Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

From team sports, there is much to learn related to team play, leadership, management, and motivation that can be applied to many careers. Events happen so quickly on the playing field that players don’t have time to process its lessons, so valuable for success elsewhere. Including a study of the explorer Ernest Shackleton, course explores theories of leadership, motivation, effective communication, and goal achievement as well as types of followership. Topics covered include selecting, building, and motivating a team; identifying team leadership qualities and delegating power; and developing strong leadership skills. Team leadership skills include instilling organizational values; setting a positive tone with humor and goal setting; resolving conflict; introducing new initiatives; overcoming obstacles and managing setbacks; refocusing perspective; and effective strategies for performance feedback and improvement. Offers practical suggestions and strategic designs. Also focuses on improving written and verbal expression.

Course Objectives

1. In their roles as leaders, coaches, captains, or members of a team, students will learn theories of leadership, followership, motivation, habit, communication, conflict resolution, goal achievement, and performance evaluation. Exercises including interviews with other leaders encourage students to apply these theories in their organizations.
2. Studying changes in the sports and other industries today, models of change and theories of innovation, students will develop a broad base of knowledge and skills to adapt to and initiate change in their respective organizations.
3. Students will develop skills in expressing themselves orally and in writing through weekly written responses to homework questions, informal presentations, and two papers which require synthesis and application of the theories and models to real life situations.
4. Students will experience leading one initiative for their team or business, maintaining a leadership log, and writing an analysis of that leadership experience.
5. Students will demonstrate essential ethical knowledge and an awareness of leadership practices across cultural settings.
Course Format:
This is a hybrid on-line course that includes five online classes. The course will consist of readings, papers, in-class and online discussions, and interviews with leaders in the sports industry or business of interest to the students.

Requirements:
Regular, on-time attendance in class. More than two missed classes will result in a half letter drop in the final grade.

Students are expected to come to class on time, participate in class discussion, complete assigned readings and writing by the time specified, and attend all classes barring extenuating, verifiable circumstances. Please contact me or the College of Advancing Studies office in advance of class if you are unable to attend class.

In addition, students are expected to take quizzes as scheduled and to complete papers on time. In fairness to students who submit their homework assignments and take quizzes on time, grades for late assignments and quizzes will be dropped by one grade each class meeting from the due date or until the assignment is turned in. No assignment will be accepted after the last day of class. The format of a quiz will be changed for any student who does not take it as scheduled. Plagiarism or any cheating will result in a failed grade for the course.

Grading: Your grade will be determined as follows:

- Class participation, in class and online: 15%
- First short paper: 20%
- Second short paper: 20%
- Midterm: 20%
- Final: 25%

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports
All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)
2. The Team Captain’s Leadership Manual, Janssen (2003, Winning The Mental Game)

Text(s)/Readings (Recommended)
Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructor’s decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paullette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.
There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Syllabus**
This is a preliminary syllabus, which may be modified during the course of the semester.

**Course Assignments** (readings, exercises and/or experiences)

This is a three-credit class that meets for 2.5 hours. It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises. Students are expected to complete the following course assignments:

**Class 1, September 3, 2015**

**Topics:**
- Introduction
- Your interests
- Leadership theories

**Assignments for Class 2:**
- Read The Team Captain’s Leadership Manual.
- Read “Types of Leadership Styles”, Johannsen (2014)

**Class 2, September 10, 2015**

**Topics:**
- Values-based leadership, effective leadership styles, and the role of coaches
- In class: begin thinking about leadership initiative.

**Assignments for Class 3:**
- Remarkable Leadership, Chapters 1 – 4, and 16
- See Canvas for additional assignments.

**Class 3 ONLINE, September 17, 2015**

**Topics:**
- Leadership roles: goal achievement, establishing vision, and building knowledge.
- Exercise: evaluate yourself as a leader.
- Begin leadership log (8 weeks from September 17th to November 12th)

**Assignments for Class 4:**
- First paper due: an interview with a leader in the sports or industry related to your interests.
Class 4, September 24, 2015

Topics:
Discuss the results of the evaluation of yourself as a leader.
The leader as an individual.
Informal presentations about your leader.
Share your leadership goal with the class.

Assignments for Class 5:
Submit first week of leadership log.
Remarkable Leadership, Chapters 6, 7, 8, and 12
See Canvas.

Class 5, ONLINE, October 1, 2015

Topics:
Coach/leader roles: setting a positive tone, establishing clear communication and direction

Assignments for Class 6:
Update leadership log.
The Five Disfunctions of a Team
Shackleton’s Way – Introduction to Chapter 2.
Recommended: “Making Star Teams Out of Star Players”

Class 6, October 8, 2015

Topics:
Selecting Team Members and Building Best Teams
Models of followership
Role of the team player

Assignments for Class 7:
Update leadership log.
Shackleton’s Way: Chapters 3, 4, and 6.

Class 7, October 15, 2015

Topics:
Motivating A Team

Assignments for Class 8:
Update leadership log.
Prepare for mid-term

Class 8, October 22, 2015

Mid-term
Assignments for Class 9:
Update leadership log.
Remarkable Leadership, Chapter 13.
Shackleton’s Way, Chapters 5 and 7
“A Seven-Step Formula For Crisis Management”,
“How a Good Leader Reacts to a Crisis”

See Canvas for additional assignments.

Class 9, ONLINE, October 29, 2015

Topics:
Dealing with hardships, crises, and conflict.
Conflict resolution and crises management.

Assignments for Class 10:
Update leadership log.
Also “Deflating ‘Deflategate’”
Using the Circle of Conflict, how would you analyze Deflategate?

Class 10, November 5, 2015

Topics:
Leadership case study: “Deflategate”
Analyze the crisis: the source of the conflict, the styles with which football coaches and executives have responded to it, and their management of the crisis overall.

Assignments for Class 11:
Update leadership log.
Interview a coach or leader: how do they evaluate their athletes/employees?
Type a two page response to questions distributed.
See Canvas for additional assignments.

Class 11, ONLINE, November 12, 2015

Topics:
Performance evaluations: their purpose, controversies, and alternatives.

Assignments for Class 12:

Second paper due.
Prepare an informal presentation about what you learned from your leadership log.
Class 12, November 12, 2015

Topics:
Your leadership initiatives: What did you learn related to issues in this course?

Guest Speaker

Assignments for Class 13:
Interview someone who has managed a transition. Write a response to questions.
See Canvas for additional assignments.

Class 13, ONLINE, December 3, 2015

Topics:
Change as a fact of business, including the sports industry. Technology as an agent of change.
Theories and models of change.

Assignments for Class 14:
Remarkable Leadership: Chapter 11
“Disruptive Genius”, Harvard Magazine
Watch “Moneyball” and type 1 page of answers to questions.

Class 14, December 10, 2015

Topics:
Innovations in “Moneyball”
Models of organizational change and techniques for introducing initiatives for your teams and organizations.

Assignments for Class 15:
Prepare for final exam

Class 15, December 17, 2015

Final Exam