

Designing, Implementing, and Evaluating a Content and Language Integrated Course on Sport and Leisure Leadership

by

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Abstract

This paper will explore the process of planning, designing, implementing, and evaluating a Content and Language Integrated Learning (CLIL) English as a Foreign Language (EFL) course on sport and leisure leadership and human resource management. It will do this by building on previous attempts by the author to establish a comprehensive, coherent, and cohesive framework by which to teach sport and leisure leadership and human resource management. It will use materials developed by the author for the Sport and Leisure Leadership and Human Resources Course to show how this framework has evolved, how it is currently being used in the course, and how the effectiveness of this framework and the CLIL EFL approach is being evaluated as part of a core course in the English component of the Tokai University's Department of Sport and Leisure Management Program.

I. The Need for Constant Revision

As the saying goes, 'nothing changes if nothing changes', and in order to plan, design, implement and evaluate the Sport and Leisure Leadership and Human Resources Course that I currently teach at Tokai University, the process of curriculum design requires constant evaluation and revision for successful curriculum development (Alsubaie, 2016). Since this course is one of the core courses in the Tokai University's Department of Sport and Leisure Management English Program, its planning, design, implementation, and revision must be carried out with constant reference to the mission of the English program, which is to provide students with the knowledge, skills, and experience to be effective and efficient

sport/recreation/leisure managers both domestically and internationally. This means that the course is not a stand-alone course but part of a progressive curriculum that follows a planned sequence of areas of study as formulated in the Sport, Recreation, and Leisure (SRL) Framework (Roomy, 2021) and covers all the goals and objectives of the program's curriculum. With respect to this particular course, one reason for this constant evaluation and revision is that as I do further research on the topics of sport and leisure leadership and human resource management, I am able to better understand which aspects of sport and leisure leadership to focus on in the course. Another reason is that as I build a bigger bank of authentic materials from which

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to draw upon, and as I adapt and modify these materials to meet the needs of our students, these new tailored materials need to be incorporated into the course in a systematic manner. Finally, by evaluating the effectiveness of the current version of the course, I am able to determine which aspects of the course I should revise in order to improve the course. These aspects include the role of the course in the overall English program, the course's teaching philosophy, approach, goals and objectives, the materials developed for the course, and how the course and the students' work is evaluated. With these reasons for revision in mind, I will show how curriculum planning, design, implementation, and evaluation is currently being conducted in the Sport and Leisure Leadership and Human Resources Course.

II. The Process of Revision

1. Revising the Sport and Leisure Leadership Framework

In the initial framework that I proposed in the paper *Current Principles and Best Practices for Providing Effective Leadership in Sport and Leisure Management* (Roomy, 2021), there were four groups of leadership theories based upon a survey of existing leadership theories. In the current version of the course, the semester framework has been revised into a five stage leadership theories framework that follows a simple, easy-to-understand pattern: trait leads to behavior, which leads to situation, which leads to transaction, which leads to transformation, which leads to transformation [See Figure 1]. The reason for this simple approach is that it can be used for theory, practicum, CLIL, and second language acquisition (SLA) purposes within the context of our program.

2. The 5 Stages

Stage 1: Trait Theories

(The Great Man Theory, Trait Theory, Authentic Leadership, Level 5 Leadership)

In the first stage, the focus is on traits of great leaders. These traits can be divided into physical and personality traits. In the course, one way we explore the differences between physical and personality traits is by discussing which physical traits appear to be connected to leadership. For example, there appears to be a strong correlation between height and career success. According to Judge and Cable (2004), the results of their research indicate “that physical height is significantly related to measures of social esteem ($\rho = .41$), leader emergence ($\rho = .24$), and performance ($\rho = .18$)” (p. 428). In addition, this correlation is more pronounced in men than women. Finally, “height is positively related to income ($\beta = .26$)” (Judge & Cable, 2004, p. 428). This may seem unfair and discriminatory, but some research suggests that this correlation between height and income might actually be the result of a correlation between height and intelligence. According to Case and Paxson (2008), “the well-known association between height and earnings is often thought to reflect factors such as self-esteem, social dominance, and discrimination” (p. 499), but they offer a simpler explanation, which is that “height is positively associated with cognitive ability, which is rewarded in the labor market” (p. 499). With regard to the materials that are being used in the Stage 1 section of the course, the focus is on a list of traits of great leaders that I

