



CARTHAGE
COLLEGE

Carthage College
2001 Alford Park Drive
Kenosha, WI 53140

EDU 5050 1C
Leadership In Sports
Credit: 4 Cr. Hours
Spring 2022



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Instructor: Dr. John D. Beerbower, Ed.D.
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Class Location: **CC 205** (Clausen Center)

Welcome to Carthage and welcome to EDU 5050 – Leadership in Sport. This course is an advanced seminar course in the area of sport leadership. The focus of the course will be on both the theoretical and practical applications of leadership concepts and theories and assist the student in examining and creating an authentic personal theory of leadership in sport settings.

Course Description:

Leadership theory has made a significant transformation over time in both sports and the world we live in. This course will examine the evolution of leadership theory from the classical period through contemporary models. Students will analyze these theories and identify the major perspectives, strengths, and areas of weakness. The course will provide the students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop an authentic personal theory of leadership and use leadership theories and models to address contemporary problems in current and actual sport leadership settings.

CARTHAGE MISSION:

Seeking Truth, Building Strength, Inspiring Service—Together

SEEKING TRUTH

- Carthage is a college of the Evangelical Lutheran Church in America, espousing and expressing the Judeo-Christian tradition.
- Carthage honors God's love for all people and celebrates the rich diversity of creation.
- Carthage embraces scholarship and teaching that are grounded in respect for truth, the possibilities and limitations of individual perspectives, and personal accountability.
- Carthage recognizes that the quest for Truth is a life-long journey, and that knowledge, experience, and understanding, gained through a love of learning, are the surest guides.
- Carthage promotes personal, professional, and social relationships characterized by truth, honesty, and integrity.

BUILDING STRENGTH

- Carthage challenges all members of the community to seek excellence in every endeavor.
- Carthage provides the resources, tools, and facilities necessary to attract and develop committed students, faculty, staff, and trustees.

- Carthage strives for robustness throughout its educational experience, providing students with opportunities to grow in all facets of life.
- Carthage seeks breadth and depth of cultural experience from faculty and students, building a foundation for informed, courageous, and effective action in the larger world.
- Carthage collaborates with advisors and partners who help increase the relevance, vibrancy, and resilience of the educational experience.
- Carthage is a responsible steward, investing in and preserving resources in service to current and successive generations of students.

INSPIRING SERVICE

- Carthage affirms that the privilege of education is accompanied by the responsibilities of social awareness.
- Carthage challenges students to become builders of a just and compassionate world by immersing them in an educational experience that offers exposure to the full breadth of existence on Earth.
- Carthage prepares students for lives of service, and progression to leadership, by providing opportunities to give of themselves and help others—locally, nationally, and internationally.
- Carthage models and promotes the art of stewardship, enjoining respect for life in all of its various forms and cultures.

TOGETHER

- Carthage is a college community that spans generations and bridges ideologies, nurturing lives of service, work, appreciation, and understanding.
- Carthage affirms that Truth, Strength, and Service intertwine beneficially throughout life, and encourages members of the community to follow paths that incorporate all three.
- Carthage embraces traditions that lift up the community and increase its relevance and prestige.
- Carthage encourages community members to challenge and support one another, to accept responsibility and require accountability, and to collaborate in serving the best interest of students.

Required Texts:

Maxwell, John C. (2007). *The 21 Irrefutable Laws of Leadership*. Nashville: Thomas Nelson.

Kouzes, J.M. and Posner, B.Z. (2017). *The leadership challenge (6th ed.)*. San Francisco: Jossey-Bass. ISBN: 9781119278962

Bibliography of Recommended Readings:

Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.

Christensen, C., Marx, M., & Stevenson, H. H. (2006, October). The tools of cooperation and change. *Harvard Business Review*, 84(10), 72–80.

Ciulla, J. (2003). *The Ethics of Leadership*. Belmont: Wadsworth.

