10 typed double-spaced pages using APA form and style: Be sure to apply concepts that were discussed in class and in the textbook.

Assignment 7: Task Group Project:

Spend at least 15 minutes at the end of all of your group meetings discussing your Task Group Project. Task group = The group has a task to complete! That task is for your group to create a PowerPoint presentation or Video (mov files or utube video links) TOGETHER that demonstrates & applies one or more of the topics covered in the textbook. APPLYING the material is the key -- not a book report or chapter review. Use your creativity here! Post the presentation (PPT or Video) into the discussion forum Under the Discussion that is entitled TASK GROUP PROJECT PRESENTATIONS.

Your PowerPoint MUST be 15-20 slides and include at least 3 interactive slides (interactive meaning the reader of the slides will have to click on something or take some action on the slide....example click on a link to go to a page w/educational examples or a utube link or activity supplementing the material the presentation is covering). If a video is used it must be 15-20 minutes long. **You will get 20 bonus point for using VIDEO!** The presentation must relate to some aspect of the class and the textbook. I know, very generic – non-specific instructions – this is on purpose to see what kind of group dynamics occur (ps....be sure to analyze the group dynamics of your groups in how the dynamics might change during the TASK part of your weekly meetings to include in your PROCESS Group Paper).

For example, previous classes have taken one major topic from the textbook (i.e. leadership, motivation, group environment, personality, etc) and really dove into that one topic and showed how they could apply that information. It is up to your group to decide what you will present and how!

Students with Disabilities:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

APPENDIX A Blackboard Instructions

1. Login to the blackboard course
2. Most things are "clickable". Once in click on every tab and read everything.
3. Announcements – click on this tab and check those daily. A copy is always sent to your email. So check your email often as well.

4. Syllabus & Course Materials tab – has everything in attachments for you to download that you need for the course. **Read the Syllabus first day you log in.** All other course materials are referenced to you in discussions and assignments for you to download and refer to. I suggest saving everything to a flash drive, hard drive, cloud database (i.e. drop box) so you have them forever.
5. Assignments – click on the assignment tab. Click on the Name of the assignment (usually named by week). Read all of the assignment information. If the assignment refers you to materials in the course materials tab be sure to use/read all of those. Due dates are always mentioned in the assignment information. When you are ready to submit (turn in) your assignment go to the Assignment Submission” area, click on browse my computer, search your computer for wherever you saved your finished/completed assignment, upload it to attach the file in the assignment submission area. **YOU MUST checkmark the box “I agree to submit mypaper(s) to the GRD” where the plagiarism tools are.** This ensures you did not copy/paste from the internet or from another student you may have had the course before. You can be kicked out of the university, and/or fail a class for plagiarizing. The add comments are optional, but a place for you to leave me a comment. Ps. I like jokes when I am grading!!!! ☺ Click the SUBMIT button to actually turn in your assignment.
6. Discussions – click on discussions tab. Each week there are discussions (these are formal discussions not chat room type discussions) you must respond to as well as respond to at least one other classmate (see syllabus). Click on the Forum/Discussion Name (e.g. Week 1). To post your discussion post = click on create thread. Put your First and last name in the Subject line followed by 1-2 words describing your post/thread, e.g., StefanieLatham_Week1 Discussion. Type your response to the discussion/forum in the message. **I highly, highly, really really, highly recommend that you first type your response in a Word Doc spell check and grammar check (read it yourself as spell check doesn’t fix grammar) and then copy/paste it into the message area. DO NOT attach a file for discussions. You will only use the browse my computer/attach file feature for assignments.** Click Submit to submit your work. If you need to edit whatever you turned in for some reason, find your thread in the discussion area, click on it, move your cursor around near the “reply” button, you will see an option to delete, edit, or email yourself. To respond to a classmate: click on the thread of a classmate you want to read his/her post then click reply. Type your response in the message area (again recommend using word to edit first...plus if you have a computer issue you can save your word doc...you can’t save your message until you submit it). **Please Check your thread so read what others have said to you. If classmates or if I ask you a question in your thread and you never respond...points will be deducted from your weekly discussion points. It is also recommended for you to scan all the threads and read any feedback I am giving other students as that feedback may help you as well.**
7. MY Grades tab – you should be able to view your numerical grade here as well as written feedback. I will always provide written feedback. If you cannot view the written feedback please check your email as it is always emailed to you as well. If you do not see a numerical grade either I haven’t graded it (I will grade all

previous week's work by Wed of the week after it is due if not sooner). If you feel you turned it in and still see not grade email or text me and I will look into it.

8. Late work. Despite what the syllabus says if you are taking a Senior Level undergraduate course or a Graduate Level course with me...as long as you are in communication with me I will NOT deduct point for things that are 1 week late. Anything 1 week late or longer you **MUST CALL ME** for approval and let me know what is going on in your life. I am a fair and reasonable person and will most likely work something out with you as I want everyone to be successful in the least "stressful" way. This being said, if you are just lazy and waiting to do things last minute, most likely your work will reflect that and so will your grade that you earn. Communication is key to online learning. As long as the technology is working I will NOT be MIA (missing in action). There are multiple ways to communicate with me (cell phone text, call, sul ross email, personal email, and in blackboard under the questions forum in the discussion tab).