



**KINE 5321-W01**  
**Leadership in Sports Administration**  
**Summer 2024**

**Dr. Hugh Morrissey**

**Assistant Professor - Kinesiology**

**Office:** Grace-Pierce 102a  
**Phone:** 432-837-8213 office  
**Email:** [hugh.morrissey@sulross.edu](mailto:hugh.morrissey@sulross.edu) (Please email me if you need to get in contact with me, DO NOT send a message through BlackBoard!)

**Office Hours:** By appointment (email to set an appointment)  
**Meeting:** Online 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
- **Communication** –
- **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 roll 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 the 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**

<b>Grade calculation</b>	<b>% of Grade</b>	<b>Grading Scale</b>	
Discussion Boards (includes Intro Bio)	2 @ 100 = 200 points (20%)	895 or more	A
Midterm/Final Exam	2 @ 100 = 200 points (20%)	795-894	B
Chapter eBook Quizzes	10 @ 20 = 200 points (20%)	695-794	C
Leadership Book Presentation	150 points (15%)	595-694	D
Leadership Book Report	150 points (15%)	Less than 594	F
Pre-Course Assignments	50 points (5%)		
½ Way Check Leadership Book Report	50 points (5%)		
		<b>Total Points = 1000</b>	

\*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**

<b>Week</b>	<b>Content</b>	<b>Due</b>
<b>1</b>	Blackboard - Start Here, Pre-Course Assignments	Introduce Yourself
7/8 to 7/14	Choose Leadership Book	Discussion – 7/12 Response – 7/14

	Chapter 1 – A Leadership Primer  Chapter 2 – Results, Relationships, and Responsibility	Pre-Course Check & Quiz – <b>7/14</b>  Choose Leadership Book <b>7/14</b>  eBook Ch. 00-5 – <b>7/14</b>
<b>2</b>  7/15 to 7/21	Chapter 3 – Emotional Intelligence and Leadership  Chapter 4 – Building a Culture of Success  Chapter 5 – Vision and Strategic Leadership	Discussion 1 – <b>7/19</b> DQ Response – <b>7/21</b>  <b><u>MidTerm Exam (Ch. 1-5)</u></b> – <b>7/21</b>
<b>3</b>  7/22 to 7/28	Chapter 6 – Complexity and Problem Solving  Chapter 7 – Change, Turnaround, and Crisis Leadership	eBook Ch. 6-10 – <b>7/28</b>  ½ Leadership Book Report - - <b>7/28</b>
<b>4</b>  7/29 to 8/4	Chapter 8 – Diversity, Equity, Inclusion  Chapter 9 – Globalization and Leadership  Chapter 10 – Leadership Learning and Development	Discussion 2 – <b>7/27</b> DQ Response – <b>7/29</b>  <b><u>Final Exam (Ch. 5-10)</u></b> – <b>8/4</b>
<b>5</b>  8/5 to 8/11	<b>Use this week to study/complete the Final Exam and to finalize your Book Review/Presentation.</b>	<b><u>Leadership Book Report</u></b> – <b>8/11</b>  <b><u>Leadership Book Presentation</u></b> – <b>8/11</b>
<b>6</b>  8/12 to 8/14		<b><u>Leadership Book Presentation Responses</u></b> – <b>8/14</b>

***\*\*\*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.

## **CHAPTER QUIZZES (20 points per quiz; 200 total points)**

The professor will administer quizzes throughout the semester to evaluate comprehension of course content. There will be a chapter quiz for every chapter 1-10. The quizzes will consist of 10 multiple-choice or true and false questions worth 2 points each, 10 quizzes, which total 200 total points. Once you start the quizzes, you will have unlimited time to finish. The e-textbook, PowerPoint, and any notes that were taken while reading the chapters will be helpful while taking the quizzes. Unlimited attempts are allowed; keep the attempt with the highest grade.

**CHAPTER QUIZZES WILL NOT BE ACCEPTED LATE.**

## **DISCUSSION QUESTIONS (200 total points)**

There will be 2 discussion questions, choose a discussion question from the 5 chapters covered. You will restate the question first, then you will write your answer. Answers must be at least 800 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 300 words, and are due by Sunday at 11:59 am. When breaking down the point total for each discussion question, 60 points are given for answering your discussion question and 20 points for each academic response, totaling 100 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.

## **EXAMS (200 total points)**

There are 2 major exams (MidTerm Exam and Final Exam). The Midterm Exam consists of chapters 1 through 5 and Final Exam chapters 6-10. The 2 Exams will be taken and submitted online. Exams will close at 11:59 pm every Sunday. You only get one attempt for each Exam. Tests include multiple-choice questions. Once you start a test, you will have unlimited time to complete 100 questions, worth 1 point each. The questions are automatically scored after you take the quiz and are available after Exam 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.

## **1/2 CHECK LEADERSHIP BOOK REPORT (50 total points)**

Choose a leadership book and have it approved by Dr. Morrissey. You will turn in your progress of the 5-page summary of the leadership book.

## **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 6-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 6 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**

### **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:

<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

## **Americans with Disabilities Act (ADA Statement)**

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 Mary Schwartz, 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 [mary.schwartz@sulross.edu](mailto:mary.schwartz@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**

Big Three:

- Show up on time.
- Be present for the 50 minutes we are together.
- Be respectful to other classmates.

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.

## **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free online counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## **SRSU Library Services**

The Sul Ross Library 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](https://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](https://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

## **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

### **Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

### **Tutoring**

- a) Tutoring and Learning Center located in the library (call 432-837-8982 for a reservation with a tutor)
- b) Tutor.com (online tutoring services available on BlackBoard) – be sure to allow 48 hours turnaround time for a writing assignment.

### **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 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.

### **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.