- Collins, J. (2001). *Good to great*. New York: Harper Collins.
Corwin Press.
- Covey, S.R. (2004). *The 8th habit: from effectiveness to greatness*. New York: Free
- Covey, S.R. (1989). *The 7 habits of highly effective people*. NY: Fireside.
- DePree, M. (1989). *Leadership is an art*. NY: Dell Publishing.
- Finzel, H. (2000). *The top ten mistakes leaders make*. Colorado Springs, CO: Victor.
- Fowler, F. (2009). *Policy studies for educational leaders: an introduction (3rd ed.)*.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA:
- Gibbs, J. (2009). *Game Plan for Life: Your Personal Playbook for Success / Joe Gibbs with Jerry B. Jenkins*. Carol Stream: Tyndale.
- Gordon, T. (1980). *Leader effectiveness training*. NY: Bantam.
- Hersey, P., & Blanchard, K.H. (1982). *Management of organization behavior: Utilizing human resources*. (4th ed). Englewood Cliffs, NJ: Prentice Hall.
- Jones, L. B. (1995). *Jesus C E O: Using ancient wisdom for visionary leadership*. NY: Hyperion. .
- Keith, K. (2008). *The Case for Servant Leadership*. Westfield: Greenleaf Center for Servant Leadership.
- Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. *Restructuring for caring and effective education: Piecing the puzzle together*, 93-128.
- Kotter, J.P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.
Press.
- Sergovanni, T.J. (1992). *Moral leadership: getting to the heart of school improvement*. San Francisco: Jossey-Bass Publishers.
- Starratt, R. J. (2004b). *Ethical leadership*. San Francisco, CA: Jossey-Bass.
- Wooden, J. & Carty, J. (2005). *Coach Wooden's Pyramid of Success: Building Blocks for a Better Life*. Ventura: Regal.

Course Assignment Breakdown: (310 points)

- 60% Discussion & Participation**
 - 17% In-Class & Virtual Discussion (7 classes x 8 pts each = 56 possible)**
 - 43% Online (Schoology) Discussion Participation (14 weeks x 10 pts each = 140 possible)**
(included the 10pts for each ON-CAMPUS or VIRTUAL class participation)
- 31% Assignment #1 Platform Paper (final version) (100 possible points)**
- 9% Assignment #1 Platform Paper Outline. (30 possible points)**

Assignment 1: Personal Sport Leadership Platform Paper.

A leadership platform takes a significant amount of reflection and time to create. A platform is made up of a person’s beliefs, attitudes, and values. These are the foundation that support the leader’s behavior and shape their daily actions. The purpose of this assignment is to help each student reflect, create and revise a final version of a personal sport leadership platform. The assignment will help them internalize the concepts of the class and serve as a tool for them to use as they pursue their goals. Students will create their leadership platform paper based on the class discussions, leadership inventories and texts on leadership. They will reflect on and write their beliefs and values pertaining to a variety of themes throughout the paper. The student may also use the platform paper as part of a leadership portfolio.

- (Assignment Details and Rubric Attached)

Grading

Students’ work will be assessed and a grade will be determined. The grading scale for this class is as follows:

93-100	A	4.00	82-80	B-	2.67	69-67	D+	1.33
90-92	A-	3.67	79-77	C+	2.33	66-63	D	1.00
89-87	B+	3.33	76-73	C	2.00	62-60	D-	.67
86-83	B	3.00	72-70	C-	1.67	59 and below	F	.00

Please note that grading scales at Carthage will vary from class to class and the scale used in EDU5050 - Leadership in Sport may not be used in other courses. Each instructor sets the grade scale for his/her course.

Ethics, Honesty, Participation and Carthage College Honor Pledge:

It is expected that you will attend every class and complete your work with honesty and integrity. Please call or email me if you plan to miss a meeting.

