

# KIN630:

## Entrepreneurship & Leadership in Sport

Dates: 10/28/19 - 12/20/19

Meeting Day/Time: Online

Location: Remote

Credit Hours: 3

### PLNU MISSION

*To Teach ~ To Shape ~ To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### INSTRUCTOR INFORMATION

**Instructor: Ted Vickey, PhDc**

**Phone: Email:**

**Office Hours: Online or Phone Consultation by appointment.**

### COURSE DESCRIPTION

Both historical and contemporary aspects of leadership theory will be applied to various aspects of the sport industry, including post-secondary education, athletics administration, and the rapidly growing business of sport.

### INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, Informed by our Faith in Christ**
2. **Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.**
3. **Growing, In a Christ-Centered Faith Community**
4. **Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.**
5. **Serving, In a Context of Christian Faith**

6. Students will serve locally and/or globally in vocational and social settings.

## **PROGRAM LEARNING OUTCOMES (PLO)**

The Point Loma Nazarene University MS-KIN graduate will be able to:

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions .
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

## **COURSE LEARNING OUTCOMES (CLO)**

The following learning outcomes will be achieved by students in this course:

1. Develop an understanding of the characteristics of excellence within the context of leadership in various aspects of the sport industry, including post-secondary education, athletics administration, and the business of sport.
2. Cultivate a more comprehensive understanding of leadership skills and how others perceive them as a leader.
3. Identify areas of personal strength and opportunities for leadership growth in the various aspects of the sport industry, including post-secondary education, athletics administration, and the business of sport.
4. Build skills and learn behaviors that foster the development of their leadership competencies.
5. Learn to incorporate leadership knowledge and skills into various aspects of the sport industry to enhance their respective athletic organizations.
6. Create a personal/professional action plan to support their leadership knowledge and skill building to development excellence within their athletic organizations.

## **CREDIT HOUR INFORMATION**

It is anticipated that students will spend a minimum of 50 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending 18-22 hours a week engaged in the course. The estimated time expectations for this course are shown below:

<b>Assignments</b>	<b>Pre-Course Hours</b>	<b>Course Hours</b>	<b>Post-Course Hours</b>
<b>Weekly Reading Assignments &amp; Quizzes</b>	--	<b>15</b>	--
<b>Weekly Online Discussions</b>	--	<b>20</b>	--
<b>Weekly Writing Assignments</b>	--	<b>20</b>	--

Major Writing Assignments	--	20	--
Capstone Project		37.5	
Total Course Hours	112.5		

## REQUIRED TEXT

Kouzes, J.M., & Posner, B.Z. (2003). *The leadership challenge*. (3rd ed). San Francisco: Jossey-Bass. ISBN: 0-7879-6833-1

Blanchard, K., & Johnson, S. (2015). *The new one minute manager*. New York, NY: William Morrow. ISBN: 978-0062367549

## RECOMMENDED RESOURCES

The Leadership Practices Inventory: Leadership Development Planner: Facilitator's Guide (JB Leadership Challenge: Kouzes/Posner)

Kouzes, J.M., & Posner, B.Z. (2003). *The leadership practices inventory (LPI): Leadership development planner*. (3rd ed). San Francisco: Jossey-Bass. ISBN: 0-7879-6726-2.

Christian Reflections on The Leadership Challenge [James M. Kouzes \(Links to an external site.\)Links to an external site.](#) (Editor), [Barry Z. Posner \(Links to an external site.\)Links to an external site.](#) (Editor), [John C. Maxwell \(Links to an external site.\)Links to an external site.](#) (Foreword by) ISBN: 978-0-7879-8337-6 Paperback. 176 pages April 2006, Jossey-Bass

Maxwell, J. C. (1993). *Developing the leader within you*. Nashville: T. Nelson.

Engstrom, T. W., & Larson, R. C. (1988). *The best of Ted Engstrom on personal excellence and leadership*. San Bernardino, CA: Here's Life.

Krzyzewski, M., & Phillips, D. T. (2004). *Leading with the heart: Coach K's successful strategies for basketball, business, and life*. New York: Warner Books.

Riley, P. (1993). *The winner within: A life plan for team players*. New York: Putnam's Sons.

Dungy, T., & Whitaker, N. (2007). *Quiet strength: A memoir*. Carol Stream, Ill: Tyndale House.

