

Western University  
Faculty of Health Sciences  
**School of Kinesiology**

**KIN 3398F - Managing People in Sport and Recreation Organizations  
Fall 2020**

<p><b>Instructor:</b> Dr. Alison Doherty <b>Office:</b> 3M Centre Rm 2225D <b>Email:</b> <a href="mailto:adoherty@uwo.ca">adoherty@uwo.ca</a> <b>Phone:</b> 519/661-2111 x88362 <b>Office Hrs:</b> by appointment</p> <p><b>TAs:</b> Swarali Patil <a href="mailto:spatil@uwo.ca">spatil@uwo.ca</a> Tristan Tahta <a href="mailto:ttahta@uwo.ca">ttahta@uwo.ca</a></p>	<p><b>Lectures:</b> Tu <b>Asynchronous pre-recorded lecture</b> Th 2:30 pm –3:30 pm <b>Synchronous session</b></p> <p><b>Instruction Mode:</b> Online (Tuesday lecture posted online, Thursday real-time class)</p>
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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

**Calendar Course Description (including prerequisites/anti-requisites):**

This course examines the strategic management of human resources for optimal performance and organizational effectiveness in the sport, recreation, and physical activity setting. Topics include staffing, job design, leadership, organizational culture, and change that are critical to individual and workgroup performance.

**Prerequisite(s):** [Kinesiology 2298A/B](#).

**Extra Information:** 3 lecture hours.

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

**COURSE OBJECTIVES:**

This course introduces students to the theory and practice of strategic human resource management in the sport, recreation and physical activity organization setting. Lectures and reading material are used to examine the main issues pertaining to the management of individuals, such as satisfaction and motivation at work, and critical performance management practices, such as job design and leadership. Throughout the course, students have an opportunity to analyze these issues and practices, and apply their knowledge to typical organizational behaviour problems in the sport, recreation, and physical activity setting. This course is fundamental for anyone who envisions managing a team or workplace.

**LEARNING OUTCOMES:**

Upon completion of this course students will be able to:

1. Describe the key elements of strategic human resource management
2. Apply theory to explain and predict individual workplace behaviour
3. Analyze the effectiveness of various approaches to managing people in sport and recreation
4. Design a plan for the effective management of people in the workplace

**REQUIRED COURSE MATERIALS:**

Taylor, T., Doherty, A., & McGraw, P. (2015). *Managing people in sport organizations: A strategic human resource management perspective (2nd ed.)* London: Routledge.

The text is available at Western Libraries as an e-book. [https://ocul-uwu.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/5bnt9j/cdi\\_askewsholts\\_vlebooks\\_9781315881881](https://ocul-uwu.primo.exlibrisgroup.com/permalink/01OCUL_UWO/5bnt9j/cdi_askewsholts_vlebooks_9781315881881)

Additional materials for the course are available on Owl (numbered Web1, Web2, etc.).

**COURSE EVALUATION:**

<i>Assignment</i>	<i>Date</i>	<i>Grade</i>
Four mini-assignments (5% each)		20%
Job analysis	Oct. 9 11:55 pm	
Orientation	Oct. 16 11:55 pm	
Compensation plan	Nov. 13 11:55 pm	
Job re/design	Nov. 20 11:55 pm	
Mid-term Take home Exam	Oct. 20 11:55 pm	20%
Case Study	Dec. 8 11:55 pm	30%
Final Take home Exam	December exam period	30%

Details about the mini-assignments and the Case Study are below and posted in OWL Assignments. The mid-term and final exams will be take-home format and based on material in the readings, lectures, and class discussion.

There is a 1 mark/day penalty for late assignments (mini-assignments, case study).

There is no late submission of mid-term or final exams.

**DETAILED SCHEDULE OF TOPICS AND READINGS:**
**Introduction to Strategic Human Resource Management**

- Sept. 10** Real-time session – Introduction, Course overview, workplace issues
- Sept. 15** Pre-recorded lecture – Introduction to Strategic Management, Introduction to SHRM  
**Reading:**  
 Text Chapters 1 and 2 (Introduction and Strategic Human Resource Management)
- Sept. 17** Real-time session – Interactive discussion and activities

**Individuals Within Organizations**

- Sept. 22** Pre-recorded lecture – Attributes, competencies and personality  
**Reading:**  
 Web1 Langton, N., Robbins, S.P., & Judge, T.A. (2013). Personality. *Organizational behaviour* (6th ed.) (pp. 46-57). Toronto: Pearson.  
 Web2 Personality tests (Type A/B, Locus of Control)  
 Web3 Internal vs. External Locus Behaviours  
 Text Chapter 10 (pp. 177-185) (Sport Organizations and Diversity Management)
- Sept. 24** Real-time session – Interactive discussion and activities
- Sept. 29** Pre-recorded lecture – Attitude, job satisfaction  
**Reading:**  
 Web4 Robbins, S.P., & Judge, T.A. (2010). Values. Job Attitudes. *Essentials of*

*organizational behaviour* (10<sup>th</sup> ed.) (pp. 22-25 and 47-61). Upper Saddle River, NJ: Prentice Hall.

