Western University
Faculty of Health Sciences
School of Kinesiology

KIN 3398F - Managing People in Sport and Recreation Organizations
Fall 2021

Instructor: Dr. Alison Doherty **Office:** 3M Ctr. 2225D **Email:** adoherty@uwo.ca **Phone:** 519-661-2111 ext. 88362 **Office Hrs:** By appointment **TAs:** TBA	**Lectures: Tu. 2:30 - 4:30** ** Th. 2:30 - 3:30** **Fall 2021** **Instruction Mode:** In person

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 enroll 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 that can be borrowed.

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

COURSE EVALUATION:

Assignment	*Date*	*Grade*
Three mini-assignments (5% each)		15%
Job analysis	Oct. 8 11:55 pm	
Orientation	Oct. 15 11:55 pm	
Compensation plan	Nov. 12 11:55 pm	
Mid-term Exam (in class)	Oct. 19	25%
Case Study	Dec. 7 11:55 pm	30%
Final Exam	December exam period	30%

Details about the mini-assignments and the Case Study are below and posted in OWL.
There is a 1 mark/day penalty for late assignments (mini-assignments, case study).

GENERAL SCHEDULE OF TOPICS AND READINGS *(more detail provided in course outline in OWL)*:

Introduction to Strategic Human Resource Management

Sept. 9-16   Text Chapters 1 and 2 (Introduction and Strategic Human Resource Management)

Individuals Within Organizations

Sept. 21-30   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)

        Reading:
        Web4 Robbins, S.P., & Judge, T.A. (2010). Values. Job Attitudes. *Essentials of organizational behaviour* (10th 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

Human Resource Planning and Development

Oct. 5-14   Reading:
        Text   Chapter 3 (pp. 31-41) (Human Resource Planning)
        Text   Chapter 4 (Recruitment and Selection for Sport Organizations)

        Reading:

Text   Chapter 5 (Orientation and Organizational Culture)

Midterm Exam

Oct. 19   Midterm Exam (in class)

Performance Management

Oct. 21-
Nov. 18   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* (10th 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* (2nd ed.) (p. 249). Champaign, IL:
            Human Kinetics.
Web10 Motivation-Hygiene Theory Exercise
Web11 Three Need Theory Exercise

Reading:
Text   Chapter 8 (pp. 139-148, 150-152)
Web12 Expectancy Theory Case

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* (2nd 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)

Employee Management

Nov. 23-25   Reading:
Web17 Langton, N., Robbins, S.P.,, & Judge, T.A. (2013). Leadership.
            Organizational behaviour (6th Canadian ed.) (pp. 394-411). Toronto: Pearson.
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)

Managing Change

Nov. 30-
Dec. 7   Reading:
Text   Chapter 11 (Managing Change and Future Challenges)
COURSE ASSIGNMENTS:

Mini-Assignments (3 X 5% for total 15%)
Specific details are available in OWL - Assignments. Late penalty 1 mark/day including weekend days.

Overview:
1. Job Analysis (due Oct. 8, 11:55 pm) – conduct a job analysis of your most recent work or volunteer position
2. Orientation (due Oct. 15, 11:55 pm) – describe the orientation process undertaken with GoodLife staff (see case in text)
3. Develop a compensation plan for a given employee (to be assigned) (due Nov. 12, 11:55 pm)

Case Study (30%)
(due Dec. 7 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 - Assignments) and obtain consent for participation in your study. Check in by Nov. 16 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

     A) 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

     B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Electronic Device Usage:**

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

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.   **Accommodation, Illness Reporting and Academic Considerations**:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=
1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: Academic Accommodation for Students with Disabilities.

Academic Consideration for Student Absence
https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see
Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs
and for the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation
Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if

their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. **Examination Conflicts**: A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an "Examination Conflict Room," which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **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, 2021 (for first term half-courses)
- □ November 30th, 2021 (for full-year courses)
- □ March 7th, 2022 (for second term half-or full year courses)

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

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".

9. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

10. **Online Etiquette**: Some components of this course may 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
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] 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.

11**. 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