

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

SPMT 613 001– Strategic Leadership in Sport Organizations
3 Credits, Spring 2023
Wednesdays 4:30-7:10 p.m., West 1001 – Fairfax Campus

Faculty

Name: Laurence Chalip
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By arrangement online
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Prerequisites/Corequisites

None

Recommended: Fundamental training in sport management and marketing

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

Through readings, case analyses, presentations, and discussions students explore tactics, techniques, challenges, and processes for strategic leadership of sport programs and organizations. The course is divided into four interlocking modules followed by a capstone exercise in strategic planning. Each module provides multiple weeks exploring core facets of strategic leadership for sport.

Course Delivery Method

This course is delivered using a lecture and discussion format.

Learner Outcomes and Objectives

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

1. Address fundamental leadership challenges effectively and ethically, including managing conflict and change;
2. Lead strategically by analyzing choices, competing in the marketplace, evaluating partnerships, leveraging strategically, and innovating;
3. Handle crises using managerial capabilities and public relations;
4. Plan, design, and implement facilities, programs, and events that are environmentally sustainable;

5. Formulate a strategic plan.

Professional Standards

Commission of Sport Management Accreditation (COSMA)

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, 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. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. <http://www.cosmaweb.org/accreditation-manuals.html>

Required Readings and Cases

Each week, students read a conceptual article/chapter and also undertake a case analysis. Dates due for each assigned reading and each case are noted below under “Class and Assignment Schedule.” All readings are available on the course Blackboard site under the “Readings” tab. Each case is provided along with the case questions/assignment under the “Assignments” tab. Readings and cases are listed below in the order they are required for class.

Readings

- Grange, P. (2014). “Doing” ethics. Chapter 2 of *Ethical leadership in sport: What’s your ENDgame?* Business Expert Press.
- Saintilan, P., & Schreiber, D. (2018). Conflict and negotiation. Chapter 6 of *Managing organizations in the creative economy: Organizational behaviour for the cultural sector*. Routledge.
- Covell, D., Walker, S., & Hamakawa, C. (2019). Developing goals and school and youth sport. Chapter 5 of *Managing sport organizations: Responsibility for performance* (4th ed.). Taylor & Francis.
- Wilson, J. (2013). Making strategic choices in sport development. In S. Robson, K. Simpson, L. Tucker, & L. Tucker (Eds.), *Strategic sport development* (pp. 74-95). Routledge.
- Mukerjee, K. (2016). Factors that contribute towards competitive advantage: A conceptual analysis. *IUP Journal of Business Strategy*, 13, 26-39.
- Brennan, L. L., & Sisk, F. (2015). The value chain. Chapter 7 of *Strategic management: A practical guide*. Cognella Academic Publishing.
- Chalip, L., & Heere, B. (2014). Leveraging sport events: Fundamentals and application to bids. In I. Henry & L-M. Ko (Eds.), *Routledge handbook of sport policy* (pp. 183-193). Routledge.

- Skinner, J., Smith, A. C. T., & Swanson, S. (2018). Creating innovative sporting cultures: Enabling an innovation enterprise. Chapter 5 of *Fostering innovative cultures in sport: Leadership, innovation and change*. Palgrave Macmillan.
- Inoue, Y., & Havard, C. T. (2015). Sport and disaster relief: A content analysis. *Disaster Prevention and Management*, 24, 355-368.
- Favorito, J. (2020). Crisis management: A little planning can go a long way. Chapter 11 of *Sports publicity: A practical approach* (3rd ed.). Taylor & Francis.
- Stevens, J. (2018). Organizational capacity and sport, the environment, and sustainability: Making the case for capacity building. In B. P. McCullough & T. B. Kellison (Eds.), *Routledge handbook of sport and the environment* (pp. 99-108). Routledge.
- Swatuk, L. A. (2020). Add sport and stir? The SDGs and sport-environment-development. In R. Millington & S. C. Darnell (Eds.), *Sport, development and environmental sustainability* (pp. 19-34). Routledge.
- O'Brien, D., et al. (2019). Strategic planning. Chapter 10 of *Strategic management in sport*. Routledge.

Cases

It's Just Not Cricket: A Case of Ethics, Integrity, and Organizational Culture Within a National Sport Governing Body

Managing Conflict and Resistance to Change in a Minor Hockey System

Youth Sport Structure and Athlete Development

Where to "Play Ball": A Case of a Minor League Baseball Team's Future

One Nation, Two Teams: Repositioning the Toronto Blue Jays Among the Threat of a New Entrant

Can You Smell What "The Rock" Is Cooking? Exploring a Potential Canadian Football League—Xtreme Football League Partnership

Event Planning and Leveraging for Sport Tourism Development: The Case of a Rural Motorcycle Event

Sport4Change: Adapting to COVID-19 Through Innovation

A Case When You Can't Fool Mother Nature: Understanding and Addressing Issues Linked to Organizational Decisions Stemming From a Natural Disaster

Recovering From the Houston Astros' Sign-Stealing Scandal: A Case Study on Protecting a Professional Sport Organization's Reputation Through Crisis Communication

Environmental Planning at the President's Cup: An Eagle or a Double Bogie?

Environmental Protection in Nature-Based Sport Events: The Case of Olympus Marathon

Saving the Life of a National Sport Organization with Strategy and Governance

Students who are inexperienced with processes and expectations for case study analysis are strongly urged to review methods, procedures, and techniques that can render successful analyses. The Internet and YouTube offer many sites that can help.