Web5 Smucker, M., & Kent, A. (2004). Satisfaction and referent comparisons in the sport industry. *International Journal of Sport Management*, 5, 262-280.

Web6 Workplace Scenarios

Web7 Job Satisfaction Exercise

**Oct. 1** Real-time session – Interactive discussion and activities

### Human Resource Planning and Development

**Oct. 6** Pre-recorded lecture – HR planning, recruitment and selection

Reading:

Text Chapter 3 (pp. 31-41) (Human Resource Planning)

Text Chapter 4 (Recruitment and Selection for Sport Organizations)

**Oct. 8** Real-time session – Interactive discussion and activities

**Oct. 13** Pre-recorded lecture – Orientation and organizational culture

Reading:

Text Chapter 5 (Orientation and Organizational Culture)

**Oct. 15** Real-time session – Interactive discussion and activities, mid-term exam review

### Midterm Exam

**Oct. 20** Take-home exam due 11:55 pm

### Performance Management

**Oct. 22** Real-time session – Interactive discussion, review of Case Study, review of post-graduate programs

**Oct. 27** Pre-recorded lecture – Performance management, motivation

Reading:

Text Chapter 7 (Performance Management)

Text Chapter 8 (pp. 131-140) (Motivation and Rewards Management)

Web8 Robbins, S.P., & Judge, T.A. (2010). Motivation concepts – Two-Factor Theory. *Essentials of organizational behaviour* (10<sup>th</sup> ed.) (pp. 65-66). Upper Saddle River, NJ: Prentice Hall.

Web9 Chelladurai, P. (2005). Herzberg's Motivation-Hygiene Theory. *Managing organizations for sport and physical activity* (2<sup>nd</sup> ed.) (p. 249). Champaign, IL: Human Kinetics.

Web10 Motivation-Hygiene Theory Exercise

Web11 Three Need Theory Exercise

**Oct. 29** Real-time session – Interactive discussion and activities

**Nov. 10** Pre-recorded lecture – Motivation cont'd., rewards and compensation

Reading:

Text Chapter 8 (pp. 139-148, 150-152)

Web12 Expectancy Theory Case

**Nov. 12** Real-time session – Interactive discussion and activities

- Nov. 17** Pre-recorded lecture – Job design  
Reading:  
 Text Chapter 3 (pp. 41-47) (Human Resource Planning)  
 Text Chapter 8 (pp. 148-150) (Motivation and Rewards Management)  
 Web13 Chelladurai, P. (2006). Job design. *Human resource management in sport and recreation* (2<sup>nd</sup> ed.) (pp. 137-153). Champaign, IL: Human Kinetics.  
 Web14 Neufeind, M., Guntert, S.T., & Wehner, T. (2013). The impact of job design on event volunteers' future engagement: Insights from the European Football Championship 2008. *European Sport Management Quarterly*, 13, 537-556.  
 Web15 Job Enrichment Case  
 Web16 Job Diagnostic Survey (sample items)
- Nov. 19** Real-time session – Interactive discussion and activities

<b>Employee Management</b>
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- Nov. 24** Pre-recorded lecture – Leadership and employee involvement  
Reading:  
 Web17 Langton, N., Robbins, S.P., & Judge, T.A. (2013). Leadership. *Organizational behaviour* (6<sup>th</sup> Canadian ed.) (pp. 394-411). Toronto: Pearson.  
 Web18 Leadership research article – TBA  
 Web19 Situational Leadership Exercise and Model  
 Web20 Multifactor Leadership Questionnaire (Transformational/Transactional Leadership)  
 Web21 Leadership Exercise  
 Text Chapter 9 (pp. 154-165) (Sport Organizations and Employee Relations)
- Nov. 26** Real-time session – Interactive discussion and activities

<b>Managing Change</b>
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- Dec. 1** Pre-recorded lecture – Organizational change  
Reading:  
 Text Chapter 11 (Managing Change and Future Challenges)  
 Web22 Winand, M., & Anagnostopoulos, C. (2017). Get ready to innovate! Staff's disposition to implement service innovation in non-profit sport organizations. *International Journal of Sport Policy and Politics*, 9, 579-595.
- Dec. 3** Real-time session – Interactive discussion and activities, final exam review
- Dec. 8** Case Study due 11:55 pm

## **COURSE ASSIGNMENTS:**

### **Mini-Assignments (4 X 5% for total 20%)**

Specific details are available in OWL Assignments.

Overview:

1. Job Analysis (due Oct. 9) – conduct a job analysis of your most recent work or volunteer position
2. Orientation (due Oct. 16) – describe the orientation process undertaken with GoodLife staff
3. Develop a compensation plan for a given employee (to be assigned) (due Nov. 13)
4. Assess the job design or your ideal sport/recreation/physical activity job, and suggest a redesign as necessary (due Nov. 20)

### **Case Study (30%)**

(due Dec. 8 by 11:55 pm on OWL, late penalty 1 mark/day including weekend days)

Each student will undertake a case study of a sport, recreation or leisure services organization. The final report will be approximately 15-20 typed, double-spaced pages of text (excluding references and appendix; using 12 pt. font, 1-inch margins). Papers will be submitted to an online plagiarism detector.

