

**The University of British Columbia – School of Kinesiology
KIN 486c (002) Advanced Seminar in Psychology of Movement
2023W – Term 2**

Acknowledgement

This course will take place at UBC's Point Grey Campus which is located on the traditional, ancestral, and unceded territory of the [xwməθkwəy̓əm](#) (Musqueam) people. This land has been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next. We are privileged to work and learn on this land, and extend our gratitude to its traditional owners and caretakers.

Course Information

Class Location: Buchanan D, Room 312
Class Meeting Times: 9:30-10:50 on Mondays & Wednesdays (Jan 8 – April 10).
Pre/Co-Requisites: KIN 150 (Sport & Exercise Psychology)
Credit Value: 3

Instructor: Desmond McEwan, PhD (*he/him*)
Email: desmond.mcewan@ubc.ca
Office: Auditorium Annex (1924 West Mall) – Room 156C
Office Hours:
▪ Drop-in hours: Mondays & Wednesdays 11:00-12:00 (no appointment needed)
▪ By appointment: Email to set up a meeting time (in-person or via Zoom)

Course Description

Within sport and other contexts that demand high performance, humans often work together as part of teams. What makes those teams effective? Why do some teams flourish whereas others flounder? How can we develop better teams? This course is designed to provide students with an opportunity to answer these types of questions. Students can apply the knowledge gained from the course to their experiences in sport and other contexts in which they are (or will be) part of teams, such as within the workplace.

Rationale

Psychology is a core discipline within Kinesiology and this is a new psychology course within the School of Kinesiology. It is listed under the generic title 'Advanced Seminar in Psychology of Movement' (KIN 486C) but can perhaps best be considered as 'The Psychology of Team Effectiveness'. For the most part, we will focus on *sports* teams; however, as graduates of Kinesiology, you may be part of other types of teams (e.g., physiotherapy teams, academic teams, business teams). There is much that sport can learn from these teams and vice versa; as such, research from other team contexts will be covered as well to help you develop a comprehensive understanding of team effectiveness.

Aims and Outcomes

The overarching aim of this course is to build on the foundational knowledge you gained in 'KIN 150: Sport and Exercise Psychology'. Whereas that course largely focused on *intrapersonal* constructs in psychology (e.g., individual stress and coping, self-efficacy, motivation), this course will focus on *interpersonal* and group constructs (e.g., collective stress and coping, collective efficacy, teamwork). As an upper-level course, students will engage with a range of academic literature, critically appraise the research examining team effectiveness, and explain how best to apply the acquired knowledge to applied practice and future research directions.

Specific Learning Objectives

By the end of this course, students will be able to:

- Describe various interpersonal and group constructs, and the conceptual/theoretical frameworks that underpin those constructs
- Critically appraise theory and research in relation to team effectiveness
- Explain how those in leadership positions (e.g., managers, coaches, applied sport psychology consultants) can improve team effectiveness

Class Format

All class sessions will be delivered live and in-person over the course of term 2 (January 8 to April 10, 2023). There are several approaches to learning in this course including traditional lecture, 'pair and share' discussions, small and large group activities, team-based learning, and so forth. As this is a seminar-style course, active involvement is important to optimize student learning.

PowerPoint slides and resources (e.g., readings) for each lecture will be made available on Canvas beforehand. It is recommended that you read the 'core readings' prior to attending lectures. If you are struggling with the course content, then you should first try to solve it for yourself, discuss with classmate(s), and/or go through additional course readings and resources. If you require further assistance, please reach out to me (Desi) at the end of class or during office hours. When emailing, please include the course code (KIN 486) in the subject line. Please be aware that it may take me up to 48 hours to respond to your email during the week and I typically do not check email on weekends. Be sure to keep this in mind around assignment due dates.

Learning Materials

All course materials can be accessed at the course Canvas page: <https://canvas.ubc.ca/courses/131569>

- **Readings:** There is no textbook for this course. Instead, students will read articles and book chapters for each topic. Students are responsible for all readings assigned under the 'Core Readings' tab for each Module (e.g., [Core Readings: Introduction to Team Effectiveness](#)). Key questions to focus on as you go through these readings will be posted on the 'Overview' for each module. Additional readings that may be helpful in cementing knowledge will be added under 'Optional Resources'.
- **Lecture content:** PowerPoint slides will be posted prior to each class under the 'Lecture' tab for each Module (e.g., [Lecture: Introduction to Team Effectiveness](#)). Feel free to print these slides or bring them to class electronically.
- **Other Learning Resources:** Additional materials such as media articles, podcasts, videos, and additional papers will also be posted on Canvas under the 'Supplementary Materials' tab (e.g., [Supplementary Materials: Introduction to Team Effectiveness](#)). Although students are not expected to go through all of this content in detail prior to class, it may be useful in enhancing understanding of course content and in preparing for course assessments (described below).

