



KINE 5321-W01
Leadership in Sports Administration
Spring 2024

Dr. Hugh Morrissey
Assistant Professor - Kinesiology

Office: Grace-Pierce 102a
Phone: 432-837-8213 office
Email: hugh.morrissey@sulross.edu
Office Hours: MW: 11:00 am-noon, 1:00-2:30 pm; TT: 11:00 am-noon, 1:00-2:30 pm; **or by appointment (email to set an appointment)**
Meeting: Web-Delivered Course via Blackboard
Required Text: Inclusive Access: Contemporary Leadership in Sport Organizations 2nd Edition
Author: David Scott
Publisher: With HKPropel Access

This class requires eBook/textbook access – You do not need to purchase the eBook or textbook; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. If not the link to login to HKPropel is <https://hkpropel.humankinetics.com/>. If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. This video can also help you get started: [Video: Student Registration for Blackboard with Inclusive Access](#).

COURSE DESCRIPTION

Sport organizations at all levels face ongoing challenges and complexities that require leaders to be astute data-informed problem solvers, have an exceptional ability to create and implement a shared vision, demonstrate emergent and responsive strategic thinking, and be extraordinarily adaptable. In addition, many believe that long-term organizational success is ultimately achieved through leadership that is also values oriented, authentic, and team-based.

The challenges and opportunities sport organization leaders encounter today are similar in many ways to those for organizations in other industries. However, many aspects of sport organizations,

depending on type and level, also continue to present unique leadership challenges. Like organizations in other industries, sport organization leaders must effectively communicate with people. Leaders must also seek to understand and operate effectively within a legal, economic, sociocultural, and political environment. Moreover, like leaders in other industries, sport organization leaders must learn and adapt quickly in an ever-growing technological society.

Leaders of sport organizations assume responsibility for addressing challenges that include:

- Maintain financial solvency or economic visibility in increasingly uncertain circumstances;
- Successfully leading change or being expected to produce a significant organizational turnaround in a short time;
- Effectively navigating an increasingly litigious sport environment (especially in the US);
- Addressing issues of racial and gender diversity, equity, and inclusion;
- Dealing with what many believe to be over commercialization in sport; and
- Navigating carefully through occurrences of ethical misconduct and occasional criminal behavior of employees or athletes.

Given the leadership context provided and the challenges for sport organizations of today, the purpose of this class is to provide an updated contextualized body of information that recognizes historical and foundational leadership concepts while focusing on contemporary leadership thought and practice that will both inform and inspire students and practitioners of sport management.

Marketable Skills – The following marketable skills are met in this course:

- **Collaboration** – students will interact with one another through a multitude of class discussions.
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios.
- **Career Readiness** – students will develop the skills necessary to thrive in a management role in their chosen profession.

Course and Module Objectives

The learning discussions, assignments, and exams in this course are constructed to assess each student's mastery of the following course objectives (CO) through the Module Objectives (MO):

1. Provide introductory and foundational information that will:
 - a. Define and describe leadership, including levels of leadership analysis and both classic and contemporary leadership styles.
 - b. Address how sport organization leaders typically assume both managerial and leadership roles and discuss how these roles differ and are intertwined.
 - c. Review the historical foundation and evolution of leadership theory from academic literature and give examples of how these theories relate to sport situations and issues. (MO: 1)
2. Focus on why and how sport leaders should balance the three critical dimensions of leadership: results, relationships, and responsibility; referred to as the three Rs. (MO: 1)
3. Focus primarily on the internal elements of personal and organizational leadership, including the concept of emotional intelligence for individuals in leadership roles and the ability to understand, analyze, and build a culture of success. (MO: 2)
4. Address common expectations and challenges for sport organization leaders associated with creating a shared vision and understanding traditional strategic planning versus emergent strategic thinking and adaptation. (MO: 3)
5. Present foundational theories and contemporary thought for attempting to solve complex organizational and sport industry problems through individual, team-based, and framing approaches to problem solving. (MO: 3)

6. Address the three conceptually separate but sometimes simultaneously occurring domains of change, turnaround, and crisis leadership. (MO: 4)
7. Focus on critical areas in modern sport organizations that also require astute and insightful leadership to achieve optimal outcomes.
 - a. Effectively leading diversity, equity, and inclusion in sport organizations.
 - b. Understanding globalization in sport and its influence on leadership thought and behaviors, as well as the competencies that must be developed for effective global leadership.
8. Think more about the process of leadership learning and development. (MO: 4 & 5)
 - a. Recent research and practical recommendations on individual self-directed leadership development, mentoring, experiential-based action learning, and new trends in leadership development through technology-based training media. (MO: 5)

GRADING POLICIES/TESTING/ASSIGNMENTS EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Discussion Boards (includes Intro Bio)	5 @ 50 = 250 (25%)	900 or more A
Weekly Test	5 @ 60 = 300 points (30%)	800-899 B
Leadership Book Presentation	150 points (15%)	700-799 C
Leadership Book Report	150 points (15%)	600-699 D
Final Exam	100 points (10%)	Less than 599 F
Pre-Course Assignments	50 points (5%)	
		Total Points = 1000

*Letter Grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the Sports Administration program means a cumulative GPA of 3.0 in all core classes (e.g., everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

