



**Counseling and Personnel Services
College of Education**

***HESI 318J: Leadership and Sports
Fall 2015 Syllabus & Course Calendar***

Instructor Contact Information

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“Leaders are made, they are not born; and they are made just like anything else has ever been made in this country - by hard work” (Vince Lombardi, legendary football coach)

This course has been developed through the collaboration and partnership of the Department of Counseling and Personnel Services within the College of Education and The Adele H. Stamp Student Union Center for Campus Life.

Purpose, Scope, and Goals

In today’s world, it is impossible to escape the topic of leadership. Perhaps in no other field is there more scrutiny about leadership both on and off the playing field than there is in the sports sector. Sports provide an early understanding of leadership and, for many, the earliest experiences of being part of a team. Heralded as teaching important life lessons of hard work, persistence and determination, equality and respect for differences, sports purport to serve a higher purpose as an American institution. For some, however, the experiences of learning about teams and leadership in a competitive, winner take all culture is far from helpful and a distant cry from the higher purposes extolled.

This course will use a variety of experiential, hands-on activities to encourage you to interact with other classmates, the material presented in class and in the readings. This will allow you to truly understand the concepts and help shape your understanding of leadership and teams through sports. Your ability to think more critically about the culture of sports and how the leadership lessons learned through participation have impacted your own definition of leadership are goals of the class.

General Course Objectives

By the end of this course, students should be able to:

- ❖ Understand the complex, interdisciplinary nature of leadership and how leadership is demonstrated in sports.
- ❖ Analyze the multi-cultural context of sport in America.
- ❖ Develop an appreciation for the complexities of leadership in sports.
- ❖ Understand how sports can provide a forum for social change.
- ❖ Integrate knowledge gained in the classroom with group/team and personal experiences.
- ❖ Understand the ethical choices and challenges in sport.

HESI 318 courses are contextual leadership courses. HESI 318 courses utilize experiential learning opportunities to develop and apply the knowledge and skills of leadership into specific contexts of leadership practice.

Academic Integrity

In all class work and assignments, the highest personal and professional standards that reflect the objectives of the University of Maryland are expected. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the *Code of Academic Integrity* such as cheating; fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your course outcome.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

More information about the University Honor Code and the Honor Pledge is available online at www.umd.edu/honorpledge.

Students with Disabilities

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors at the beginning of the semester to set up a meeting to discuss academic accommodations. To assist with this process and provide appropriate accommodations, it would be helpful for instructors to receive a copy of the students' accommodation letter. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students. www.counseling.umd.edu/DSS

Class Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Atmosphere

Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members' participation in class activities and discussion. Class members are expected to be open to learning alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

In order to foster an atmosphere of learning free from distractions, students are asked to:

- **Turn off all mobile devices and laptops and put them away. They will be taken from you if you use them during class.**

- Complete reading newspapers or finishing homework before class starts. Do your studying for other classes before you come to class.
- Be on time and stay in class unless it is an emergency

Participation & Attendance (REQUIRED)

“Eighty percent of success is just showing up.” Woody Allen

Attendance at all class sessions is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at <http://www.president.umd.edu/policies/docs/V-100G.pdf>). The general attendance policy is available at <http://www.testudo.umd.edu/soc/atedasse.html>. The information contained in this syllabus adheres to both these policies.

Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your final participation grade. Excused absences will only be provided on a limited basis for extenuating circumstance or for approved University travel or holidays. You **MUST** make prior notification for the absence to be excused. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

Medically necessitated excused absence from a single class session: For a medically necessitated absence from a single class session, students may submit a self-signed note. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (e.g. class presentations).

Non-consecutive medically necessitated absences from more than a single class session: For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event:

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependent) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.

Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

Because we are a diverse community and enroll students with many spiritual beliefs, sensitivity to students' requests for excused absences and make-up test requests due to reasons of religious observances will be applied. Be mindful that it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance.

Class members are expected to participate actively in class sessions. Class members will benefit most when the class atmosphere is one characterized by active and honest discussion. Leadership development in those areas described in the class objectives is maximized by frequent and active participation in class discussions and group exercises. Since the experiential aspects of the class are important, class members are expected to cooperate and comply with directions and feedback during these activities. An overall participation grade will be assigned upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement, timely homework assignments and other factors that contribute to the positive development of class community. Students who attend every class session with no absences will receive a point on their final grade in the class.

Readings

Wooden on Leadership by John Wooden. A compelling look inside the mind and powerful leadership methods of America's coaching legend, John Wooden.

The Leadership Challenge by Barry Posner and James Kouzes. A leadership model that will help readers to better understand the five practices that help shape effective leaders. Handouts will be provided.