By virtue of your enrollment in this course, you are committing yourself to Carthage College’s Honor Pledge. The Honor Pledge / Academic Honesty Guidelines are available for review on the Carthage College website:

<http://www.carthage.edu/campus-life/code/academic-concerns/>

As a result of your commitment to this honor pledge, violations of the code will have serious repercussions. If a student cheats on a course requirement, the student will receive a zero for this assignment, and this will count in your overall point total for this course. If a student cheats on an examination, the student will fail the course.

Academic Integrity

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

Health and Wellness

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

COVID-19 SAFETY

If you miss class because of Covid symptoms, I expect you to be tested—that will be the necessary documentation to excuse your absence. When in class, you will keep your mouth and nose covered and you will sit as far apart as possible. When working in groups, please make every attempt to stay 3 feet apart. I have extra masks, hand sanitizer, and anti-bacterial cleaners if you need any. There will be no food allowed during class, and we will take a 15 minute break to give you time to have a snack outside of our classroom. If you have a medical issue that requires you to eat a snack sooner than 2:30, please speak with me.

- If you test positive for COVID-19, contact Nick Winkler nwinkler@carthage.edu and/or Kimberlie Goldsberry kgoldsberry@carthage.edu for the next steps in determining your isolation period and to begin the contact tracing process.

Writing Help

The Brainard Writing Center is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit carthage.edu/writing-center.

Learning Accommodations

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Reading Assignments

Students will be asked to read two texts that will be the foundation for our class discussions. Evidence that students have read the texts will be accessed via discussion boards, assignments and class projects. **Active and engaged discussions are expected** – both online and during face-to-face meetings.

Presentations

Students will be expected to give presentations on the findings of their papers/assignments/readings during the ON CAMPUS class meetings. The oral reports will maintain the objective to sharing the lessons learned with their classmates and provide opportunities to dialog regarding the essential learning objectives. Tips on effective oral reports will be reviewed.

Schoology Discussion Board

Students will participate in the Schoology discussion board for this class. Students are expected to access the site and post a response to each question. A “quality” initial post would be at least 300 word reflection. Making 2 reply posts each week, requires that you **read** what others have written so that your posting is relevant to the discussion. Answering another student’s posting will count if it shows ample independent thought and content. Students will also take turns posting questions to lead the online discussion.

Initial Posts – Due Thursday By 11:59 pm CST

Reply to Peers (2) Saturday by 11:59 pm CST

Online Discussion Boards / Schoology: 40 % of course grade

Assignment Description: Discussions are an opportunity to share your thoughts, ideas, and professional experiences as they relate to the reading assignments and presentations. The readings provide prompts for the discussions and should be completed BEFORE attending a face-to-face class. Online discussion participation is an important aspect of broadening your thinking and deepening your understanding of a topic. As such, they are a significant learning resource.

Your **INITIAL POST** to the Discussion must be a thoughtful response to each question.

Your **REPLY POST** discussion contributions such as “I agree” or “nice post” are not considered thoughtful replies and will not be counted toward your participation grade.

Discussion & Participation Rubric

Schoology Discussion Board Response Rubric: Initial Post

A	B	C	F
1. The response is excellent and to the point.	1. The response is adequate but could be more complete. (at least approx. 400 words.)	1. The response is minimal. (less than 300 words)	1. The response is weak.
2. The response is substantive and related to key concepts; there are no misconceptions.	2. The response is substantive, but a few key concepts may be omitted. There may be some misconceptions.	2. The response mentions some key concepts, but there are significant misconceptions or omissions.	2. There are no references to key principles; if key concepts are present, there is no evidence they were understood.
3. The response uses personal or professional examples to demonstrate the application of concepts or theories.	3. The response presents personal or professional examples, but they are not fully integrated in the response.	3. The response presents a few personal or professional examples and/or they are not fully integrated in the response.	3. The response has no references to professional or personal experiences; if they are present, they are not integrated in the response.
4. The response is clear, concise, and easy to understand. Terminology is used appropriately and the response is logically organized.	4. The response is adequately spoken, but it may contain some organization problems or a few inappropriately used terms.	4. The response is poorly spoken; one may comprehend the student’s ideas only after repeated responses.	4. The response is poorly spoken; one cannot comprehend the student’s ideas after repeated Responses.

