

MLS 5362: Leadership, Sports & Community Engagement

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Course Description:

This course is a study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical education instructors, coaches, athletic training specialists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers. This course will introduce you to a broad range of theoretical and applied leadership questions, including investigating major leadership theories and paradigms, identifying primary leadership strategies, discussing important measurement issues, comparing the effectiveness of the most influential sports leadership development techniques, and applying leadership theory to developing and leading sports organizations.

Learning Outcomes:

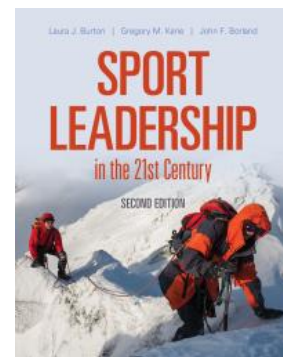
- Develop an understanding of the role of leadership in effective sport organizations
- Analyze how communication and identity affect the formation of leadership styles
- Discuss tools for building and sustaining effective and forward-thinking teams
- Examine the role of strategic thinking in managing organizations
- Analyze sports organizations to identify key determinants of success/failure outcomes

Required Text:

Burton, L.J., Borland, J.F., & Kane, G.M. (2018) *Sport leadership in the 21st century*. (2nd ed.) Burlington, MA. Jones & Bartlett Learning.

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.

****Please note - This syllabus is a guide and may be changed by the instructor, but notice will be provided. Guest presenters for lecture presentations may be added to the schedule and other tentative additions to the syllabus.****



Course Requirements:

Blackboard Discussions [160 points (20 pts. X 8 weeks)]

I will be posting a discussion post every week to Blackboard on an issue relating to the readings and/or other relevant topics. You must post your original response by Sunday at 11:59pm MST. I will be looking for you to contribute with ideas from the readings as well as your personal experience. Please keep in mind these posts should be well thought out and carefully constructed.

Research Analysis & Discussion (140 points)

Each student will bring an academic article to class and present a summary of the article as well as your major and minor takeaways and critiques. This is an informal presentation and does not require a visual presentation. However, I do expect a thorough discussion as well as follow-up questions to lead the class in a small discussion.

Leadership Demonstration (300 points)

During the semester, each student will be leading the class in a 12-minute leadership facilitation. The session will briefly cover a key concept in sports leadership and engage the class in a demonstration of the concept "in action." I encourage students to be creative with their facilitations and try to choose a task or project that clearly incorporates the sports leadership concepts from the course. Each student will be graded on how well they are able to effectively and ethically communicate to the group, how well they administer the procedures of the task/project, and how well they incorporate concepts into the facilitation.

Final Paper (400 points)

This 10 to 12-page essay will ask you to synthesize concepts and theories from the course with a case study, personal experience, or other extended example. You will be graded on your ability to elaborate on key issues in sports leadership, demonstrate ethical and effective leadership skills in your responses, and synthesize concepts in leadership with real world issues. Students will be graded on the quality of the writing, the depth of critical thinking presented in the essay, and on the overall organization of the essay's main ideas. I ask that you use proper citation formatting (MLA or APA).

Instructor Policies

Coursework

All assignments and major projects are to be presented on the due date. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing.

Plagiarism

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Participation Norms and Expectations

You are expected to treat the instructor and classmates with respect. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. *If I find that you consistently disrespect anyone or any group of people in the class, I will speak with you one-on-one to discuss how to remedy the situation. If the problem persists, I will drop you from the course.*

Students Accommodations and Support Services

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course.

Student-Teacher Communication

I do not use the Blackboard messaging function. I like to respond as quickly as I can to any student questions I may get, so please be sure to use my email for course messaging. And of course, you have the communication options listed above for my online and in-person office hours. Additionally, my job as your instructor is to help and guide you. However I won't know you need help or guidance if you do not communicate that to me. I try make myself available as often as possible, so please make sure you're reaching out when you need help.

Etiquette for Online Discussions

- Always consider your audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face to face situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for participation and for the discussion. Pay close attention to the posted deadlines.

Participation/Attendance

Students who miss more than 3 deadlines during the term will earn a failure in the course. Therefore, it is imperative that you participate in the class discussions unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event requiring your absence.

Other Policies

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

Academic Misconduct

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Grading Scale

90-100% =A

80-89% = B

70-79% = C

60-69% = D

Course Schedule

Date	Objectives	Readings to be completed before class & activities in class	Assignments
Week 1	Introduction, course syllabus, class expectations. Discussion of leadership experience, expectations, and set some goals for the term.	Course introductions	Discussion board
Week 2	Leadership Theories Positive Leadership Theory	Chapters 1 & 2	Discussion board
Week 3	Understanding the difference between leadership and management Leadership and motivation	Chapters 3 & 4	Discussion board
Week 4	Leadership communication & crisis management Applying a principled and ethical approach to sport leadership Research analysis & discussion DUE	Chapters 5 & 6	Discussion board
Week 5	Strategic leadership Forging significant change Fostering innovation	Chapter 7-9	Discussion board
Week 6	Team leadership and group dynamics Shepherding sport for development organizations	Chapters 10 & 11	Discussion board
Week 7	Case studies	Articles on Blackboard	Discussion board
Week 8	Addressing the gender gap in sport leadership Lingering issues in race and leadership Leading athletes with disabilities	Chapters 12-14	Discussion board Final essay due by Sunday at 11:59pm

Grading Rubric

Grade	Content	Form	Mechanics
A	Shows outstanding comprehension of material covered; exceptional insight and originality. "This was awesome."	Superbly organized; reflects a logical, coherent flow within paragraphs and major sections. "A joy to read."	Contains no major errors in grammar and form (including spelling, punctuation, word usage, sentence structure, paragraphing).
B	Shows very good coverage of material; "competently done" but not "exceptional." "This was good."	Reflects an overall logical flow, although it could be clearer and more coherent. "A good read."	Contains few major errors in grammar and form
C	Shows adequate coverage of material. "You completed the task."	Suffers from problems in coherence and organization. "I had to work to get through it."	Contains several major errors in grammar and form.
D	Shows some knowledge of material, but coverage is inadequate (incomplete or shallow). "You put forth an effort."	Suffers from major problems in organization and coherence. "I really struggled to follow you."	Contains serious, persistent problems in grammar and form.
F	Coverage of material is unacceptable, indicating little or no comprehension of what is covered.	Problems in organization render the paper virtually incoherent.	Contains numerous major problems in grammar and form.