COURSE SPECIFICATION DOCUMENT

Academic School/Department: Richmond Business School

Programme: BA International Sports Management

FHEQ **Level:**   6

Course Title: Team and Leadership Dynamics in Sport.

Course Code: SPT 6215

Course Leader: Sabine Spangenberg

Student Engagement Hours: 120
Lectures: 30
Seminar / Tutorials: 15
Independent / Guided Learning: 75

Semester: Spring

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:
This is an applied leadership course with focus on case studies, projects, and group interactions; it includes theoretical background on group dynamics, small group behavior and motivation, power, types of groups, verbal and non-verbal communications skills, and teambuilding. Emphasis will be placed on sociological and psychological dimensions of inter-group and team relations, including analysis and problem solving through simulations, cases, and similar activities.

Prerequisites: SPT 5215

Aims and Objectives:

1. To identify, define and apply concepts common to the leadership process

2. To apply analytical, critical thinking and problem-solving skills to given case studies
3. To apply analytical, critical thinking and problem-solving skills to common team dynamic situations
4. To develop an interdisciplinary appreciation of team leadership, both through content and also experience of different disciplinary approaches to the subject.

Programme Outcomes
A2, A6
B2, B3, B4, B5,
C1, C2
D4, D5,

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:
https://www.richmond.ac.uk/programme-and-course-specifications/

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

1. **Have a systematic understanding of the core concepts relating to theories of leadership.**
    Relevant Threshold Criteria (to get a C): Students should be able to give a detailed explanation of the current theoretical approaches to the theory of leadership.
2. **Discuss the different styles and functions of leadership in sport**
    Relevant Threshold Criteria (to get a C): Students should be able to discuss leadership in terms of goal attainment, adaption, and maintenance functions
3. **Demonstrate in depth, current understanding regarding the difference between a leader and a manager**
    Relevant Threshold Criteria (to get a C): Students should be able to explain concepts such as transactional and transformational leadership, work focus versus people focus, and comfort versus risk seeking.
4. **Discuss the importance of leadership in a sports team setting**
    Relevant Threshold Criteria (to get a C): Students should be able to analyse the effectiveness of such strategies as; leading by example, standards of performance, and influence over the team.
5. **Explain the importance and difficulty of leading change**
    Relevant Threshold Criteria (to get a C): Students should be able to give a detailed explanation of how leaders are responsible for demonstrating the need for change, establishing common goals, and being a trustworthy and convincing leader during the change process
6. **Identify effective leaders in sport and recreation**

Relevant Threshold Criteria (to get a C): Students should be able to identify, select and use investigative strategies to undertake a critical analysis of several highly effective sports leaders.

Indicative Content:
1. What is Leadership?
2. Sources of Power and Influence;
3. Leadership Styles and Approaches
4. Trait and Skill Approaches
5. Behavioral Approaches
6. Situational Approaches
7. Leadership in Sport
8. Contemporary Approaches
9. Leader Qualities and Roles
10. Team Leadership Dynamics
11. Managing and Motivating
12. Ethics and Decision Making
13. Leadership Philosophy

Assessment:
This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board.

Teaching Methodology:
Teaching will be a combination of lectures, seminar discussions and workshops, using case studies and drawing on students' own experiences where appropriate. Lectures will be designed to cover the fundamental issues and build upon the recommended book chapters from the reading list and additional recommended readings. Students will be advised to supplement lecture notes by reading the relevant indicative reading(s).

The lectures will be participative in nature and will encourage commentary, application to real life scenarios/experiences and questioning to help develop deep learning and understanding, in addition to transferable skills.

Weekly seminars will support and enhance student learning through the exploration and application of their understanding in leadership case studies. Seminar sessions will require both individual and team participation and students will be encouraged to come prepared to participate in class.

Powercampus will be used to upload lecture notes and other essential course-related information.

Bibliography:

See syllabus for complete reading list

IndicativeText(s):

Jordan, D. J. (2007). *Leadership in leisure services: Making a difference* (3rd Ed.). Venture Publishing:

Clutterbuck, D. (2007) *Coaching the Team at Work*, Nicholas Brealey Publishing,

Denison, J. (2007) *Coaching Knowledges: Understanding the Dynamics of Sport Performance*, A&C Black Publishers Ltd,

Jackson, B. & Parry, K.(2007) *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Leadership*, Sage Publications Ltd,

Neale, S. et al,(2009) *Emotional Intelligence Coaching: Improving Performance for Leaders Coaches and the Individual*, Kogan Page,

Whitmore, J. (2009) *Coaching for Performance: Growing Human Potential and Purpose - the Principles and Practice of Coaching and Leadership,* Nicholas Brealey Publishing,

Journals

Zacharatosa, A Barlinga, J. Kellowayb, E.K. (2000) Development and effects of transformational leadership in adolescents, *The Leadership Quarterly* Volume 11, Issue 2, 1 June 2000, Pages 211–226

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Minor	Amendment of programme outcome codes to conform with B & E School standards.	School Chair's action by PDA	