

George Mason University
College of Education and Human Development
Sport Management
SPMT613. 002– Strategic Leadership in Sport Organizations
3 Credits, Spring 2020

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Grounded in social psychological underpinnings, the course examines leadership in groups and organizations. It addresses the theoretical foundations and applications of leadership within sport organizations.

Course Overview

The learning experiences in this course are afforded through hybrid instruction including both face-to-face classroom and asynchronous online education. Opportunities to meet the course objectives are addressed through direct instruction, discussion boards, classroom assignments, videos, and student participation. Course content includes, but is not limited to Cohesion; Organizational structures, culture, efficiency, and change; Systems Thinking; Strategic Planning; and Leadership theory and applications. The course will include a) elicited student- and instructor-provided examples, b) the examination and synthesis of the theoretical underpinnings of organizations and leadership, and c) engaging students in the analysis of sport applications.

Course Delivery Method

This course will be delivered in a hybrid format, using both classroom instruction and asynchronous online instruction 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 January 21, 2020.

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 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

- Face-to-Face:
Approximately seven class meetings are scheduled. See Course Schedule.
- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 several 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 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 **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. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Face-to-Face and Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards

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>

Required Texts

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

Sports ManagersDISC (www.athleteassessments.com) assessment required.

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. McMahan, *Leadership Classics*; and many other possibilities.

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*; and many other possibilities.

Classics:

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

Course Performance Evaluation

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

Assignments and/or Examinations

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Assessment	Points (% total)
Engagement: participation, contributions (e. g., Discussion Boards and class)	60 (30%)
Assignments: Sport ManagersDISC	20 (10%)
Test	50 (25%)
Article Reviews	30 (15%)

Synthesis Paper, Presentation, and DB response	40 (20%)
TOTAL	200 (100%)

Assignments can be turned in *prior* to the due date, but must be turned by the due date.
NO LATE WORK will be accepted!

Evaluation:

You are expected to actively participate in class discussion and fulfill assignments. Assignments must be turned in by the specified due date or **no credit will be given**. Only students with emergencies, documented medical excuses, or University sponsored functions (*approved by the professor in advance*) will be considered for exception. Please contact the professor for individual clarifications. **All written assignments must be typed and follow APA guidelines.** It is recommended that students make copies of all submitted work.

Required Assignments:

See the *ASSESSMENTS* section in Blackboard, and submit through Blackboard:

1. *Ice Breaker*: Produce and post a video or written representation introducing yourself to the class. Who are you professionally? What is important to you?
2. Participation grades will be based on active, thoughtful participation in online *Discussion Boards* and in all in-class exercises.
3. *Article Reviews*: There are **THREE** Research Article Review papers that will each consist of a 1 to 2 page, typed paper related to course topics. The paper should include a brief summary of the article, a discussion of the constructs, and a bibliographic citation. APA format is required. The academic research journal should be current (within 5 years).
4. *Sport Mangers DISC*: This individual assessment is available online at athleteassessment.com
5. *Test*: This evaluation may include matching, true/false, multiple choice and short essay; the test will be based on course content.
6. *Synthesis Paper*: Paper must be in APA format. Project will be evaluated based upon theoretical framework, clarity, and substantive content. You will *summarize your chosen book*, providing connections to course content (e.g., leadership, organizational *theories*), and examples or applications.

Grading

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

Professional Dispositions

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

Class Schedule

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	1-22	*	IN-CLASS: Introduction; Personality
2	1-29	*	Organizational Studies and Effectiveness DUE : Online Ice Breaker Activity (DB)
3	2-5		Organizational Culture and Change DUE : Discussion Board – Introduction to Organizations
4	2-12	*	Organizations; Symbolism and Systems Thinking DUE : Discussion Board – Symbolism in Organizations DUE : Book Choice for Paper
5	2-19		Strategic Planning DUE : Discussion Board- Strategic Planning DUE : Article Review #1
6	2-26	*	Organizations, Strategic Planning, Leadership ABCs; Management vs. leadership: Best practices
7	3-4		Leadership Introduction and Ongoing Book Analysis DUE : Article Review #2
	3-11		SPRING BREAK
8	3-18		Motivation: Decision making; Applications DUE : Discussion Board- Adventures in Leadership
9	3-25	*	Leadership Adventures; Leadership Theories; DUE : Discussion Board- Leadership Applications
10	4-1		Leadership Members & Followers DUE: Article Review #3
11	4-8		Leadership Strategies & Responses DUE : Discussion Board- Leadership Responses
12	4-15	*	IN-CLASS: Communication; Cohesion; DISC F2F discussion DUE : Sport Managers DISC Assessment
13	4-22		Post Summary of Synthesis Paper on Books DUE : Synthesis Paper on Book DUE : Presentation on Your Chosen Book
14	4-29	*	Respond to Others' Postings on Books DUE : Respond to Presentations
15	5-3		Final Test DUE : Test- Organizations, Strategic Planning, Leadership

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/>.
- The Writing Center 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 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/>).
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially,

please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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