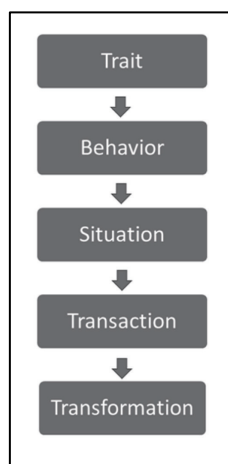


Fig. 1: A five stage leadership theory framework

compiled from a variety of academic papers and leadership-related websites. As with all the stages in the course, with regards to CLIL and SLA, this focus on traits, or the particular focus on the stage, provides opportunities for input (lectures and class materials) and output (vocabulary building exercises, pair work interviews, and task-based projects). As the section's case study, I use John R. Wooden and his Pyramid of Success (The John R. Wooden Course, 2023), which organizes over twenty traits in a hierarchy of importance such as loyalty, enthusiasm, self-control, and confidence, and can be used as a self-development leadership checklist for students. The pyramid provides an authentic example of the theory, and the checklist allows for the application of the theory in a practical and useful manner.

Stage 2: Behavior Theories

(Behavioral Theory, Path-Goal Theory, Servant Leadership)

Derived from the field of behaviorism, the second stage focuses on the behavior of great leaders. According to Behrendt et al. (2017), this behavior can be divided into task-oriented behavior and relations-oriented behavior. In the course, one way we explore the differences between task-based behavior and relations-oriented behavior is by using a management versus leadership continuum where task-based behavior is considered 'management' and relations-oriented behavior is considered 'leadership'. This continuum allows us to show how 'management' often focuses on processes and 'leadership' often focuses on people (Gavin, 2019), while also stressing the need to constantly adapt the focus depending on the situation, and the need to blend management and leadership skills in order to be an effective leader (Azad et al.

(2017). With regard to the materials that are being used in the Stage 2 section of the course, the focus is on a list of behaviors of great leaders. As the section's case study, students choose one interview from five video interviews on famous leaders in sports (Doc Rivers, Jill Ellis, José Mourinho, Patrick Mouratoglou, and Dawn Staley) that are eligible for educational screening on Netflix. Each interview contains the interviewee's rules for success. For example, in the Mourinho interview, his rules include 'understand your audience', 'if you are prepared for the worst, you are prepared (for anything)', 'some rules are meant to be broken', and 'don't coach the player, coach the team' (Netflix, 2020). In the future, these rules for success will be combined with other rules and actions to create a checklist of leadership behaviors that lead to success.

Stage 3: Situation Theories

(Contingency Theory, Participant Leadership Theory, Relationship Theory, Situation Leadership)

In the course, I call this stage the 'TPO' stage. However, I explain to students that the acronym TPO is an example of Japanese English and not commonly used by native English speakers. There is a similar acronym, 'Time and Place of Occurrence' but the meaning has a different nuance (The Free Dictionary, 2023). This stage focuses on which leadership style is used by great leaders in a particular situation. In the first version of this framework, I focused on three styles: autocratic, democratic, and laissez-faire (Rosing et al., 2022). However, based upon the research on coaching by Meyer (2002) and Cruz and Kim (2017), I have revised the framework to focus more on four situational leadership styles: telling, selling, participating, and delegating (The Center for Leadership Studies, 2023). These terms are much easier to