Course Performance Evaluation

Grading

This course is graded on a point system, with a total of 1,920 possible points:

Weekly quizzes (13) from the reading and preceding class @ 40 points each 520

pts

Weekly case analyses: 12×100 pts + 1×200 pts 1400

pts

Assignments

- *Readings:* Students are expected to read the assigned chapter/article as well as the assigned case prior to the beginning of the class for which it is assigned. This enables meaningful and informed class discussion (which is a significant component of this course). The assigned reading also provides a basis for the quizzes each week.
- *Discussions:* Students are expected to participate actively in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise in an analytic and informed manner. While the articulation of multiple viewpoints is welcomed and encouraged, it is expected that everyone will contribute to a classroom environment that promotes meaningful discussion and civil debate.
- *Submission of assignments:* Beginning the second week of class, a written case analysis is due each week. Students are required to submit all case analyses on time in the manner outlined by the instructor (e.g., Blackboard). The first 12 case analyses are worth 100 points each; the final case requires development of a strategic plan, so is worth 200 points. ***In order to pass the course, students must complete every requirement, including written assignments and quizzes, adequately and on time.***

Case study analyses must use business-quality writing (including proper paragraphing). A first failure to do so may be returned unscored, and a make-up case then required. Subsequent failures to use business-quality writing can result in a failing grade for the course.

Alternative Work and absences/excused:

There is no make-up work of any kind, and late assignments will not be accepted. Absences supported by documentation may be excused (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 the assignment due date.

Grading Scale

Grading Scale by %								
A+	= 97 – 100		B+	= 87.5–89.9				
A	= 92.9 – 96.9		B	= 83 – 87.4		C	= 70 – 79.9	F = below 70
A-	= 90 – 92.9		B-	= 80 – 82.9				

Class/Assignments Schedule

Date			Topic, Reading, and Case to be analyzed
W	January	25	overview, expectations, requirements, syllabus
W	February	1	<u>Leadership Fundamentals 1: Coping with Ethical Challenges</u> <i>Reading: "Doing" Ethics</i> <i>Case: It's Just Not Cricket: A Case of Ethics, Integrity, and Organizational Culture Within a National Sport Governing Body</i>

Date			Topic, Reading, and Case to be analyzed
W	February	8	<u>Leadership Fundamentals 2: Managing Conflict</u> <i>Reading:</i> Conflict and Negotiation <i>Case:</i> Managing Conflict and Resistance to Change in a Minor Hockey System
W	February	15	<u>Leadership Fundamentals 3: Fostering Change</u> <i>Reading:</i> Developing Goals and School and Youth Sport <i>Case:</i> Youth Sport Structure and Athlete Development
W	February	22	<u>Leading Strategically 1: Analyzing Choices</u> <i>Reading:</i> Making Strategic Choices in Sport Development <i>Case:</i> Where to “Play Ball”: A Case of a Minor League Baseball Team’s Future
W	March	1	<u>Leading Strategically 2: Addressing Market Competition</u> <i>Reading:</i> Factors that contribute towards competitive advantage: A conceptual analysis <i>Case:</i> One Nation, Two Teams: Repositioning the Toronto Blue Jays Among the Threat of a New Entrant
W	March	8	<u>Leading Strategically 3: Using Value Chains for Analysis</u> <i>Reading:</i> The Value Chain <i>Case:</i> Can You Smell What “The Rock” Is Cooking? Exploring a Potential Canadian Football League—Xtreme Football League Partnership
W	March	15	SPRING BREAK
W	March	22	<u>Leading Strategically 4: Planning for Leverage</u> <i>Reading:</i> Leveraging Sport Events: Fundamentals and Application to Bids <i>Case:</i> Event Planning and Leveraging for Sport Tourism Development: The Case of a Rural Motorcycle Event
W	March	29	<u>Leading Strategically 5: Becoming Innovative</u> <i>Reading:</i> Creating Innovative Sporting Cultures: Enabling an Innovation Enterprise <i>Case:</i> Sport4Change: Adapting to COVID-19 Through Innovation
W	April	5	<u>Handling Crises 1: Managing After a Disaster</u> <i>Reading:</i> Sport and Disaster Relief: A Content Analysis <i>Case:</i> Organizational Decisions Stemming from a Natural Disaster
W	April	12	<u>Handling Crises 2: Crisis Communications</u> <i>Reading:</i> Crisis Management: A Little Planning Can Go a Long Way <i>Case:</i> Recovering from the Houston Astros’ Sign-Stealing Scandal: A Case Study on Protecting a Professional Sport Organization’s Reputation Through Crisis Communication

Date			Topic, Reading, and Case to be analyzed
W	April	19	<p><u><i>Strategic Environmental Management 1: Environmental Planning</i></u></p> <p><i>Reading:</i> Organizational Capacity and Sport, the Environment, and Sustainability: Making the Case for Capacity Building</p> <p><i>Case:</i> Environmental Planning at the President's Cup: An Eagle or a Double Bogie?</p>
W	April	26	<p><u><i>Strategic Environmental Management 2: Environmental Protection</i></u></p> <p><i>Reading:</i> Add Sport and Stir? The SDGs and Sport-Environment-Development</p> <p><i>Case:</i> Environmental Protection in Nature-Based Sport Events: The Case of Olympus Marathon</p>
W	May	3	<p><u><i>Building the Strategic Plan</i></u></p> <p><i>Reading:</i> Strategic Planning</p> <p><i>Case:</i> Saving the Life of a National Sport Organization with Strategy and Governance <i>[the case analysis may be submitted any time before midnight May 10]</i></p>

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

Professional Dispositions

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

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 and during meetings with the instructor unless otherwise authorized by the instructor.

Campus Resources

- 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 the website <https://cehd.gmu.edu/students/> .