Schoology Discussion Board Response Rubric: Response Posts (Must respond to at least 2 other student’s initial posts)

A	B	C	F
1. Responds to at least 2 other student’s initial posts.	1. Responds to 2 posts, but not of equal quality.	1. Responds to 1 initial post from other students.	1. No response posts are given to other students or instructor’s thoughts and posts.
2. The response is substantively related to the course content; key concepts are presented, clearly understood, and well integrated in the response.	2. The response is largely related to the course content; most of the key concepts are presented and understood; most of the concepts are integrated in the response.	2. The response presents a few concepts from the course content; they may be poorly integrated in the response or there may be little evidence that they are understood.	2. The response contains no reference to key concepts; if key concepts are present, there is no evidence that the learner understood the concepts or integrated them in the response.
3. The response is characterized by three or four of the following criteria: - Thought-provoking - Supportive - Challenging - Reflective	3. The response is characterized by two of the following criteria: - Thought-provoking - Supportive - Challenging - Reflective	3. The response is characterized by one of the following criteria: - Thought-provoking - Supportive - Challenging - Reflective	3. The response does not include any of the following criteria: - Thought-provoking - Supportive - Challenging - Reflective

Dr. Beerbower – Spring 2022 – EDU5050 Sport Leadership - Weekly Schedule:

Date	Week	Topics / Readings / Resources	Assignments / Activities
<p>Tues Jan 8</p> <p>*** OR</p> <p>6pm Zoom (online)</p>	<p>Week 1</p>	<ul style="list-style-type: none"> - Introductions - Syllabus & Schedule - Schoology Tutorial - Required Texts - Dick Vermeil – 7 Common Sense Leadership Principles - Leadership Skills for Sport Leaders related article - Managing Complex Change (Lippitt-Knostrer Model) related article <p>Online Expectations for the Week:</p> <ul style="list-style-type: none"> - Maxwell: chapter 1-3 Law of the Lid Law of Influence Law of Process - Kouzes & Posner – Intro: Making Extraordinary Things Happen in Organizations: (Intro – stop at start of Chapter 1) 	<p>ON CAMPUS 6-9pm</p> <p>Group activities around 7 Common Sense Leadership Principles & Leadership Skills for Sport Leaders</p> <p>Class Notes: Managing Complex Change (Knostrer Model & Dr. Lippitt's Model):</p> <p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: Based on this week's readings choose one of John Maxwell's Laws (1-3) that resonated with you this week? Why are these skills so important for an effective leader? How have you seen these laws impact the leaders you have served under over during your experiences?</p>
<p>2-13 to 2-19</p> <p>Zoom Tues, 1-19 7pm</p>	<p>Week 2</p> <p>W3 W4</p>	<ul style="list-style-type: none"> - Maxwell: chapter 4-6 Law of Navigation Law of Addition Law of Solid Ground - Maxwell: chapter 7-10 Law of Respect Law of Intuition Law of Magnetism Law of Connections - Kouzes & Posner – Chapter 1: pg. 3-44 / When Leaders Are at Their Best. - Chapter 3: pg. 47-70 / Clarifies Values 	<p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: Part 1 (Virtual): Based on this week's readings in Kouzes & Posner, starting at page 30's section, how do the authors expound on their belief of leadership as a relationship. How does this belief compare with the thoughts in John Maxwell's book so far? Part 2: On page 30-31 Kouzes & Posner (Table 2.1) share the characteristics of admired leaders. What can we learn from this data. Part 3: This week's readings focus on the importance of clarifying values. Why is clarifying our values such an important part of sports leadership?</p>

