

- 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

Chelladurai, P. (2017). *Managing organizations for sport & physical activity: A systems perspective* (4th Ed). New York: Routledge.

Cadotte, E.R., & Bruce, H.J. (2008). *The management of strategy in the marketplace*. Knoxville, TN: Innovative Learning Solutions (included with the simulation).

REQUIRED SIMULATION SOFTWARE

Cadotte, Ernest R. *Business Fundamentals Bikes*, Innovative Learning Solutions, Inc. *Business Fundamentals* can be purchased online with a credit card at the [Login page](#) (<https://game.ilsworld.com>).

Software Demo

Software demos have been prepared to introduce you to the *Marketplace* software. Please go to the [Business Fundamentals simulation demo](#) (<http://www.marketplace-simulation.com/business-fundamentals-demo>) and review the demo.

COURSE PERFORMANCE EVALUATION

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

ASSIGNMENTS

Assignments will include three case studies, oral presentation of team business plan, written report to stockholders, completion of the Business Fundamentals – Bikes strategic management simulation and all included quizzes, briefings, evaluations, and assessments. Attendance and participation in class activities and discussions are required as well. Points within each category vary as shown.

EVALUATION

Module 1: Leadership	<u>200 points</u>	
<ul style="list-style-type: none"> • Class activities • Case study notes • Case study • Evaluation 	30 40 100 30	20%
Module 2: Management	<u>200 points</u>	
<ul style="list-style-type: none"> • Class activities • Case study notes • Case study • Evaluation 	30 40 100 30	20%
Module 3: Human Resources	<u>200 points</u>	
<ul style="list-style-type: none"> • Class activities 	30	20%

<ul style="list-style-type: none"> • Case study notes • Case study • Evaluation 	<p>40 100 30</p>	
Module 4: Strategic Management	<u>400 points</u>	
<i>Team</i>		
<ul style="list-style-type: none"> • Simulation Performance • Business Plan Presentation • Report to Stockholders 	<p>75 75 90</p>	
<i>Individual</i>		
<ul style="list-style-type: none"> • Microsimulations (5 @ 5 pts each) • Executive Briefings (4 @ 5 pts each) • Knowledge Checks (4 @ 5 pts each) • Peer Evaluations • Class activities • Assurance of Learning (Test) 	<p>25 20 20 5 10 80</p>	40%
TOTAL 1000 points		100%

Instructor Expectations:

1. All assigned reading for each class is expected to be done **prior to** coming to class.
2. All written assignments must be typed (computer word processing is recommended).
3. Regular attendance and participation is expected. 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 in class; therefore, you should attend ALL scheduled class meetings 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. For example: a) do not have any sound emitting devices turned on; b) wait until the teacher/guest speaker has finished prior to gathering your belongings; and c) do not smoke, chew tobacco, eat, sleep, disrupt others by inappropriate talking, or disrespect the class schedule by being tardy. 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 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.

GRADING

Cumulative Points	Percentage %	Letter Grade
940-1000	100-94	A
900-939	93-90	A-
860-899	89-86	B+
820-859	85-82	B
790-819	81-79	B-
760-789	78-76	C+
720-759	75-72	C
700-719	71-70	C-
600-699	69-60	D
<600	59 & below	F

PROFESSIONAL DISPOSITIONS

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

COURSE SCHEDULE

DATE		TOPIC		READ FOR NEXT CLASS
MODULE 1: LEADERSHIP				
1/24	Week 1		Introduction	Chelladurai chapter 10
1/26			Leadership	Chelladurai chapter 11
1/31	Week 2		Leadership	Chelladurai chapter 12
2/2			Leadership	How to work a case Case Study 1
2/7	Week 3		Case study notes due	Case Study 1
2/9			Case Study 1 due Case Study 1 debrief	Chelladurai chapter 2

MODULE 2: ORGANIZATIONS, MANAGING, & ORGANIZING				
2/14	Week 4		Organizations & Sector	Chelladurai chapter 3
2/16			Management	Chelladurai chapter 4
2/21	Week 5		Management v Leadership	Chelladurai chapter 6
2/23			Managerial Skills: Decision making	Chelladurai chapter 7
2/28	Week 6		Managerial Skills: Persuasion	Chelladurai chapter 8
3/2	Week 6		Power and Politics in Organizations	Case Study 2
3/7	Week 7		Case Study notes due	Case Study 2
3/9			Case Study 2 due Case Study 2 debrief	Chelladurai chapter 9 & 10
3/14-19 SPRING BREAK				

DATE	TOPIC		READ FOR NEXT CLASS
MODULE 3: HUMAN RESOURCE MANAGEMENT			
3/21	Week 8	Hiring	Blackboard reading
3/23		Case notes due Training & Performance	Case study 3
3/28	Week 9	Case Study 3 due Case Study 3 debrief	Chelladurai chapter 5
MODULE 4: STRATEGIC MANAGEMENT			
3/30	Week 9	Strategic Management & Planning	Cadotte chapter 3
4/4	Week 10	Strategic Decisions Executive Briefing 1	Microsim: product design Cadotte chapter 5
4/6			Submit Q1 Decisions Sunday

		Strategic Decisions	Microsim: production scheduling
4/11	Week 11	Strategic Decisions Executive Briefing 2	Microsim: Pricing fundamentals Cadotte chapter 6
4/13		Strategic Alignment	Submit Q2 Decisions Sunday
4/18	Week 12	The Balanced Scorecard Executive Briefing 3	Microsim: Accounting Fundamentals Cadotte chapter 8
4/20		Tactical Adjustments	Submit Q3 Decisions Sunday
4/25	Week 13	Sustaining Competitive Advantage Executive Briefing 4	Microsim: Profitability
4/27		Business Plan Presentations	Submit Q4 Decisions Sunday
5/2	Week 14	Assurance of Learning (test)	Peer Evaluation
5/4		Simulation and Class Wrap Up and Synthesis	
Final Exam Period		Stockholder report due	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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/students/> .



**School of Sport, Recreation,
& Tourism Management**