The purpose of the case study is to gain an understanding of human resource management through an in-depth investigation in the field. The study (including the interview guide and the final report) will be based on, and refer to, a review of the SHRM literature.

The assignment will require the following:

#### Step 1

Identify a sport, recreation, or leisure services organization and a knowledgeable individual who is willing to be interviewed for the case study. All names and information that may reveal the individual and his/her organization must be changed to ensure anonymity in the final report. Provide your prospective interviewee with the "Letter of Information" (in OWL Resources) and obtain consent for participation in your study. Check in by Nov. 17 to confirm this step has been completed (see in OWL Quiz).

#### Step 2

Be familiar with the literature pertaining to the topics below to help prepare the interview guide (do this first!).

#### Step 3

Prepare an interview guide, based on the review of literature in Step 2. The interview guide will be used to gather data for the case study. The interview guide must be included in an appendix of the final report. The following must be addressed in the interview:

1. Background
  - i) Description of the organization (sector, history, products/services)
2. Human resource management in the organization
  - i) Mission/goals of the organization
  - ii) SWOT analysis (internal strengths and weakness, external opportunities and threats)
  - iii) Strategic direction of the organization (where is it going? what are future plans? consider - does this coincide with the mission/goals and SWOT?)
  - iv) Human resource plan to meet those goals/strategy (staffing profile – roles, attributes; recruitment)
3. Human resource management topic; address any **one** of the following:
  - *Rewards* – describe the reward structure, for management, staff and volunteers (as applicable); critique the motivational forces of those rewards and any strengths, challenges, concerns.

- *Job analysis/design redesign* – diagnose the job/role of your interviewee or another person or group in the organization; investigate the potential for job enrichment and propose the process and outcomes of a redesigned job (you may have to explain the concepts to your interviewee as you go along)
- *Leadership* – describe the leadership style of your interviewee, or his/her supervisor, according to one or more of the leadership theories; is he/she an effective leader?
- *Performance management* – describe what is done in the organization (if anything) – is there a systematic process in place (see model in the course text)? Are parts of performance management addressed? Who is responsible for this? Is it effective or ineffective? How could performance management be handled?
- *Performance appraisal* – describe what is done in the organization (if anything) – who is evaluated, what is evaluated and how, what is done with the information (if anything); if appropriate propose an effective performance appraisal plan for the organization
- *Orientation* – describe how orientation takes place for management, staff and/or volunteers? What is the intent of orientation in the organization? Describe what approach(es) are used? Is this effective for the organization? What challenges does the organization experience?
- *Training and development* – describe what is done for management, staff and volunteers (as applicable), if anything; what are the goals? How are needs determined? How is training/development carried out (in-house or off-site)? If appropriate propose an effective training/development plan for the organization.
- *Organizational change* – describe a major organizational change that your interviewee has experienced in the organization; what caused the change? how was it implemented? what did your interviewee and others think of it? how was it (or how could it have been) effectively managed? Focus should be on human resources and how the change affected them.
- Some *other topic*, upon approval of the instructor

#### Step 4

Collect the data through your interview(s)!

#### Step 5

Prepare a final case study report, which will include the following sections:

- i) Background (purpose of the case study, description of the organization, interviewee) (3 marks)
- ii) Human Resource Management in the Organization (\*provide a referenced definition of each component followed by or along with the “results”) (12 marks)
  - a) Mission and Goals
  - b) SWOT Analysis
  - c) Strategic Direction
  - d) Human Resource Plan
- iii) Human Resource Management Topic (\*provide a referenced review of literature of the issue followed by or along with the “results”) (total 12 marks)
- iv) Summary, conclusion, and recommendations (3 marks)
- iv) References
- v) Appendix (including interview guide)

Up to 2 marks will be deducted for poor style (typos and grammatical errors, effective layout and headings, lack of appropriate referencing).

## Course/University Policies

### 1. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

**2. Academic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

### 3. Electronic Device Usage:

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### 4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

### 5. Support Services

There are various support services around campus and these include, but are not limited to:

1. *Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>
2. *Student Health & Wellness* -- <http://www.health.uwo.ca/>
3. *Registrar’s Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

### 6. Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences):

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

**The following conditions are in place for self-reporting of medical or extenuating circumstances:**

- a. a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online [https://www.uwo.ca/fhs/kin/undergrad/files/accommodation\\_request.pdf](https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf) in addition to an SMC or appropriate documentation in the event of a non-medical absence. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

**7. Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2020 (for first term half-courses)
- November 30th, 2020 (for full-year courses)

- March 7th, 2021 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

### **Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

**8. Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

### **9. Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

### **10. Use of Recordings**

Remote learning sessions for this may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the Instructor if you have any concerns related to session recordings.

Participants in the course are not permitted to record sessions, except where recording is an approved accommodation, or the participant has prior written permission of the instructor.

### **11. Online Etiquette**

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please "arrive" to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.