

**GEORGE MASON UNIVERSITY**  
**College of Education & Human Development**  
**Division of Sport, Recreation, & Tourism**  
**SPMT 470.001 —Strategic Management and Leadership in Sport Organizations (3)**  
**Fall 2018**

PROFESSOR:	Dr. Robert E. Baker	EMAIL ADDRESS:	<a href="mailto:rbaker2@gmu.edu">rbaker2@gmu.edu</a>
OFFICE LOCATION:	221 BRH, SciTech	PHONE NUMBER:	703-993-3727
OFFICE HOURS:	By Appointment	FAX NUMBER:	703-993-2025
PREREQUISITES:	SPMT 201, 60 hours		

### **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 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.

### **NATURE OF COURSE DELIVERY**

This course will be delivered online (100%) using via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 27, 2018.

### **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 or Google Chrome 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 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.

### **READINGS**

Chelladurai, P. (2009). *Managing organizations for sport & physical activity: A systems perspective* (3<sup>rd</sup> Ed). Scottsdale, AZ: Holcomb Hathaway Publishers.

Additional readings may include books, articles, and posting in the Course Content section in Blackboard.

### **ASSIGNMENTS**

Assignments will include a written review of a research article, a mid-term exam, a final exam, and a research-to-application paper based on the synthesis of student-selected theoretical foundations. Participation in class Discussion Boards are required as well. The weighted value of the aforementioned assignments appears in the table below. Total points allotted are 200.

## EVALUATION

Evaluation Measure	Point Value	Due Date
Ice Breaker:	5 points (2.5%)	
Professional Philosophy Post:	5 points (2.5%)	
Article Review: <i>The article review must include a summary of major components and be in APA format;</i>	5 points (2.5%)	
Research Project Paper/Presentation- <i>-Paper must be in APA format. Project will be evaluated based upon theoretical framework, appropriate application of theory, clarity of writing, and substantive content.</i>	45 points (22.5%)	
Discussion Board Posts: <i>Four prompted Discussion Board Posts and subsequent Responses to other posts. Discussion participation includes active engagement and appropriate responsiveness.</i>	45 points (22.5%)	
Mid Term: <i>This evaluation will include true/false matching, multiple choice and possibly short essay based on Organizations, Systems, and Strategic Planning content.</i>	45 points (22.5%)	
Final Exam: <i>This test will be a combination of matching, multiple choice, true/false, and possibly short answer. While there may be some content that carries forward from the midterm, the primary focus is on various elements of Leadership content covered after the midterm.</i>	50 points (25%)	
<b>TOTAL</b>	<b>200 points</b>	

### **GRADING: There will be NO extra credit!!!**

Cumulative Points	Percent %	Letter Grade
188-200	100 – 94	A
180-187	93 – 90	A-
172-179	89 – 86	B+
164-171	85 – 82	B
158-163	81 – 79	B-
152-157	78-76	C+
144-151	75-72	C
140-143	71-70	C-
120-139	69-60	D
<119	59% & Below	F

### Expectations

#### **Course Week:**

Because asynchronous courses do not have a "fixed" meeting day, our week will start on August 27, and finish on December 14. Our course week will begin on Monday.

#### **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 two times 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 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 Tentative Course 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.

**Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Instructor Expectations:**

1. All assigned reading are expected to be completed by the assigned date.
2. All written assignments must be typed and submitted via Blackboard (via Discussion Board or the Assessments section as appropriate)
3. Regular participation is expected.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

**Class Presence:**

It enhances your academic success to be engaged in class. Everyone's engagement is important not only to the individual student, but to the class as a whole. Because class participation is a factor in grading, instructors may use disengagement as de facto evidence of nonparticipation.

**Netiquette continued:**

Respect the free exchange of thought in an academic environment and the participants therein. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) actively attend to the comments of others; c) be punctual in your Discussion Board posts and responses; 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 leave the class. *Your contributions are not only welcomed, they are essential.*

**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.

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.