<p>1-20 to 1-26</p> <p>Zoom Tues, 1-26 7pm</p>	<p>Week 3</p> <p>W5 W6</p>	<ul style="list-style-type: none"> - Kouzes & Posner – Chapter 4: pg. 71-94 / Set the Example. - Kouzes & Posner – Chapter 5: pg. 95-116 / Envision the Future. - Servant Leadership – Greenleaf (Beerbower will bring information printed out to class) - Maxwell: chapter 11-13 <p>Law of Inner Circle Law of Empowerment Law of the Picture</p>	<p>Class Notes: Servant Leadership - Greenleaf</p> <p>*****</p> <p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: Part 1 (Virtual): This week’s readings focus on the concept and importance of Vision. Over the years I have seen this be a critical leadership attribute. Maxwell talks about some of these concepts in Chapter 13 (pg. 155). What big ideas spoke to you during this week’s readings regarding “vision”. Part 2: Kouzes & Posner (pg. 116) share some action steps pertaining to envisioning the future. Read through these steps and make personal application. Then write how the author says leaders can change a profession from a “job” to a “calling”.</p>
<p>Tues. Mar. 1</p> <p>*** OR</p> <p>6pm Zoom (online)</p>	<p>Week 4</p> <p>W7 W8</p>	<ul style="list-style-type: none"> - Maxwell: chapter 14-19 Law of Buy-In Law of Victory Law of Big Mo Law of Priorities Law of Sacrifice Law of Timing - Kouzes & Posner: Chapter 6: pg. 117-144 / Enlist Others. Chapter 7: pg. 148-168 / Search for Opportunities. 	<p>ON CAMPUS 6-9pm Outline for Assignment #1 Due. OR Google Hangouts Virtual Class Meeting</p> <p>Class Notes: Servant Leadership - Greenleaf</p> <p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: Part 1 (In-Class): This week’s readings focus on the concept and importance of delegation, buy-in, and enlisting others to action. Expand on what skills a leader must demonstrate in order to effectively inspire others to act / buy-in? How have you seen leaders fail in this area & why? Part 2 (In-Class): This week’s readings focus on the concepts of priorities, sacrifice and timing as leaders search for opportunities. What do Kouzes & Posner mean by “seize the initiative” and “exercise outsight”, and why is this important to an effective leader? Part 3: What does Maxwell mean when he talks about “A Leader Must Give Up to Go Up”? (Law of Sacrifice, starts pg. 219) Please give examples of how you can relate to this week’s leadership concept.</p>