**IMPORTANT:** *It is common practice in the online environment for websites to mine data from those who visit the sites. You may prefer to engage a search engine's [private browsing mode \(Links to an external site.\)Links to an external site.](#) or [disable cookies \(Links to an external site.\)Links to an external site.](#) prior to visiting internet sites in any class. For more information about a site's activities, use a safe browsing option and view the site's privacy policy.*

## Online References and Research

[APA Style \(Links to an external site.\)Links to an external site.](#)

[ERIC Institute of Education Sciences \(Links to an external site.\)Links to an external site.](#)

[US Department of Education \(Links to an external site.\)Links to an external site.](#)

[USA.gov \(Links to an external site.\)Links to an external site.](#)

[Roger: The UC San Diego Library Catalog \(Links to an external site.\)](#)[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)

### ***Online Resources***

[FranklinCovey: Mission Statement Builder \(Links to an external site.\)](#)[Links to an external site.](#) (mission statement)

[University of Pennsylvania: Authentic Happiness \(Links to an external site.\)](#)[Links to an external site.](#) (personal assessment)

[Index of Learning Styles Questionnaire \(Links to an external site.\)](#)[Links to an external site.](#) (learning styles inventory)

[Jung Topology Test \(Links to an external site.\)](#)[Links to an external site.](#) (personality inventory)

[Keirsey Temperament Sorter \(Links to an external site.\)](#)[Links to an external site.](#) (personality/temperament inventory)

[Learning Styles Inventory \(Links to an external site.\)](#)[Links to an external site.](#) (learning styles)

[Leadership Matrix Survey \(Links to an external site.\)](#)[Links to an external site.](#) (leadership learning)

### **ASSESSMENT AND GRADING**

#### ***Grade Points***

<b>Course Assignments</b>	<b>Point s</b>
<b>Online Discussions (10 @ 5 pts each)</b>	<b>50</b>
<b>Weekly Writing Assignments (9 @ 10 pts each; 2 @ 5 pts)</b>	<b>100</b>
<b>Reading Quizzes (6 @ 5 pts)</b>	<b>30</b>
<b>Worksheet Questions</b>	<b>20</b>
<b>Vision Statement</b>	<b>20</b>
<b>Adding Fun &amp; Promoting Hardiness Paper</b>	<b>20</b>
<b>Being an Effective Leader Paper</b>	<b>20</b>
<b>Model, Inspire, &amp; Challenge Worksheets (10 pts each)</b>	<b>30</b>
<b>Enable &amp; Encourage Worksheets (10 pts. each)</b>	<b>20</b>
<b>Capstone Project</b>	<b>100</b>
<b>Personal Assessment: Capstone Project</b>	<b>25</b>

<b>Total Course Points</b>	<b>430</b>
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### ***Grade Scale***

<b>A</b>	<b>410-430</b>	<b>B-</b>	<b>326-346</b>	<b>D+</b>	<b>242-262</b>
<b>A-</b>	<b>389-409</b>	<b>C+</b>	<b>305-325</b>	<b>D</b>	<b>221-241</b>
<b>B+</b>	<b>368-388</b>	<b>C</b>	<b>284-304</b>	<b>D-</b>	<b>200-220</b>
<b>B</b>	<b>347-367</b>	<b>C-</b>	<b>263-283</b>	<b>F</b>	<b>0-199</b>

### **ATTENDANCE**

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

### **LATE ASSIGNMENTS**

All assignments are to be submitted by the due dates posted. There will be a 20% reduction of possible points for each day an assignment is late. If missing assignments result in the your failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

### **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty

member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.” See [Academic Policies](#) for full text.

## ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact Jean Moncada in the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at (619) 563-2849 or by e-mail at [jmoncada@pointloma.edu](mailto:jmoncada@pointloma.edu). Ask your academic advisor or program director for any additional accommodation information.

## SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) webpage.

## FERPA POLICY

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publicly reveal your name, PLNU student ID, or social security number without your written permission. See [Policy Statements](#) for full text.

## INFORMATION LITERACY

The curriculum of the MS-KIN is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems.

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) page.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

If you do need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus helpdesk (619-849-2222).

## COURSE ASSIGNMENTS AT A GLANCE

### 1. Faith Integration

Faith integration is a vital part of the learning at PLNU; you'll find faith woven throughout this course and are encouraged to share your faith in our devotional reflections.

### 2. Reading/Lecture Notes

You are expected to complete assigned reading each week to inform your assignments. If at any time you do not understand the content provided, post a question to the Ask Your Instructor discussion or contact the professor privately via the Canvas Inbox.

### 3. Weekly Writing Assignments

Each weekly module contains assignments to be submitted through Canvas. Each assignment is designed to support the final project, will be graded by the professor, and may be returned to you for revision if needed.

#### **4. Major Writing Assignments**

There are four larger writing assignments throughout this course that help guide your preparation for the completion of your Capstone Project.

#### **5. Weekly Discussions**

Weekly discussions are a major part of this course, and participating in these online discussions encourages informed and lively conversation

#### **6. Final Learning Assessment**

The Capstone Project can be a PowerPoint presentation or a written work. Your goal in completing this project is to improve your role as a leader in a particular athletic endeavor and reap the benefits.