use and have much greater frequency of use in the English language, so they are more appropriate for a CLIL EFL course. In the ‘telling’ style, leaders provide explicit instructions and have complete control of the decision-making process. This matches the autocratic style. In the ‘selling’ style, leaders “explain the rationale for decisions and provide opportunities for” questions and clarification (p. S263). This is similar to the autocratic style but reflects a difference in tone. In the ‘participating’ style, leaders share ideas and facilitate the decision-making process. This is similar to the democratic style. And in the ‘delegating’ style, leaders “give the decision-making responsibility and execution to” the group (p. S263). This is similar to the laissez-faire style. In the course, we look at each style as points along a continuum where the autocratic style reflects a high level of control of the decision-making process and the laissez-faire style reflects a low level of control of the decision-making process. Thus, the situational approach can be considered the degree of control used in the decision-making process. With regard to the materials that are being used in the Stage 3 section of the course, the focus is on how to effectively use the four styles of leadership, telling, selling, participating and delegating. I am considering using Walt Disney as a case study, so as to provide examples of leadership outside sports. However, this will require further research into whether he used a variety of leadership styles. In the future, Disney’s use of situational leadership will be used in conjunction with a checklist of techniques used in various leadership situations.

Stage 4: Transaction Theories

(Transaction Theory, Managerial Leadership, Leader-Member Exchange Theory, Resilience

Leadership, Instrumental Leadership, Power Theory, Expectancy Theory)

Up until this point, the focus of the theories has been on the leader and their traits, behavior, and how they interact with the group (Odumeru, & Ifeanyi, 2013). In Stage 4, there is a shift to the tools by which a great leader rewards or disciplines, and in some cases punishes, members of the group. Although, in the past, transactional leadership tended to focus only on monetary rewards, there has been a shift to a wider range of reward types as seen in the optimal reward mix recommend by Schweyer et al. (2018). In the course, we focus on the differences between “active management-by-exception, which refers to a style of leadership whereby the leader carries out positive supervision of performance to avoid mistakes [versus] passive management-by-exception, a style of leadership whereby the leader intervenes only after the appearance of behaviors or mistakes against the requirements” (Wei et al., 2010, p. 31). As a case study, I plan to use Howard Schultz as an example of transactional leadership in the leisure industry (MasterClass, 2022). In the future, Schultz’s use of transactional leadership will be used in conjunction with a checklist of techniques to rewards success and discipline failure.

Stage 5: Transformation Theories

(Transformational Leadership, Resilience Leadership, Instrumental Leadership)

In transformational theory, the emphasis is on how a great leader “inspires positive changes in both the employees under them and the organization as a whole” (Michigan State University, 2022, para. 1). Therefore, in terms of stages, it can be seen as a shift from a focus on the leader’s traits, behavior, situational leadership, and transactions, to a focus on the

leader an inspiration for change. Bass's transformational leadership theory postulates that a leader can do this through the four Is: intellectual stimulation, individual consideration, inspirational motivation, and idealized influence (Michigan State University, 2022). In the course, we focus on how to achieve change through the four Is by looking at techniques such as modeling behavior by being a role model for the group. As a case study, I plan to use Phil Knight and how he transformed Nike into a sporting apparel giant (Gunderson, 2009). In the future, Knight's use of transformational leadership will be used in conjunction with the 4 Is of transformational leadership. We will also look at 'management' versus 'leadership' as a continuum where management techniques usually focus on maintaining the status quo and controlling for risks, whereas leadership techniques often focus on creating change and taking risks (Lunenburg, 2011).