**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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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**TENTATIVE COURSE SCHEDULE**

<b>Assessment Assigned</b>	<b>Date</b>	<b>Topics and Content</b>	<b>Readings Due</b>
<p><b>Ice Breaker Activity</b> (5 points; in the Assessments section; Post in Discussion Board) <b>Due 9-4</b></p> <p><b>Professional Philosophy</b> (5 point; in the Assessments section; Post in Discussion Board) <b>Due 9-10</b></p>	<p><b>Week 1</b> 8-27 through 9-4</p>	<p>Introductions View Meet Your Instructor video Organizations View all Course Content for Week 1</p>	
<p><b>Discussion Board: Introduction to Organizations</b> (5 points; follow prompt and Post in Discussion Board) <b>Due 9-10</b></p>	<p><b>Week 2</b> 9-4 through 9-10</p>	<p>Organizational Studies: culture, behavior, effectiveness, symbolism View all Course Content for Week 2</p>	<p>Chella-1,2</p>
<p><b>Discussion Board: Organizations and Symbolism</b> (5 points; follow prompt and Post in Discussion Board) <b>Due 9-17</b></p>	<p><b>Week 3</b> 9-10 through 9-17</p>	<p>Organizational Studies: culture, behavior, effectiveness, change, symbolism View all Course Content for Week 3</p>	<p>C- 3,4; Fullan article</p>
	<p><b>Week 4</b> 9-17 through 9-24</p>	<p>Systems Thinking View Senge videos View all Course Content for Week 4</p>	<p>C- 5; Senge excerpt</p>
<p><b>Discussion Board: Strategic Planning</b> (10 points; in Assessments; Post in Discussion Board) <b>Due 10-8</b></p>	<p><b>Week 5</b> 9-24 through 10-1</p>	<p>Strategic Planning View all Course Content for Week 5</p>	<p>C- 6,7 VMOSA article</p>
<p><b>Article Review</b> (5 points; in the Assessments section) <b>Due 11-19</b></p>	<p><b>Week 6</b> 10-1 through 10-8</p>	<p>Strategic Planning View all Course Content for Week 6</p>	
<p><b>Mid Term</b> (45 points, in Assessments) <b>Due 10-15</b></p>	<p><b>Week 7</b> 10-8 through 10-15</p>	<p><b>Mid-Term</b></p>	

<p><b>Discussion Board: Leadership Adventures</b> (10 points; follow prompt and Post in Discussion Board) <b>Due 10-29</b></p>	<p><b>Week 8</b> 10-15 through 10-22</p>	<p>Management v. Leadership Leadership Theory in Sport; ABCs View all Course Content for Week 8</p>	<p>C- 9, 10 ; articles</p>
	<p><b>Week 9</b> 10-22 through 10-29</p>	<p>Leadership Theory in Sport</p>	<p>Happy Thanksgiving!</p>
<p><b>Discussion Board: Leadership Applications</b> (10 points; follow prompt and Post in Discussion Board) <b>Due 11-12</b></p>	<p>Week 10 10-29 through 11-5</p>	<p>Leaders and Followers View all Course Content for Week 9 View Derek Sivers' TED video</p>	<p>C-11 Sivers video</p>
	<p>Week 11 11-5 through 11-12</p>	<p>Leader Strategies Best Practices HRM Decision Making (data driven) View all Course Content for Week 10</p>	<p>C-12, 13, 14 Baker &amp; Nunes article</p>
<p><b>Discussion Board: Leadership Response</b> (5 points; follow prompt and Post in Discussion Board) <b>Due 11-19</b></p>	<p><b>Week 12</b> 11-12 through 11-19</p>	<p>Labor Relations, Problem Solving Negotiation Conflict Resolution View all Course Content for Week 12</p>	<p>C-15, 16, 17 Vernaccia et al excerpt</p>
<p><b>Discussion Board: Leadership Response</b> (5 points; follow prompt and Post in Discussion Board) <b>Due 11-26</b></p>	<p><b>Week 13</b> 11-19 through 11-26</p>	<p>Relationships Cohesion Communication View all Course Content for Week 13</p>	<p>Carron article; Pitino excerpt; articles</p>
<p><b>Theory-to-Application Synthesis Paper</b> (45 points; in Assessments section) <b>Due 12-12</b></p>	<p><b>Week 14</b> 11-26 through 12-3</p>		

<b>FINAL EXAM</b> (50 points; in Assessments section) <b>Due 12-14</b>	<b>Week 15</b> 12-3 through 12-14	<b>Final Exam</b>	
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*Note: Faculty reserves the right to alter the schedule as necessary.*

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