<p>3-6 to 3-12</p> <p>Zoom Tues, 2-9 7pm</p>	<p>Week 5</p> <p>W9 W10</p>	<ul style="list-style-type: none"> - Kouzes & Posner – Chapter 8: pg. 169-194 / Experiment and Take Risks. Chapter 10: pg. 219-246 / Strengthen Others. - Growth Mindset – Dweck. http://youtu.be/NWv1VdDeoRY And, if you like the first video, you might also enjoy this one that is more detailed on how it relates to sport https://youtu.be/75GFzikmRY0 (also good) - 5 Levels of Leadership – Maxwell. - Leadership Personality & Discussion: Knowing yourself (Pros & Cons) http://www.16personalities.com/free-personality-test 	<p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: Part 1 (Virtual): This week’s readings focused on strengthening others. This is not only a major concept in sport leaders philosophy. But also a key component in athletics and coaching in general. Please share your reflections from Kouzes & Posner (Chapter 10) and how it might impact you as a leader. Part 2: Watch the video clips on Mindset and write about Dweck’s Growth Mindset might impact a sport leadership philosophy? (<i>Use links to provided</i>) Part 3: Watch Maxwell’s talk on the 5 levels of leadership: https://youtu.be/4KqL_1G8JD8 (27 minutes) What was your biggest take-away from Maxwell’s 5 Levels?</p>
<p>3-13 to 3-19</p> <p>Zoom Tues, 2-16 7pm</p>	<p>Week 6</p> <p>W11 W12</p>	<ul style="list-style-type: none"> - Maxwell: chapter 20-21 Law of Explosive Growth Law of Legacy Kouzes & Posner – Chapter 9 / pg. 198-218 / Foster Collaboration. - Chapter 11: pg. 247-270 / Recognize Contributions. 	<p>Schoology Discussion Board Initial Post Due Thursday 11:59pm CST Reply to Peers (2) by Saturday 11:59pm CST</p> <p>Discussion Question: This week is the last two chapters of the Maxwell Book. These last two Chapters: The Law of Explosive Growth & The Law of Legacy are important chapters for understanding the heart of success as a leader. Part 1 (Virtual): Start on pg. 249-252 Maxwell talks about “A different Focus”. Please share some of the things that impact you the most as you reflect on the difference between: “A Leader Who Attracts Followers...VS. Leaders who Develop Leaders” Part 2: A simple but profound question that might be tough to summarize, but do your best. What do you want your legacy to be as a leader? What do you want those who follow you to say about your tenure as their leader / organization? Part 3: As you read through Kouzes and Posner this week (chapter 11), Write about individuals and examples within your own experiences and when a leader has “Encouraged the Heart” pg. 245) of those who followed them.</p>

<p>Tues. Mar. 22</p> <p>*** OR</p> <p>6pm Zoom (online)</p>	<p>Week 7</p> <p>W13 W14</p>	<ul style="list-style-type: none"> - Kouzes & Posner – Chapter 12 & 13: pgs. 271-313 / Celebrate the Values & Victories...Leaderships is Everyone’s Business. - Maxwell Book – pg. 269 Laws of Leadership Evaluation. - Reflection Questions – Open thread Discussion. 	<p>ON CAMPUS 6-9pm OR Virtual Learning (TBD)</p> <p>Google Hangouts Class Meeting Option</p> <p>Final Revision of Assignment #1 Final Draft Due. Group activities around Kouzes and Posner in Chapter 12, especially looking at the influence of sport / sport leadership / coaching (pg. 309-310).</p> <p>Students will take the Maxwell Book Laws of Leadership Self Evaluation (pg. 269) and discuss then with their peers.</p> <p>Peers share their final versions of Assignment 1: Leadership Platform.</p> <p>*****</p> <p>Schoology Discussion Board ONLINE Initial Post Due Tuesday Night (3-22) 11:59pm CST Reply to Peers (2) by Friday Night (26) 11:59pm CST No Replies Required for this final discussion.</p> <p>This week’s final discussion board post is an open thread. Each student may choose a final reflective topic to write on looking back on the previous 13 weeks. Discussions might take on the following topics as suggestions (but no necessary):</p> <ul style="list-style-type: none"> - Biggest Take Away Lessons from this course? - Areas you feel you still need to grow as a leader? - How has your understanding of leadership changes as a result of this class? - What challenges do you foresee sport leaders facing in the future years? - What assignment from this class did you most benefit from? (explain how and why)
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Assignment 1: Personal Leadership Platform (Outline & Paper)

A leadership platform takes a significant amount of reflection and time to create. A platform is made up of a person's beliefs, attitudes, and values. These are the foundation that support the leader's behavior and shape their daily actions. The purpose of this assignment is to help each student reflect, create and revise a final version of a personal sport leadership platform. The assignment will help them internalize the concepts of the class and serve as a tool for them to use as they pursue their goals. Students will create their leadership platform paper based on the class discussions, leadership inventories and texts on leadership. They will reflect on and write their beliefs and values pertaining to a variety of themes throughout the paper.

