

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 613.001 – Strategic Leadership in Sport Organizations
Spring 2015

DAY/TIME:	W 4:30 - 7:10pm	LOCATION:	FX- IN 139
PROFESSOR:	Dr. Robert E. Baker	EMAIL ADDRESS:	rbaker2@gmu.edu
OFFICE LOCATION:	PW1 #201G	PHONE NUMBER:	703-993-3727
OFFICE HOURS:	Before and After Class By Appointment	FAX NUMBER:	703-993-2025

PREREQUISITES/COREQUISITES

None

COURSE DESCRIPTION

This course examines the theoretical underpinnings and effective strategic processes of leadership in sport organizations. Leader behaviors, characteristics, situational influences, and the cognitive dimensions of leadership will be explored within the organizational context.

COURSE OBJECTIVES

Students will be able to:

1. Demonstrate an understanding of theoretical concepts in management, policy development, and decision-making.
2. Demonstrate knowledge of strategic planning.
3. Demonstrate an understanding of effective leadership practices in sport.
4. Identify prominent sport governance structures.
5. Identify resource allocation and programming principles.
6. Develop an understanding of effective practices in the strategic management of sport.
7. Demonstrate an understanding of human resource management, conflict resolution, and negotiation.
8. Recognize the purposes and processes of feasibility studies.
9. Recognize the fundamentals of community and media relations.

COURSE OVERVIEW:

The learning experiences in this course are afforded through a seminar style instructional approach. This will ensure opportunities to meet the course objectives through instructor-led discussions with ample opportunities for student participation. Course content includes, but is not limited to Organizational structures, culture, efficiency, and change; the Systems approach; Strategic Planning; and Leadership theory and application. The course will build from a) elicited student-provided examples, to b) the examination and synthesis of the theoretical underpinnings of organizations and leadership, finally c) engaging students in the analysis of sport applications.

REQUIRED READINGS

Chelladurai, P, (2014). *Managing organizations for sport and physical activity: A systems perspective.*(4th Ed). Scottsdale, AZ: Holcomb Hathaway.

Rath, T. (2007). *Strengthfinder 2.0*. Gallup Press.

Sports ManagersDISC (www.athleteassessments.com) Online – we will discuss in class.

SELECTED READING CHOICES (MUST be APPROVED by Dr. Baker)

Theory-Grounded/Cross-Disciplinary:

Examples include Stephen Covey, *The 7 Habits of Highly Effective People*; Jim Collins, *Good to Great*; Daniel Pink, *Drive*; Simon Sinek, *Start with Why*; Peter Northouse, *Leadership Theory and Practice*; John C. Maxwell, *The 21 Irrefutable Laws of Leadership*; Patrick Lencioni, *The Advantage*; Kouzes and Posner, *The Leadership Challenge*; Shawn Achor, *The Happiness Advantage*; Buckingham and Koffman, *First Break All the Rules*; Wiseman and McKeown, *Multipliers*; George, Sims, and Gergen, *True North*; David Marquet, *Turn the Ship Around*; Bolman and

Deal, Reframing Organizations; Adam Grant, Give and Take; Dale Carnegie, How to Win Friends and Influence People; Peter Senge, The Fifth Discipline; Seth Godin, Tribes; Michael Fullan, Change Leaders; Manz and Sims, The New Super Leadership; Goleman, Boyatzis, McKee, Primal Leadership; James Hunter, The Servant; Greenleaf, Spears, Vaill, The Power of Servant Leadership; Linda Kohanov, The Power of the Herd; Jefferey Pfeffer, Power; Myles Munroe, Power of Character in Leadership; Napoleon Hill, Think and Grow Rich; Norman Vincent Peale, The Power of Positive Thinking; Hersey, Blanchard, and Johnson, Management of Organizational Behavior; Warren Bennis, On Becoming a Leader; J.M. Burns, Leadership; J.W. Gardner, On Leadership; Kevin Cahman, Leadership from the Inside Out; Peters and Waterman, In Search of Excellence; Peter Drucker, Management; D.K. Godwin, Team of Rivals; J. Badaracco, Questions of Character; J.M. Strock, Theodore Roosevelt on Leadership; J.T. McMahon, Leadership Classics.

Popular Sport-Related:

Examples include Wooden and Jamison, Wooden on Leadership; Pat Riley, The Winner Within; Phil Jackson, Eleven Rings; Vince Lombardi, The Lombardi Rules, The Essential Vince Lombardi; Bill Walsh, The Score Takes Care of Itself; Shapiro, Jankowski, Ripken, and Dale, The Power of Nice; Knight and Hammel, The Power of Negative Thinking.