Communication

The instructor (Desi) will use [Canvas](#) course announcements as a primary means to communicate the plan for the week, any changes to the course, and friendly reminders. Students are responsible for all information contained within course announcements. Before beginning each module of the course (see the 'Weekly Course Schedule' on the last page of the syllabus), be sure to check the [Modules](#) section of Canvas which includes important information including the core readings for that topic as well as some key questions to focus on as you work through the readings and lecture. Make sure your email address that is listed for notifications in Canvas is one you frequently check.

Policies & Expectations

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. The School of Kinesiology courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, age, and other characteristics. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, and non-transphobic language is expected in classes, course content, discussions, and assignments.

All UBC students are expected to behave as honest and responsible members of the academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. The [UBC policy on Academic Misconduct](#) can be accessed via the UBC Calendar. It is your responsibility to become familiar with these policies and the consequences of violating them. Students are responsible for submitting original work and accurately referencing the work of others within assignments. Electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct.

Artificial Intelligence (AI) Tools Policy:

Students are **permitted** to use generative AI technology in the following circumstances:

1. To assist in the generation and brainstorming of initial topic ideas. You should be aware that material generated by AI programs may be biased and perpetuate inaccurate information (e.g., the summary of *teamwork in sport* on Chat GPT is nearly entirely incorrect!). Students are responsible for thinking critically about any topic ideas they generate using AI tools. Students may not submit any work generated by an AI program as their own (e.g., any part of an assignment).
2. To use generative AI technology such as [Goblin Tools](#) to assist in the creation of to do lists to complete assignments and coursework.

Any other use of Chat GPT and/or generative AI tools for any components of an assessment is **prohibited** in this course, and will be treated as academic misconduct, per the guidelines outlined via [UBC's policy on academic misconduct](#). Upon submission of assignments, students will be required to complete an AI declaration form describing how they used AI in relation to any process of assignment construction and submit screen shots or files that support their declaration.

Evaluation

| Assessment | Weight | Date |
|----------------------------------|--------|---------------|
| Group Presentation | 25% | Feb 5/7/12/14 |
| Knowledge Translation Assignment | 25% | March 25 |
| Academic Paper | 50% | April 15 |

Assessment 1 Group Presentation

Format 20-minute in-class presentation + 10-minute Q&A

Date **February 5, 7, 12, or 14**

Weighting 25% of final grade

Grading 50 marks (35 based on group performance, 15 based on individual performance)

Details In these presentations, each group will present on one of eight leadership theories. Each of the eight groups will comprise 4-5 students. Your task is to teach your fellow classmates about your leadership theory, including what exactly it involves, the research

to date that has tested its applicability to team effectiveness (particularly in sport but you can also integrate research from other high-performance team contexts), and next steps in the research on this theory/style (e.g., what still needs to be tested? should the theory be researched in sport?). Further details will be provided in class and posted on [Canvas](#).

Assessment 2 Knowledge Translation Assignment

Format Flexible (written, visual, or multimedia—see *Details* below)

Date **March 25** (9:00am on Canvas)

Weighting 25% of final grade

Grading 50 marks

Details The purpose of this assignment is for you to communicate the content in this course for end-users (sometimes called ‘stakeholders’) such as coaches, athletes, sport psychology consultants, or others who could benefit from the knowledge you’ve gained. Specifically, you will select one of the following topics: *athlete leadership*, *coach-athlete relationships*, *teamwork*, *team cohesion*, or *team confidence*. Then, you will explain to your reader **what** the concept entails (i.e., description of the construct and, where relevant, its conceptual model), **why** it is relevant to sport (i.e., overview of research demonstrating its importance), and **how** they can foster it (i.e., specific strategies that they can employ with their team).

You may select the manner/format in which you wish to communicate this information. Some examples include (but are not limited to) a 1000-word blog or magazine article, a 1000-word manual/book chapter, or multimedia presentation (e.g., 20-minute video or podcast episode); if you have another creative idea, feel free to run it past me [Desi]. Whichever topic or format you choose, the ultimate goal of your submission is to help end-users better appreciate the importance of team effectiveness in an accessible and entertaining/appealing way. You may complete this assignment individually or in groups of two. Further details will be provided in class and posted on [Canvas](#).

Assessment 3 Academic Paper

Format 4,000 word (maximum) written assignment. Select one of two options: (A) Research proposal, or (B) Theoretical & integrative review. See next page for details.

Date The final due date for this assignment is **April 15th** (9:00am on Canvas). A draft of the Abstract is due for the peer review session in class on **April 8th** (see **Note* below).