On the Edge: Leadership Lessons from Mount Everest and Other Extreme Environments
by Alison Levine (January 7, 2014)

There may also be additional readings given to students throughout the semester which will provide insights to the topics discussed. Class members are expected to complete all outside readings and assignments on time. Readings may not always be covered during class sessions, but class members will be held responsible for text material in exams, assignments, and experiential activities in class.

Assignments

There will be several assignments during the course of the semester:

Leadership Lessons from Sports (10 points)

You will write an essay about the 5 most important leadership lessons you have learned from sports. It may be that the lessons were derived from your participation in sports teams or it might be that the lessons were learned via observation of coaches, professional athletes or parents. Include how sports have informed your beliefs about leading on or off the field. You may have learned from others (parents, mentors, teachers, coaches) or from team experiences that worked or didn't work. This paper is a reflection on the leadership lessons you have had through sports and should include any insights that you have about your future leadership endeavors. Remember that we learn as much through difficult or negative situations as we do through more positive experiences. The paper should be between 2-3 pages. **Due on September 10.**

"A Leaders Story" Class Discussion (10 points)

Each student will have the opportunity to lead a 15 minute discussion at the beginning of class on a leadership story that shares the highlights of a person in the world of sports. You will be assigned a date and will choose an interesting sports personality to share with the class via a powerpoint presentation (YouTube or other sites). You will facilitate a class discussion by developing a list of questions (4-5) that will stimulate dialogue about your chosen person and his or her leadership. The powerpoint presentation needs to be sent to the instructor.

Leadership Interview (20 points)

Studying and learning from leaders is an important way to learn about leadership. Students will be required to interview a sports figure (coach, professional player) who they believe represents the best qualities of leadership that we have studied in class this semester. Try to learn as much about this person and his or her leadership style as possible. You may NOT interview a family member or member of your team/peer. The paper should be between 4-5 pages in length (double spaced, 12 font). Suggested questions include:

How and why did this person become a leader?

What experiences have been the most critical in developing leadership?

Which aspects of leadership does this person practice most often in their life/job?

What attributes, skills, and lessons does this person believe makes for good leadership?

How has the world of sports influenced their thinking about leadership?

What aspects of their sports experience do they feel inhibited or enhanced their leadership?

What do they recommend as ways to strengthen your leadership abilities/skills?

Due on October 15.

Reflections on Books (20 points)

John Wooden and Alison Levine provide very different frameworks for developing leadership and teams. After reading both books reflect on the divergent leadership lessons you learned from each. What was similar and what was different? Where do you stand? What are the take-aways on building and strengthening teams that you think you will use? What do you do well and where do you fall short? What does your team do well and what might your team work on to be more effective? How can you play a role in integrating these leadership ideas into your own style? The analysis should be between 3-5 pages double spaced. **Due on November 17.**

Coaches Corner Observations (20 points)

The University of Maryland is fortunate to have a number of outstanding coaches who provide leadership to athletic teams. Several of these coaches will be guest speakers in class sharing their personal stories of how they got to where they are now and sharing leadership lessons to help you be more effective team leaders. Choose at least two (you can do more) and compare and contrast their leadership styles and ideas. What resonated with you? What did you learn from them? How do they compare with a current or past coach you have had in terms of their leadership style and what they expect from their team leaders/players? The analysis should be between 4-5 pages double spaced. **Due on December 1.**

Team Project: (30 points for presentation, 10 points for reflection)

As leadership is a relational concept you will have the opportunity to work in a small group, as a team, to learn more about how leaders in sports have made significant and lasting social change in the world. Your project will culminate in a class presentation (40 points). Teams will present to the class during one period on a specific leader or leaders who made social change through a sports platform. For example, the integration of professional baseball by Jackie Robinson; the impact of Title IX on educational opportunities for women; or the effort to change team names offensive to various ethnic or racial groups. Students will work in teams of 3-4 on the class presentation and all students will have an active role in the presentation. The team will research the topic and come up with an engaging presentation for one class period. Students will be graded on the presentation content as well as their role in the project. Every student must have equal voice during the presentation. All group members' grades will be diminished if the workload is not equally shared. Applying class constructs (e.g. leadership styles) to your observations is also important.

Topics and presentation dates for teams must be chosen by **September 17**. Presentations will occur the following dates:

October 22

October 29

November 5

November 12

November 19

November 24

December 1

In addition to a presentation to the class, a Teammate Rating Sheet will be used to analyze the amount and quality of contributions that your team members made to the success of the presentation. Each member of the team will evaluate all other members and this will be considered in the final grade of each member.

Final Exam (20 points)

A take home final exam will be given at the conclusion of the semester and will require students to synthesize what they learned in class and how they have or might integrate the lessons they have learned into their own leadership profile.