3. Evaluating the Course

With most courses in the English program, the courses are evaluated using student feedback, student work, student evaluations, teacher checklists and evaluation rubrics, and teacher observations. Since this was the first time to teach this course and the course is still a work in progress, I have yet to collect student feedback on the materials used in the course. Therefore, in this section, I would like to focus on three means by which to evaluate the course as it is: student work, student evaluations, and teacher observations. Currently, in the course, students are required to submit three online assignments. Once I have built up more tailored materials for the course, I plan to increase the number of assignments to ten assignments. One criterion by which to measure student works is how many students

actually complete the work. There are seventy-one students in the current course. sixty students completed the first assignment (85% completion rate), a quiz on the five stages of leadership styles. Sixty-five students completed the second assignment (92% completion rate), a PowerPoint® on a leader in sports or leisure and their traits and behavior as documented on the internet. The third and final assignment, a revised PowerPoint® on the same leader with additional slides on the different ways the leader rewards and punishes players or employees, and how the leader has inspired change in the group and or organization, is due at the end of the semester. Student work is graded on a point system with twenty points for the first assignment, three hundred points for the first version of the PowerPoint® and accompanying peer evaluation of the student's presentation of their PowerPoint®, and four hundred points for the final version of the PowerPoint®, peer review, and teacher evaluation of the student's presentation. It should be noted that additional points are given for classwork. In terms of student evaluation, the average grade on the first assignment was 81% and average grade on the first PowerPoint® was 73%. Based on student work data, I believe there is a need for more data inflection points via more assignments, and a revision of the first PowerPoint® assignment to better connect the assignment to the SLA goals of the course. In addition, once the leadership section of the course has reached a more mature state, I plan to connect the stages with human resource management techniques.

4. Ideas for Revision

The lessons in this course follow the same pattern as all the lessons in the English program: one third EFL-related materials, one

third theory, and one third practicum. Currently, the practicum section uses a variety of team building activities but since all the material I have developed so far focuses solely on leadership, I plan to expand this section through the addition of human resource management activities. In addition, I eventually plan to combine stages one and two into a single stage of behavior since traits could be considered to be just names for a particular set of behavior. This means the framework would focus on four stages instead five, behavior, relationships, transactions, and transformation. The corresponding HR foci will be revised to hiring, training, rewarding and discipling, and motivating employees. The first stage will focus on how to use leadership traits and behavior when planning hiring or recruitment (e.g., job descriptions and requirements). The second stage will focus on how to use situational leadership when training (e.g., as with when working with volunteers versus when working with employees). The third stage will focus on how to use transactional leadership when rewarding, discipling, or firing employees (e.g., when monetary rewards are not an option). And the fourth stage will focus on how to use transformational leadership when motivating and inspiring employees (e.g., such as the use of vision statements, mission statements, long-term and short-term goals). Each class will also be further revised to meet the goals set forth in the SRLM CLIL Curriculum Checklist that I developed for the English program (Appendix) since the course currently only meets nine of the twenty-four goals.

III. Conclusion

The Sport and Leisure Leadership and Human Resources Course has begun to slowly evolve from a rudimentary design that only focused on

leadership theories to one which will provide students with more opportunities to engage in real-world problem-solving tasks that are based on a comprehensive, coherent, and cohesive leadership theory framework. As with any CLIL EFL course, and especially for the relatively new field of sport and leisure management, this will require extensive and ongoing planning, design, implementation, and evaluation. However, as Winston Churchill said, “success always demands a greater effort” (Barker, 2017, para 1), and since my current areas of research are curriculum design, CLIL, and sport and leisure management, the effort that goes into creating a new curriculum, benefits not just my students, but myself as well.

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Appendix

SRLM CLIL Curriculum Checklist 2023		✓
1. SRLM Content	a. Leadership	✓
	b. Management	✓
	c. HR	✓
	d. Finance	
	e. Marketing	
	f. PR	
	g. Risk Management	✓
	h. Other	
2. SLA	a. Comprehensible + 1	✓
	b. Fun	
	c. Interesting	
	d. Useful	
	e. Current	✓
	f. Relevant	
	g. Authentic	✓
	h. Applicable	
	i. 4 Skills	
3. CLIL/TBL/SCL	a. Scaffolding	
	b. Focus on Form	
	c. Promotes Progression	✓
	d. Promotes Meaningful Communication	
	e. Promotes Cognition	✓
	f. Promotes Creativity	
	g. Promotes Intercultural Awareness	
Total		9/24