Weighting 50% of final grade

Grading 100 marks

Details The purpose of this assignment is to propose either a primary study (option A) or novel area of research (option B) that will advance understanding of team effectiveness in sport. The paper must be formatted (for both style and referencing) using APA guidelines. Note that the 4000-word maximum only includes the main text of the document (i.e., excludes the title page, Abstract, References section, and any Tables, Figures, or other materials you wish to include). This assignment is to be completed individually. Further details will be provided in class and posted on [Canvas](#).

Note:* Students will be asked to provide a preliminary version of their abstract for the **April 8th class. This abstract should summarize your paper. At this session, students will be split into small groups where they will read, and provide feedback on, each other’s abstracts (e.g., clarity of paper idea, potential areas for improvement). Students who attend and participate in this session will automatically receive 2 bonus marks on their final paper. Please print five copies of your Abstract to bring to this class (or email your Abstract to me [Desi] and I will happily print them for you).

OPTION A: Research Proposal

The purpose of the first option is to propose a primary study that fills an existing gap in the literature on team effectiveness. You should aim to cover two or more constructs in your proposed study—these can be constructs covered in this course or other group/interpersonal variables (e.g., social identity, motivational climate, team clutch performance) that interest you. The paper should include: (1) a 200-word (max) **Abstract**; (2) an **Introduction** that describes the constructs, previous research, the need for your study, and hypotheses; (2) a **Methods** section that details how you would conduct the study including study type, participants, materials, and (basic) data analyses to test your hypotheses; and (3) a short **Conclusion** that summarizes the importance of your proposed study and any final relevant points (e.g., how the study will inform future research).

OPTION B: Theoretical & Integrative Review

The purpose of the second option is to conduct a theoretical and integrative review on a construct that has not yet been researched extensively in sport but appears relevant to advancing our understanding of team effectiveness in this context. Some options include: *shared mental models*, *team trust*, *team adaptation*, *multi-team system teamwork* (i.e., understanding how multiple teams within an organization can work effectively together), and *team empowerment*. If you would like to focus on another construct, please feel free to run the idea by me [Desi] before writing the paper. The paper should include: (1) a 200-word (max) **Abstract**; (2) a short **Introduction** noting why your construct is relevant and worth investigating within team psychology research in sport; (3) a **Conceptual Underpinnings** section wherein you communicate a definition and conceptual model of your construct (based on theorizing/research conducted in contexts outside of sport); (4) a **Considerations for Research** section wherein you overview the important initial/next steps in studying the construct within sport (i.e., what are the most pressing studies that need to be conducted?); and (5) a short **Conclusion** that summarizes the paper.

Weekly Course Schedule

Below is a tentative plan for the semester. Note that topics will require different amounts of time to cover and, as such, we may begin a new topic partway through a class. PowerPoint slides for each topic will be posted on Canvas prior to the scheduled lecture.

| WEEK | Monday | Wednesday |
|--------------------------|---|---|
| 1 Jan 8 & 10 | Course introduction (syllabus, coursework details, overview of leadership theories) | Introduction to Team Effectiveness: Inputs, Mediators, and Outcomes |
| 2 Jan 15 & 17 | Inputs of Team Effectiveness: Organizational-level influences | Inputs of Team Effectiveness: Team-level influences |
| 3 Jan 22 & 24 | Inputs of Team Effectiveness: Individual-level (athlete) influences | Inputs of Team Effectiveness: Individual-level (athlete) influences |
| 4 Jan 29 & 31 | Inputs of Team Effectiveness: Coach-athlete relationships | Inputs of Team Effectiveness: Coach-athlete relationships |
| 5 Feb 5 & 7 | Leadership presentations | Leadership presentations |
| 6 Feb 12 & 14 | Leadership presentations | Leadership presentations |
| 7 Feb 19 & 21 | <i>No classes (Term Break)</i> | |
| 8 Feb 26 & 28 | Mediators of Team Effectiveness: Teamwork | Mediators of Team Effectiveness: Teamwork |
| 9 Mar 4 & 6 | Mediators of Team Effectiveness: Teamwork | Mediators of Team Effectiveness: Team Cohesion |
| 10 Mar 11 & 13 | Mediators of Team Effectiveness: Team Cohesion | Mediators of Team Effectiveness: Team Confidence |
| 11 Mar 18 & 20 | Mediators of Team Effectiveness: Team Confidence | Mediators of Team Effectiveness: Collective Stress & Coping |
| 12 Mar 25 & 27 | Mediators of Team Effectiveness: Collective Stress & Coping | Mediators of Team Effectiveness: Collective Stress & Coping |
| 13 Apr 1 & 3 | <i>No class (Easter Monday)</i> | Final paper prep (e.g., APA formatting) |
| 14 Apr 8 & 10 | Peer review class | Final Review/Catch-Up Day |