Participation in Class/Homework/Attendance (100 points)

Your participation grade is based on several factors:

- Attendance – your attendance is vital to your class participation grade. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or excessive tardiness.
- Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
- Full participation in group assignments and team projects
- Sharing ideas, observations, and personal experiences
- Relating and synthesizing ideas of others
- Pointing out relationships to earlier discussions
- Helping others develop their views and ideas
- Raising and responding to questions
- Random quizzes to determine your understanding of class material.
- Homework assignments that support understanding of concepts studied in class.

You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class.

Assignment Grading Criteria

All assignments will be graded with the following criteria:

Content:

The degree to which you respond to all the specific items in the assignment and demonstrate understanding of the material and concepts covered.

Introspection, Elaboration and Synthesis:

The degree to which you provide work that is insightful, thoughtful, innovative and self-aware in the application of course concepts. The degree to which written work provides detail, depth and development. Your ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which you “bring it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

Form:

The care and clarity with which papers and presentations are completed. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure should support and enhance the concepts conveyed. The organization, clarity and polish of the group presentation should do the same.

All papers are due on the assigned date and will be deemed late by 5:00 on the day the assignment is due. Late papers will be marked off a point for each day late unless the student has sought and received permission for a late submittal.

In addition to these graded assignments, you will also be given additional homework assignments and/or quizzes which will count towards your participation grade. These are provided to help you better understand the concepts studied and to help you be prepared for class discussion.

Expectations of Instructor

Students can expect their instructor will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. In addition, the instructor is readily available to students outside the class period and students are encouraged to contact the instructor if they are experiencing difficulties in class or class assignments.

Grading

The following point totals and associated grade levels for the course:

Leadership Lessons	10 points
Leader Story Class Discussion	10 points
Reflections on Books	20 points
Coaches Corner Observations	20 points
Leadership Interview	20 points
Team Project/Rating sheet	40 points
Final Exam	20 points
Participation/Homework	100 points
Total Points	240 points

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

Course Calendar

	DATE	TOPIC	ASSIGNMENT INFORMATION
1	Sept 1	Introductions, Syllabus Review, Group Expectations	
2	Sept 3	Leadership Overview, Team Building	
3	Sept 8	Guest: <i>True Colors with Daniel Ostick, Assistant Director, Stamp</i>	
4	Sept 10	John Wooden and the Pyramid of Success Introduction	Leaders Story: Mac & Kyle Read Part 1 in Wooden; know Pyramid Leadership Lessons paper due
5	Sept 15	John Wooden: Lessons in Leadership	Leaders Story: Shira & Jen Read Part 2 in Wooden
6	Sept 17	Coaches Corner: <i>Kerry McCoy, Wrestling, University of Maryland</i>	Team Research Topic and Date Selected
7	Sept 22	John Wooden and the Pyramid of Success	Leaders Story: Meagan & Jaime Read Part 3 in Wooden
8	Sept 24	John Wooden	Leaders Story: Matt & Alex Homework: LPI self and other completed
9	Sept 29	The Leadership Challenge Five Practices of Leadership – Introduction	Leaders Story: E & Eugene
10	Oct 1	The Leadership Challenge Five Practices of Leadership-Model the Way	Leaders Story: Homework: Team Project outline due
11	Oct 6	The Leadership Challenge Five Practices of Leadership – Inspire a Shared Vision	
12	Oct 8	The Leadership Challenge Five Practices of Leadership – Challenge the Process	Leaders Story: Shane & Ryan
13	Oct 13	The Leadership Challenge Five Practices of Leadership – Encourage the Heart	Leaders Story: Aly & Julieann
14	Oct 15	The Leadership Challenge Five Practices of Leadership wrap-up	Leadership Interview paper due
15	Oct 20	On the Edge Introduction Chapters 1-3	Leaders Story: Melvin & Matt
16	Oct 22	Presentation:	
17	Oct 27	Coaches Corner: <i>Sasho Cirovski, Men's Soccer, University of Maryland</i>	
18	Oct 29	Presentation:	
19	Nov 3	On the Edge: Chapters 4-7	Leaders Story: Lucas & Tim
20	Nov 5	Presentation:	
21	Nov 10	On the Edge: Chapters 7-11	
22	Nov 12	Presentation:	
23	Nov 17	Leadership Interview Discussion	Book Reflection paper due
24	Nov 19	Presentation:	

25	Nov 24	Presentation:	
26	Dec 1	Presentation:	Coaches Corner Paper due
27	Dec 3	On the Edge: Lessons in Leadership	
28	Dec 8	Class Wrap-up	
29	Dec 10	Evaluations and Wrap-Up	Final Exam Distributed/Evaluation Due
