

George Mason University
College of Education and Human Development
Sport Management/Sport and Recreation Studies

SPMT 613.001/SPMT 613.P01 Strategic Leadership in Sport Organizations
3 Credits, Spring 2021
Wednesday/4:30-7:10p Exploratory Hall L004 – Fairfax Campus

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 face-to-face classroom education. Opportunities to meet the course objectives are addressed through direct instruction, discussions, computer simulations, classroom assignments, videos, and student participation. Course content includes, but is not limited to Management and Organizations; Leadership theory and practice, negotiation and conflict management, giving and receiving feedback; and Strategic Planning. The course will include a) elicited student- and instructor-provided examples, b) leadership skill development via online simulations, c) the examination and synthesis of the theoretical underpinnings of organizations and leadership, and c) the application of strategic thinking in the development of a coherent strategic plan.

Course Delivery Method

This course will be delivered via classroom instruction and completion of a series of online simulations. You will log in to the simulation site using your Mason email and a self-selected password. Students are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due.

Learner Outcomes and 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.

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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 January 15, 2021 from

<https://www.cosmaweb.org/accreditation-process-training.html>

Required Texts

Required texts are available via the course BlackBoard site.

Students will also read and evaluate one leadership or teamwork book of their choice. The book must be pre-approved by the instructor.

Students must register with Game-Learn to access the simulations. Instructions will be emailed to students as each simulation is assigned.

Sports Managers DISC (www.athleteassessments.com) assessment required

Course Performance Evaluation

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

Assignments and/or Examinations

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

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

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.

DATE	TOPIC	READINGS/ASSIGNMENT DUE
1 1-27	Introduction Management and Organizations	
2 2-3	Management v Leadership	Due: Management Improvement Plan
3 2-10	Leadership Theories & Models	Start PACIFIC Leadership simulation
4 2-17	Teams and Teambuilding	DUE : <i>Book Choice</i> for Leadership and Teams
5 2-24		DUE: DISC Assessment
6 3-3	Organizations, Strategic Planning, Leadership ABCs; Management vs. leadership: Best practices	Complete PACIFIC Leadership simulation Start MERCHANTS Negotiation simulation

7	3-10		
	3-17		
8	3-24		<p>Complete MERCHANTS Negotiation simulation</p> <p>Start KAOS Conflict Resolution simulation</p>
9	3-31		<p>Complete KAOS Conflict Resolution simulation</p> <p>Start SAHARA Task Delegation simulation</p>
10	4-7	Leadership Members & Followers	<p>Complete SAHARA Task Delegation simulation</p> <p>Start AQUA Effective Feedback simulation</p>
11	4-14	Leadership Strategies & Responses	<p>Complete AQUA Effective Feedback simulation</p> <p>Start</p>
12	4-21		Complete ECHO coaching simulation
13	4-28		
14	5-5		
15	Exam Week		

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://coursesupport.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/>).
- 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://](#)

<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/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

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.

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