TENTATIVE COURSE CALENDAR

Week	Content	Due
1 3/18 to 3/24	Blackboard - Start Here, Pre-Course Assignments Choose Leadership Book	<u>Last day to make schedule changes</u> – 3/20 Introduce Yourself Discussion - 3/22; Response – 3/24 Pre-Course Check & Quiz – 3/24 Choose Leadership Book 3/24
2 3/25 to 3/31	Chapter 1 – A Leadership Primer Chapter 2 – Results, Relationships, and Responsibility	<u>Last day to drop</u> – 3/25 Discussion 1 – 3/29 DQ Response – 3/31 Test #1 (Ch. 1-2) – 3/31

3 4/1 to 4/7	Chapter 3 – Emotional Intelligence and Leadership Chapter 4 – Building a Culture of Success	Discussion 2 – 4/5 DQ Response – 4/7 <u>Test #2 (Ch. 3-4) – 4/7</u>
4 4/8 to 4/14	Chapter 5 – Vision and Strategic Leadership Chapter 6 – Complexity and Problem Solving	Discussion 3 – 4/ 12 DQ Response – 4/14 <u>Test #3 (Ch. 5-6) – 4/14</u>
5 4/15 to 4/21	Chapter 7 – Change, Turnaround, and Crisis Leadership Chapter 8 – Diversity, Equity, Inclusion	<u>Last Day to Withdraw ‘W’ 4/19</u> Discussion 4 – 4/19 DQ Response – 4/21 <u>Test #4 (Ch. 7-8) – 4/21</u>
6 4/22 to 4/28	Chapter 9 – Globalization and Leadership Chapter 10 – Leadership Learning and Development	Discussion 5 – 4/26 DQ Response – 4/28 <u>Test #5 (Ch. 9-10) – 4/28</u>
7 4/29 to 5/5	Use this week to study/complete the Final Exam and to finalize your Book Review/Presentation.	<u>Final Exam – 5/5</u> <u>Leadership Book Report – 5/5</u> <u>Leadership Book Presentation – 5/5</u>
8 5/6 to 5/8	Use this week to finish Book Presentation Responses.	<u>Leadership Book Presentation Responses – 5/8</u>

*****Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.**

PRE-COURSE ASSIGNMENTS (50 points total).

- Pre-Course Check & Quiz – 10 questions worth 10 points total, 1 point for each question. The Syllabus Quiz will demonstrate that you have read and understand the content located in various headings of the syllabus. By submitting the syllabus quiz, you are indicating that you have completely read the syllabus and understand what is expected of a student of this online course.
- Introduce Yourself Discussion – worth 30 points total (post your reply 20 points and 2 replies 10 points). This assignment will help you, your instructor, and your fellow class members get to know each other. Use the prompts that are given to introduce yourself to your classmates, and respond to at least 2 of your classmate's posts.
- Choose Leadership Book – worth 10 points total. Choose a leadership book and have it approved by Dr. Morrissey. Please email Dr. Morrissey your desired book and wait for approval before you move forward. First come, first served in book choice.

DISCUSSION QUESTIONS (250 total points)

At the beginning of each unit, choose a discussion question from the two chapters covered. You will restate the question first, then you will write your answer. Answer must be at least 400 words in-depth and are due Friday at 11:59 pm. Students then must respond to two classmate's discussion questions. These responses must be academic and scholarly in nature, a minimum of 200 words, and are due by Sunday at 11:59 am. When breaking down the point total for each discussion question, 30 points are given for answering your discussion question and 10 points for each academic response, totaling 50 points. To earn all the points possible, answer all discussion questions, do good work, submit your response on time, and respond to two other student's discussions.

WEEKLY TESTS (300 total points)

There are 10 different chapters, distributed into five different units. Each unit concludes with a 60-point quiz that focuses on the material from 2 chapters, so there is a total of 5 quizzes in the course worth 300 total points. There will be 1 Test due a week. The 5 quizzes will be taken and submitted online. You only get one attempt for each chapter quiz. Tests include multiple-choice and true/false questions. Once you start a test, you will have unlimited time to complete 40 questions, worth 1.5 points each. The questions are automatically scored after you take the quiz and are available after quiz completion. Each day Tests are turned in late carries a 30% deduction for 1-7 days late.

Computer Problems During Quiz: Any problem that causes your quiz to close, submit with an error, or shutoff/disappear must be immediately reported to me. Otherwise, your actions can constitute academic dishonesty.

Helpful Tips: Since the Chapter Quizzes are an important part of your final grade, here are some helpful tips.

1. Set a schedule
2. Read the entire chapter, do not skim
3. Take notes and/or highlight
4. Review the notes, re-read if necessary
5. Take the quiz.

FINAL EXAM (100 total points)

The final exam will cover Chapters 1-10. The test will consist of 100 multiple-choice questions worth 1 point each, which total of 100 total points. Once you start the final exam, you will have unlimited time to finish. The e-textbook and any notes that were taken while reading the chapters will be helpful while taking the final exam online.

LEADERSHIP BOOK REPORT (150 total points)

Choose a leadership book and have it approved by Dr. Morrissey. You will write a 5-page summary of this book in APA format.

LEADERSHIP PRESENTATION (150 total points)

You will create a presentation about the leadership book you chose to read for the other students in the class. Presentations will be via recorded presentation (Microsoft Teams, Microsoft PowerPoint, Kaltura Capture, Screencastify, Zoom, YouTube, etc. for the final week of the 8-week semester.

ALL COURSE REQUIREMENTS DEADLINE

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of *Wednesday of Week 8 at 11:59*

pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per the above policy.

Be sure to complete all assignments by the due date.

Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!

LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard. All work: **pre-course assignments, discussions, tests, and book report carry a 30% deduction for 1-7 days late.** For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, 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. 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.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Libraries Info

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and

respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.