STEPS:

- 1) Submit an outline of the paper with the main headings and bullet points for each. This outline will be submitted as step one in the process. Dr. Beerbower will grade it as an assignment and students will share their outlines with their classmates & discussion.
- 2) First Draft of the Platform will be submitted and again shared with the instructor and classmates.
- 3) Final Draft of the Platform paper will be submitted on the last ON-CAMPUS class for a grade.
- 4) Suggestions for the Platform Paper Sections Include:
 - 1.0 Introduction
 - 2.0 Definition, Purpose and Characteristics of Effective Leadership
 - 2.1 The Relationship between Leadership and Followers
 - 2.2 What motivates individuals to contribute whole heartedly
 - 2.3 Views on sharing leadership success and delegation
 - 3.0 Image of Sport Leadership:
 - 3.1 Image of the Athlete (student/athlete)
 - 3.2 Image of Coach
 - The Preferred Coaching Pedagogy and Climate
 - 3.3 Image of Sport (within in institutional context)
 - 3.3.1 Aims & Social Significance of Sport
 - 3.3.2 The Preferred Sport Climate
 - 4.0 The Leader I Aspire To Be.
 - Personal Assets for Leadership & Other factors which impact my leadership

Throughout each section, write about your own understanding and beliefs regarding the concepts. Please include context and references from the various texts in the course. However, the purpose of the paper is NOT to be a summary of the various leadership theories given by the authors. It should be reflect your beliefs and values based on these underpinnings and reflect the foundation by which you will make decisions as a leader.

Written Paper Expectation Rubric

Any time a student submits written work for this class. The writing should be substantiated by appropriate references and demonstrate the student's ability to conceptualize and apply the course content. Each written assignment should be in APA format and style. All written assignments are due as indicated in the course syllabus.

<i>Scholarly Writing, Presentation, and Style (25%)</i>					
	Exemplary	Acceptable	Adequate	Inadequate	Unacceptable
10%	APA style is exemplary and used consistently and extensively throughout the manuscript.	APA style is used consistently with very few errors throughout the manuscript.	APA style is used throughout the manuscript but exhibits common errors.	APA style is used inconsistently throughout the manuscript.	APA style is poorly demonstrated.
15%	Exemplary attention and effort are given to voice, grammar, and flow of writing.	Evident attention and effort are given to voice, grammar, and flow of writing.	Adequate attention and effort are given to voice, grammar, and flow of writing.	Inadequate attention and effort are given to voice, grammar, and flow of writing.	Minimal attention and effort are given to voice, grammar, and flow of writing.
<i>Evidence of Critical Thinking (70%)</i>					
	Exemplary	Acceptable	Adequate	Inadequate	Unacceptable
15%	Higher order thinking is consistently present, original, and creative.	Higher order thinking is present and consistent.	Higher order thinking is present but not consistent.	Higher order thinking is questionable.	Higher order thinking is obviously absent.
15%	Strong arguments have been formulated about theories, relationships, and concepts.	A conscious, consistent attempt has been made to develop valid arguments about theories, relationships, and concepts.	Some attempt has been made to develop arguments connecting theories, relationships, and concepts.	Little attempt has been made to develop arguments connecting theories, relationships, and concepts.	Arguments connecting theories, relationships, and concepts have not been developed.
15%	Clear patterns of idea formation, research by others, and support statements tie ideas to research.	Patterns of idea formation, research by others, and support statements that tie ideas to research are present but with small gaps in evidence or support.	Idea formation lacks sufficient evidence and support.	Evidence or support for ideas is poorly developed.	No attempt has been made to tie ideas to research.
15%	Current research is substantial and fully covers the topic.	Current research is present and covers the topic.	Current research is present and generally covers the topic. Gaps may be evident.	Current research is partially present and minimally covers the topic.	Current research is minimal and does not cover the topic.
15%	Application is creatively and uniquely supported by the theory and research.	Application is well supported by the theory and research.	Application is adequately supported by the theory and research.	Application is questionably supported by the theory and research.	Application is not supported by the theory and research.