Classics:

Examples include Niccolo Machiavelli, The Prince; Sun Tsu, The Art of War; Winston Churchill, Never Give In!

PROFESSIONAL ASSOCIATION PRINCIPLES: COSMA CPC

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

NATURE OF COURSE DELIVERY

Required hybrid components offered online using Blackboard will complement face to face classroom activities.

EVALUATION

Grading Scale:

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79
A-	= 90 – 93	B	= 84 – 87	C	= 70 – 77
		B-	= 80 – 83	F	= 0 – 69

This course will be graded on a point system, with a total of 200 possible points.

Cumulative Points	Percentage	Letter Grade
187-200	94% - 100%	A
179-186	90% - 93%	A-
175-178	88% - 89%	B+

167-174	84% - 87%	B
159-166	80% - 83%	B-
155-158	78% - 79%	C+
139-154	70% - 77%	C
0-138	00% - 69%	F

ASSIGNMENTS and EXPECTATIONS:

Assessment	Points (% total)
Engagement: attendance, participation, contribution	30 (15%)
Strengthfinder completion	10 (5%)
Tests on Theory (based on readings and seminar, includes objective and essay)	60 (30%)
Synthesis Paper & Presentation (announcement and rubric provided on separate sheet)	100 (50%)
TOTAL	200 (100%)

Instructor Expectations:

1. All assigned readings for each class is expected to be done prior to coming to class.
2. All written assignments must be word processed.
3. Regular attendance and participation is expected. Online participation in hybrid activities is expected at the same level as face to face classes. If you miss a class, it is your responsibility to obtain class materials from sources other than the instructor.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

Class Attendance: It enhances your academic success to be engaged in class, including all hybrid activities; therefore, students are required to attend and participate in ALL scheduled class activities, both online and face to face, in accordance with George Mason policy (Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus).

Participation: Respect the free exchange of thought in an academic environment and the participants therein. Both online and in class, you are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Class discussions will be conducted in a civil, informed fashion wherein disruptive students will be asked to desist or disengage. Your contributions are not only welcomed, they are essential. While positive interaction is essential, please respect others by NOT using any electronic devices (laptops, cell phones, notebooks, etc.) without explicit permission of the instructor (do not have any sound emitting devices turned on). Also, please do not eat, sleep, disrupt others by inappropriate talking, or disrespect the class schedule by being tardy.

Alternative Work: There is NO make-up work. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to due date. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor.

There will be NO extra credit. The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

Any circumstance arising that is not explicitly addressed in this syllabus or by George Mason University policy, is implicitly governed under the auspices of common sense and will be dealt with using the instructor's discretion.

TENTATIVE COURSE SCHEDULE

DATE		TOPIC	READINGS/ASSIGNMENT DUE
1	1-21	INTRO; LEADERSHIP ANTECEDENTS, BEHAVIORS. CONSEQUENCES	Chella-Intro; c-1
2	1-28	LEADERSHIP THEORY	Chella-c-10, c-11, c-12
3	2-4	* LEADERSHIP ABCs ./ APPLICATIONS, MANAGEMENT & DECISION-MAKING	Chella- c-4, c-6, c-9 ; Discussion Board (BB)
4	2-11	ORGANIZATIONS; SYMBOLISM; LEADERS	Chella- c-2, c-7 ; DUE : Book Choice
5	2-18	* ORGANIZATIONS; SYSTEMS THINKING; EVALUATION; CHANGE	Chella- c-3, c-8, c-14 ; c-16 ; Discussion Board
6	2-25	STRATEGIC PLANNING; MISSION, GOALS. OUTCOMES	Chella-c-5, c-13 ;c-15
7	3-4	* BRINGING IT TOGETHER	Due: SportsManagersDISC Assessment; Discussion Board
	3-11	SPRING BREAK	
8	3-18	MID TERM (Blackboard)	On Blackboard
9	3-25	Mid Term Recap; STRENGTHFINDER	ASSIGN/DUE : STRENGTHFINDER 2.0
10	4-1	STRENGTHFINDER	ASSIGN/DUE : STRENGTHFINDER 2.0
11	4-8	**	Sport
12	4-15	** SYNTHESIS of STRENGTHS ORGs, SYSTEMS. LEADERSHIP	
13	4-22	PRESENTATIONS	DUE: Chosen Book; PRESENTATION
14	4-29	PRESENTATIONS	DUE :PRESENTATION
15	5-6	PRESENTATIONS; WRAP UP; PAPERS DUE	DUE : PRESENTATION ; RESEARCH PAPER

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

