

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SPMT 470 DL 2– Strategic Management and Leadership in Sport Organizations
3 Credits, Fall 2017
Online Learning

Faculty

Name: Casey Bufford
Office Hours: By Appointment (via Blackboard Collaborate Ultra)
Office Location: N/A
Office Phone: N/A
Email Address: cbufford@gmail.com

Prerequisites/Corequisites

SPMT 201, 60 hours

University Catalog Course Description

The course is an examination of the theoretical underpinnings of leadership in sport organizations. Leader behaviors and characteristics, situational influences, the use of power, and the cognitive dimensions of leadership will be examined, as will the context of organizational studies. Effective planning and strategic management processes will be discussed.

Course Overview

N/A

Course Delivery Method

This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 28.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. Each weekly learning module will be posted by 9AM on Monday. Work must be submitted by Sunday at 11:59pm.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one time per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

Students will be able to:

1. Identify theoretical concepts in management and decision-making.
2. Describe the strategic planning process.
3. Explain effective leadership practices in sport.
4. Interpret organizational behaviors, change, culture, and structures.
5. Compare prominent leadership theories.
6. Identify resource allocation and programming principles.
7. Recognize effective practices in the strategic management of sport, including change management.
8. Evaluate human resource management, conflict resolution, and negotiation.
9. Summarize the systems approach to management in sport organizations.

Professional Standards N/A

Required Texts

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

Readings may include additional books emphasizing leadership and current articles in sport management journals (e.g. Journal of Sport Management, International Journal of Sport Management, Journal of Applied Sport Management, Sport Management Review, Sport Business Journal, etc.)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

	<u>Assignments</u>	
Discussion Board Engagement		45 points (15%)
Current Events Article Review		30 points (10%)
Group Case Studies (3)		45 points (15%)
Mid-term Exam		75 points (25%)
Leadership Reflection		30 points (10%)
Final Group Project		75 points (25%)
TOTAL		300 points

Grading

A = 93-100 A- = 90-92 B+ = 88-90 B = 83-87 B- = 80-82 C+ = 78-79
C = 73-77 C- = 70-72 D = 60-69 F = 0-59

- **Discussion Board Engagement (15%)**

Weekly engagement with this course is required. Much of your learning will occur amongst each other through the discussion and responses posted. You will be responsible for replying to the posted question or reflection and responding to at least two of your classmates. Your post should be a minimum of 150 words with correct and professional grammar, spelling, and punctuation. Responses to your classmates should be a minimum of 50 words and should be insightful, thoughtful, complete, respectful, and well-written.

- **Current events article review (10%)**

You will be responsible for one article review and reflection. You will have the opportunity to select from the following topics:

- Management (Week 3)
- Principles of Organizing/Systems-based organization (Week 6)
- Service Quality (Week 10)
- Motivational Basis for Leading (Week 12)

The article selected must be relevant to the topic and written within the last year. Your review must answer the following questions:

1. Provide a brief overview of the article.
2. Why did you select this article and topic?
3. What are key takeaways in the article?
4. How does this article connect to the readings/topic?
5. What *specific* themes or frameworks are addressed in the article and what is the conclusion?
6. How does this topic and article connect to a personal leadership or management experience?

You may create a powerpoint, write a paper (2-3 pages, APA format), or make a video (between 4-6 minutes) via Kaltura that answers these questions. The review will be due the week the topic is addressed.

- **Group Case Studies (15%)**

You will self-select a group of four classmates to work on a series of case studies throughout the semester. These case studies are intended to bring the content alive. They provide real-world situations and give you the chance to think through the problem as a consultant/leader/director. The case and questions will be posted on blackboard in the week it is assigned. Case studies will cover the following topics:

- Managerial Decision Making (Week 5)
- Social Aspects of Management (Week 8)
- Behavioral Process of Leading (Week 13)

Responses to the questions will be due via blackboard and must be submitted by one member of the group no later than the posted due date.

- **Mid-term exam (25%)**

A mid-term exam will be available on Week 7. It will consist of T/F, multiple choice, short essay questions. You will be responsible for submitting the exam by the deadline posted. The exam will be timed and will need to be completed in one sitting. You are expected to complete this exam alone.

- **Leadership Reflection (10%)**

In this course, we will examine several leadership theories in Chapter 12. You will be responsible for selecting one sports leader and applying one theory to their leadership style based on your research of this leader. This 2-3 page paper (APA format) must explain why you selected this person, which theory applies to this leader, why, and how this leader has been effective, or ineffective, in their leadership style. Your research must be cited properly and justify how this leader reflects the selected leadership style. This reflection can be submitted at any point throughout the semester and is available in Week 15. Additional information will be provided under “Assignments” in Blackboard.

- **Final group project (25%)**

In the groups created for the case studies, you will continue to work together to exam and analyze a sports organization of your choice to understand the organization in depth. This project will serve as your final for the class. Your project will consist of a thorough analysis of the organization and apply the concepts, themes, theories, frameworks, and models learned in class. A breakdown of what is to be included in your analysis will be provided by Week Two. The deliverables are as follows:

1. One-page executive summary outlining the following:
 - a. Names of team members (self-select via blackboard discussion)
 - b. Organization selected, including why you selected this organization
 - c. Team member roles
 - d. Methods of research (interview, books, etc.)
 - e. Day/Time preference you'd like to present via Blackboard Collaborate Ultra (rank three; if none of these times work, please state what day/time does work)
 - i. December 4: 7:00pm, 7:20pm, 7:40pm
 - ii. December 5: 8:00pm, 8:20pm, 8:40pm

- iii. December 6: 7:00pm, 7:20pm, 7:40pm
- 2. Final 10-page Report: Additional information on structure and format will be provided.
- 3. Group presentation: An 8-10 minute powerpoint presentation will be due via Blackboard Collaborate Ultra in Week 15. Your group will schedule a day and time to present between December 4-6 in which the professor and any classmates interested will be present. As part of your grade, you must also provide feedback to each group's presentation via discussion board. Presentations will be recorded and uploaded for you to review. More information on how to submit this presentation will be provided later in the semester.

Additional information will be discussed in the beginning of the semester.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule (subject to change)

Week	Topic	Dates	Assignment/Readings
1	Introductions; Defining the field of sport management	August 28	Chella Introduction; Ch. 1 Discussion Board Question
2	Classical and Systems view of organizations	September 4	Chella Ch. 2-3 Discussion Board Question
3	Meaning of Management	September 11	Chella Ch. 4 Discussion Board Question Current Events Review Option #1 Final Project Executive Summary Due
4	Planning	September 18	Chella Ch. 5 Discussion Board Question
5	Managerial Decision Making	September 25	Chella Ch. 6 Discussion Board Question Case Study #1 Due Oct. 1
6	Principles of Organizing Systems-based Organization	October 2	Chella Ch. 7-8 Discussion Board Questions Current Events Review Option #2

			<i>Live mid-term review session via Blackboard Collaborate Ultra (date TBD)</i>
7	Staffing	October 9	Chella Ch. 9 NO DISCUSSION BOARD QUESTION Mid-term exam due by Oct. 15 @ 11/59pm
8	Social Aspects of Management	October 16	Chella Ch. 13 Additional readings TBD Discussion Board Question Case Study #2 Due Oct. 22
9	Program Evaluation	October 23	Chella Ch. 14 Discussion Board Question
10	Service Quality	October 30	Chella Ch. 15 Discussion Board Question Current Events Review Option #3
11	Organizational Effectiveness	November 6	Chella Ch. 16 Discussion Board Question
12	Motivational Basis of Leading	November 13	Chella Ch. 10 Discussion Board Question Current Events Review Option #4
13	Behavioral Process of Leading	November 20	Chella Ch. 11 Discussion Board Question Case Study #3 Due Nov. 26
14	Leadership Theories	November 27	Chella Ch. 12 Discussion Board Question Leadership reflection due by Dec. 3
15	Final Project Presentations	December 4	See Blackboard Discussion Board
Final Report Due: December 18			

New learning modules will be posted every Monday at 9AM. Additional readings will be assigned throughout the semester.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .