

Victoria Management School

Mgmt 319 SPORT MANAGEMENT

Second Trimester 2005

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR

Associate Professor John Davies

Room: RH 1018, Rutherford House
Phone: 463 5382
Email: John.Davies@vuw.ac.nz
Website: www.vuw.ac.nz/vms

OTHER LECTURING STAFF

Associate Professor Dai Gilbertson

Room: RH 905
Phone: 463-5145
Email: dai.gilbertson@vuw.ac.nz

ADMINISTRATION ASSISTANT

Patricia Lapham

Room: RH 919, Rutherford House
Phone: 463 5381
Email: patricia.lapham@vuw.ac.nz

TUTORIAL COORDINATOR

Deborah Kelly

Room: RH 120
Phone: 463-6968
Email: deborah.kelly@vuw.ac.nz

INTRODUCTION

The course will examine the structure, governance, management and development of sport at international, national and local levels; it will attempt to provide a global and national context for sports developments within New Zealand, and to provide an understanding of how changes in organisational structures and how changes in sports management practices and athlete behaviour can be better managed. The intent has been to design a course which provides an appropriate introduction to the broad field of sports management, and which challenges students to think systemically about issues that confront volunteer and professional managers in the field, and which therefore produces thinking managers for sport bodies/organisations.

OBJECTIVES

The course therefore has several objectives, which include:

- examining contemporary issues in sport management both globally and in New Zealand
- comprehending the complex interaction of systemic forces acting on sports organisations
- defining issues critical to the success of sports managers
- understanding the skills of change management in sport organisations.

On completion of the course students should:

- have an understanding of some major theoretical frameworks and concepts relevant to sport management
- be able to use such frameworks to develop an understanding of sports management situations.
- develop an ability to critically analyse and work with different frameworks for examining sport related issues
- recognise the importance of leadership roles in sport governance.

CLASS TIMES AND ROOM NUMBERS

TIMETABLE - Lectures

Class sessions will be held:

on	TUESDAYS	... between	1340-1430 hours	in RH LT3
on	FRIDAYS	... between	1340-1530 hours	in RH LT3

They will comprise formal lectures supplemented by case discussion, student presentations and practical exercises. See schedule overleaf for week-by-week plan of sessions.

TIMETABLE - Tutorials

Tutorial sessions will be held on Thursdays on the Pipitea campus in the Railway Station Tutorial Rooms.

Tutorial sessions will start in Week 2 and will be held:

R1	on	THURSDAYS	... between	0930-1020	RLWY 314
R2	on	THURSDAYS	... between	1030-1120	RLWY 315
R3	on	THURSDAYS	... between	1440-1530	RLWY 223
R4	on	THURSDAYS	... between	1540-1630	RLWY 313

Tutorial Preference forms will be distributed at the first lecture. Students may indicate three preferences for tutorial times, and every attempt will be made to ensure that students will be allocated to their highest preference. However, there is a maximum of 15 students per tutorial class, so that if a tutorial time-slot is oversubscribed, students will be allocated using a systematic random process to their highest or next highest preference. Confirmation of your tutorial group will be posted on Blackboard; on the Rutherford House Level 9 Management notice board and notified at class on *Friday July 8th 2005*. If you have any serious problems about the allocations please contact the tutorial coordinator, Deborah Kelly.

PROBLEMS

Students wishing to discuss any matters affecting or relating to the course should contact their tutor first. Students should feel free to contact the course controller at any time.

On matters of grievance or appeal, issues should be taken up the course controller in the first instance, and then, with the Head of the Victoria Management School, if dissatisfaction persists.

TEXTBOOK

There is no recommended text (to be purchased) for the course. However, the following text is highly recommended:

Trenberth, L & Collins, C. (1999) (Eds.) *Sport Business Management in New Zealand*, Palmerston North: Dunmore Press - aka T & C

ADDITIONAL READINGS

A selection of additional readings will be made available to students, and can be collected from Rutherford House Room 919 at times to be notified.

Students are expected to familiarise themselves with the set of suggested readings, and where directed, to have prepared topics in advance of classes, being ready to discuss issues which the readings present.

ASSESSMENT REQUIREMENTS

A student's overall grade in the course will be determined in the following manner:

1 Tutorial Work

- up to 30 marks

The grade for tutorial work will be based on FIVE items, each having equal value:

- (i) Tutorial Preparation and Participation, and (ii) FOUR Nominated Tutorial Hand-Ins

(i) Tutorial Preparation and Participation

The grade will depend on the student's preparation for, and quality of the contribution to, tutorial class discussions. Students will be expected to hand-in a two-page summary of their work at the **start** of the Tuesday class in the week of the tutorial. The two-page hand-in will contribute to evidence of preparation.

For each tutorial:

Students will prepare a type-written, two-page, single spaced, 10 point Times font, word-processed tutorial assignment, to be handed in at the **start** of the Tuesday class in the week of the tutorial (See attachment).

All Hand-Ins should have: a Tutorial Cover Sheet stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page, and use in-text referencing and include a list of references at the end. Preferred referencing style is APA system.

Students will prepare two copies of each hand-in and keep a second copy for their own reference and for use during the tutorial. Students must also keep an electronic copy of their work.

(ii) FOUR Nominated Tutorial Hand-Ins

Students will identify on the Tutorial Cover Sheet, at the time of hand-in, whether their tutorial assignment work is to be one of the four **Nominated Hand-Ins**.

The **Four** two-page, word-processed **assignments** are to be selected **from a set of eight** in the tutorial programme, *each* worth equal marks.

Two Tutorial Hand-Ins **must** be nominated from Tutorials A1, B2, C3, D4 – before the mid-term break.

Two Tutorial Hand-Ins **must** be nominated from Tutorials E5, F6, G7, H8 – after the mid-term break.

Please check the schedule - note that the "tutorial assignments" are in boxed paragraphs.

All Hand-Ins should have: a Tutorial Cover Sheet stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page, and use in-text referencing and include a list of references at the end. Preferred referencing style is APA system.

The Nominated Hand-In must be presented as hard copy at the **start** of the Tuesday class in the week of the tutorial.

All Nominated Hand-Ins will be marked for written expression - that is, correctness, clarity, organisation, referencing - as well as for meeting the specific assignment objectives.

2 Project Report

- up to 30 marks

The project could take a multiplicity of forms and could result in a word-processed report on the structure/design and effectiveness of a sport-related organisation; the preparation of a case study relating to the management of change in a sports organisation; a report detailing the project management of a sports event; or a research report on a contemporary topic of interest.

A one-page project proposal must be submitted at the **start** of class on Friday, Aug 12th 2005.

The project report must be submitted at the **start** of class on Friday, September 30th 2005.

3 Case Study - Open Book Exam

- up to 40 marks

A case will be distributed at the last class on Friday, October 7th 2005. Students will be expected to analyse the case in advance of an open book examination at which a series of unseen questions must be answered. The examination is likely to be held during the period of Mon Oct 10th to Nov 5th 2005.

Silent non-programmable calculators may be used in the exam, but computers and communication devices are **not** permitted.

4 Overall Pass Mark - for the course will be 50% of the total marks, ie 50 marks.

5 Mandatory Course Requirements

- comprise:
 - i) submission of **SEVEN** out of **Eight** Tutorial Hand-Ins at the due times
 - ii) attendance throughout **at least 9 out of 10** tutorials
 - iii) obtaining **at least 40%** of the marks available to Tutorial Work
 - iv) submission of the **Project Report** at the due time
 - v) obtaining **at least 40%** of the marks available to the Project
 - vi) obtaining **at least 40%** of the marks available to the Exam
- Students who fail to satisfy the mandatory requirements [(i) to (v)] for passing this course will not receive a graded result, and their records will show an ungraded fail "Q."
- Students who satisfy the mandatory requirements [(i) to (v)] for passing this course but who do not meet requirement (vi) will receive a graded fail – "D", "E" or "F."
- Attendance at all classes is an implicit expectation of course participation.

HANDING IN ASSIGNMENTS

Assignments should be submitted, in hard copy form in class by the due time on the due date. Assignments received after that time will be deemed to be late, and must be handed to the lecturer concerned or to Patricia Lapham (RH 919), the Administration Assistant for this course.

PENALTIES - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late**.

When calculating the late penalty **Saturdays, Sundays and public holidays will be included** when counting the number of days that an assignment is late.

Assignments received more than 7 days after the deadline will not be accepted and the student will automatically fail terms.

- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties.

Extensions to submission deadlines for any assigned work will only be granted in exceptional circumstances.

- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Tutorial Coordinator, Deborah Kelly, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Tutorial Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be X% of the grade for an assignment which is X% over the word limit.**

WORKLOAD

Students can expect the workload to at least 6-8 hours work outside of class.

COMMUNICATION

As you will learn from MGMT papers, good communication is crucial to the success of any organisation, especially classes. Communication in this course will be conducted in face-to-face mode in the lectures, workshops and tutorials as well in on-line mode through the **Blackboard** system.

With respect to individual student questions and concerns, given the number of students involved in this course, it would be greatly appreciated if students could observe the following etiquette. Individual questions and concerns can be addressed in tutorial sessions or by contacting your tutor. Please do not hesitate to raise an issue, as it may be a common student concern. Tutors will either respond immediately, or seek clarification and then respond. If concerns remain, then the course co-ordinator should be contacted.

COMMUNICATION OF ADDITIONAL INFORMATION

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg
MGMT319_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

OFFICE HOURS

John Davies:

3.30 - 4.30 Friday, in Rutherford House Room 1018, otherwise by request and appointment.

Week 1 – July 5 –8

Administration/Introduction/Course Overview

The Distinctiveness of Sports Management and Coaching - Teams

The Nature of Teams; Teams as Models for Organisational Design;
Crossing the Boundary from Sport Management and Sport Coaching to Business.

Recommended Reading

Katz, N. (2001). "Sports teams as model for workplace teams: Lessons and liabilities", *Academy of Management Executive*, Vol 15(3): 58-67.

Thoma, J.E. and Chalip, L. (1996). "Professional Sports", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 11: 175-187.

McDonald, MG, Andrews DL. (2001). "Michael Jordan – Corporate sport and post modern celebrityhood", in *Sports Stars*, London: Routledge, Ch 1: 20-35.

Vande Berg, LR. (1998). "The Sports Hero meets mediated celebrityhood", in *Media Sport*, London: Routledge, Ch 9: 134-153.

No Tutorial in Week 1

Week 2 - July 12 - 15 - Tutorials Begin

NZ Sport Mega-Trends

The Changing Climate of and for sport; Perceptions of Change;
Political, legal, economic, social, demographic, cultural and technological factor dimensions;
Opportunities and threats.

Recommended Reading

Trenberth, L. Collins, C (1994). Chapter 1, "An Introduction to Sport Management", in Trenberth, L & Collins, C. (eds), *Sport Management in New Zealand*, Palmerston North: Dunmore Press, Ch 1: 17-24.

Horne, J, Tomlinson, A and Whannel, G. (1999) "Industrial society, social change, and sports culture", *Understanding Sport*, London: E & FN Spon, Ch 1: 1-27.

Additional Reading

Trenberth, L & Collins, C. (1999) (Eds.) *Sport Business Management in New Zealand*, Palmerston North: Dunmore Press - aka T & C – Chs 1, 2 & 17

SPARC - Hillary commission On line Publications -- <http://www.sparc.org.nz/publications/>

Hillary Commission (March 2000), *Sporting Directions 2010: Developing the competitive sport system in the next decade*. See <http://www.sparc.org.nz/publications/pdfs/directions.pdf>

Getting Set for an Active Nation: Report of the Sport, Fitness & Leisure Ministerial Taskforce, January 2001, aka The Graham Report - See <http://www.executive.govt.nz/minister/mallard/sflreview/taskforce/index.html>

Sport as Sport; Sport as a Business - An Overview

Sport, competition and competitive balance;
Sport as recreation; Sport as entertainment; Sport as tourism;
Sport in the media; Sport as media; Sport and the media.

Recommended Reading

Miller, Lori K, (1997) "Sport Industry Analysis", *Sport Business Management*, Aspen:1997, Ch 1: 3-24.

See <http://www.sparc.org.nz/research/> ... <http://www.sportnz.co.nz/>

Wann, DL, Melnick, MJ et al. (2001). "An Introduction to the Study of Sports Fans", *Sports Fans: The Psychology and Social Impact of Spectators*, London: Routledge, Ch 1: 1-19.

Additional Reading

Hillary Commission & BERL, "The Growing Business of Leisure & Sport", p.1-7

See <http://www.hillarysport.org.nz/pdfs/businessofsport.pdf>, July 2003

Hillary Commission, "Sports Sector posts Dividend for Economy", May 1998, p1-3

Hillary Commission, "The Business of Sport and Leisure - Update – Exec Summary", Jan 1998, p.6-12

Anonymous, "The business development of sport", *Sports Law Administration and Practice*, Sept/Oct 1997: 8-9

Evans, L. (2002). "Competition: What do you mean?" *Competition & Regulation Times*, April 2002, Issue 7: 1-2

Tutorial A1 – Teams - The Sports / Business Link

Read Katz's paper

Refer to Tutorial Assignment A1.

The Nature of Sports and Business Teams.

Hand in your two-page word-processed report. Keep a copy.

Week 5 - August 2 – 5

The Organisation & Design of Sports Organisations

Frameworks for understanding

organizational structure and design;

Organisations as systems.

Recommended Reading

Slack, T. and Amis, J. (1996). "Organisational theory and the study of sport", in Parkhouse, B. (ed), *The Management of Sport*, Mosby, Ch 5: 65-83.

Slack, T. (1997). "Design Options for Sport Organisations", in *Understanding Sport Organisations: The Application of Organisation Theory*, Champaign, IL: Human Kinetics, Ch 4: 67-93.

Additional Reading

Chapters 3, 6, & 7 of T&C text

Tutorial D4 – Sport Values and Ethical Behaviour

NZOC & Soulan Pownceby

Moral Emotions, Moral Behaviour and Role Models;

Answer the review questions at the end of the case;

Hand in your two-page word-processed report. Keep a copy.

Week 6 - August 9 – 12

The Organisation & Design of Sports Organisations

Recommended Reading

Brocklesby, J., Cummings, S. and Davies, J., "Demystifying the Viable Systems Model as a Tool for Organisational Analysis", *Asia-Pacific Journal of Operational Research*, **12**, pp.65-86, 1995

Cummings, S. and Brocklesby, J. "Designing a Viable Organisation Structure", *Long Range Planning*, Vol. 29, No. 1, pp.49-57, 1996

Gilson, C et al. (2001). "Peak Performing Organisation Theory", in *Peak Performance: Business Lessons from the World's Top Sports Organisations*, London: HarperCollinsBusiness, Ch 13: 369-399.

Additional Reading

Chapters 3, 6, & 7 of T&C text

Tutorial P1 - Organisational Design Workshop 1

In preparation for your project, examine a sports organisation/club with which you have some familiarity.

Describe the wider system within which it exists; the sub-systems that exist within it; and the systemic relationships that exist between the three levels of recursion.

Describe how purpose, identity and value system contribute to systemic functioning.

-----**Mid Trimester Break**-----

Week 7 – Aug 30 - Sept 2

Managing Change in Sport - Models and Approaches - Case Studies

Recommended Reading

Davies, J & Gilbertson, DW & Butler, G. Sport Futures and the Perceptions of Sport CEOs: Their Impact on Sport Management in New Zealand, Proceedings of the 33rd Annual Meeting of Western Decision Sciences Institute Conference, Pavett, C (Ed), Manzanillo, April 2004, pp. 345-348.

Davies, J. Leeds United Football Club: A Case of Media Management and Moral Governance, Proceedings of the 32nd Annual Meeting of Western Decision Sciences Institute, Nicholls, MG (Ed), Kauai, April 2003, pp.138-142.

NZRU (2005). NZRU Competitions Review, June 2 2005 at <http://www.wrfu.co.nz/>

Additional Reading

French, W. and Bell, C. (1995). "Managing the OD Process", in *Organization Development*, 5th ed, New York, Prentice Hall, Ch 6: 113-136; and "OD Interventions – An Overview", Ch 8: 155-167

Gilbertson, D.W. and Gilbertson, D.K. (1998). "Black Magic: what captains of industry and sport say", VUW, unpublished.

Chapters 5, 8 & 9 of T&C Text

Tutorial E5 – Sports Ethics

Read Davies (2003) - Handout.

Detroit Pistons & Indiana Pacers Case:

Moral Values & Behaviour

Answer the review questions at the end of the case;

Hand in your two-page word-processed report. Keep a copy.

Week 8 - Sept 6 – 9

Marketing and Sponsorship of Sport

The Roles and Expectations of Benefactors and Sponsors;

Sponsorship, Influence and Ownership;

Sponsorship and Commercialism in Sport.

Recommended Reading

Shilbury, D., Quick, S. & Westerbeek H. (1997). "The strategic sport-marketing planning process", in *Strategic Sports Marketing*, Allen & Unwin, Ch 2: 17-39.

Shilbury, D., Quick, S. & Westerbeek, H. (1997). "Understanding the sport consumer" in *Strategic Sports Marketing*, Allen & Unwin, Ch 3: 41-60.

Ashill, N, Davies, J. & Joe, A. The Assessment of Consumer Attitudes towards Sponsorship – the Framing and Interpretation of Analysis – Lessons from a New Zealand Study, *Journal of the Academy of Business Administration*, Spring/Fall 2003, No. 1/2, pp.23-39.

Additional Reading

Shank, D. (2002). "Distribution Concepts" in *Sports Marketing: a Strategic Perspective*, New Jersey: Prentice Hall, Ch 13: 443-480.

Chapters 13 & 14 of T&C Text

Tutorial F6 - Governance, Stakeholders, the Responsibilities of Governance and Management of Change

NZRU Case (Davies, 2005)

Managing Change – Competitions Review

Answer the review questions at the end of the case;

Hand in your two-page word-processed report. Keep a copy.

Week 9 - Sept 13 – 16

Sport Values and Ethics in Sport

Recommended Reading

Conn, D et al. (2003). "Suffer the Children: The Clubs, the Parents and the Agents Creating a Booming Business out of 'Child' Transfers", in *Football Confidential 2: Scams, scandals and screw-ups*, London: BBC, Ch 14: 217-242.

Sugden, J and Tomlinson, A. (2003). "The Best Club in the World", in *Badfellas: FIFA Family at War*, London: Mainstream Publishing, Ch 13: 191-204.

Davies, J. LUFC: A Case of Media Management and Moral Governance, Proceedings of the 32nd Annual Meeting of Western Decision Sciences Institute, Nicholls, MG (Ed), Kauai, April 2003, pp.138-142.

Davies, J. LUFC: Case B, Proceedings of the 32nd Annual Meeting of Decision Sciences Institute, Washington, Nov 2003.

Tutorial P2 - Organisational Design Workshop 2

In preparation for your project, examine a sports organisation/club with which you have some familiarity. Describe the wider system within which it exists; the sub-systems that exist within it; and the systemic relationships that exist between the three levels of recursion.

Describe how purpose, identity and value system contribute to systemic functioning

Week 10 - September 20 – September 23

Stadia & Sports Events – Economic & Tourism Perspectives

Rugby WC 2003/11, Athens 2004/12; IRB International 7s, FIFA 2002 World Cup;
Assessing the Value of Events & Facilities.

Recommended Reading

Rosentraub, MS. (1999). "Ending the Great Sports Welfare System", in *Major League Losers: The real cost of sports and who's paying for it*, New York: Basic Books, Ch 9: 317-337.

Romanos, J. (2002). "The New Zealand Rugby Union – The World Cup Fiasco", in *The Judas Game: The Betrayal of New Zealand Rugby*, Wellington: Darius, Ch 2: 38-65.

Panckhurst, P. (2002). "Scragged, beaten and bitter", *Unlimited*, 1st June 2002
See <http://www.sharechat.co.nz/features/unlimited/article.php/61884861>

Dauncey, H. (1999). "Building the Finals: Facilities and Infrastructure", in *France and the 1998 World Cup*, Dauncey, H & Hare, G (Eds), London: Frank Cass Publishers, Ch 9: 98-120.

Conn, D et al. (2003). "Blue Moves: Manchester City's Brand New Stadium and How You Paid for it", in *Football Confidential 2: Scams, scandals and screw-ups*, London: BBC, Ch 9: 143-157.

Additional Reading

Chapters 13, 16 of T&C Text

Thoma, J.E. and Chalip, L. (1996). "Hosting an International Event", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 7: 97-123.

Klap, A. (1994). "Event Management", in Trenberth, L & Collins, C. (eds), *Sport Management in New Zealand*, Palmerston North: Dunmore Press, Ch 17: 229-242.

Tutorial G7 - Bidding for a Major Sports Event – Wellington V8 Street Race 2006

Wellington V8 Street Race 2006

Assessing Economic and other Benefits

Answer the review questions at the end of the case;

Hand in your two-page word-processed report. Keep a copy.

Week 11 – September 27 – 30

The Role of the Media: Public Relations, Ethics & Role Models Revisited

Media Ownership of Sport; The Rise of Sports Law Issues

Recommended Reading

Doig, J. (1994). "Ethics and Sport Management", in Trenberth, L & Collins, C. (eds), *Sport Management in New Zealand*, Palmerston North: Dunmore Press, Ch 5:.

Henley, G. (1994). "Public Relations and Sport", in Trenberth, L & Collins, C. (eds), *Sport Management in New Zealand*, Palmerston North: Dunmore Press, Ch 15: 206-215.

Additional Reading

Hillary Commission (2001). Legal Issues and Risk Management for Sports Officials.

http://www.sparc.org.nz/publications/pdfs/Legal_Issues_PDF.pdf

Chapters 15 of T&C Text

Tutorial H8 – Events, Crises and Media Management

Brian O’Driscoll & the Spear Tackle:

A Case of Media Management

Answer the review questions at the end of the case;

Hand in your two-page word-processed report. Keep a copy.

Major Project Report - due Friday September 30th 2005 at Start of Class

Final Week

Week 12 - Oct 4 – 7 – Review - No Tutorials

A Final Word about Competitive Balance

Frameworks for understanding the elements of competitive balance;

Frameworks for bringing about competitive balance and competitive imbalance;

NZRU, Netball NZ and NZ Soccer competitions.

Reading

Hand-outs - TBA

Final Class – Review and Course Evaluation

Exam Case handed out at class, Friday October 7th 2005

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information

from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:
www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

Mgmt 319 SPORTS MANAGEMENT

Trimester 2 2005

Tutorial Assignment Cover Sheet

Tutorial Assignment No. _____ Tutorial Day/Time. _____

Topic: _____

Due at start of class Tuesday _____ 2005

Name: _____

Student ID: _____

Tutor: **Jamie Milne**

This IS / IS NOT a Nominated Hand-In

This is my FIRST / SECOND / THIRD / FOURTH Nominated Hand-In

Please circle the applicable options

Word Count: _____

Mgmt 319

Tutorial Preference Sheet

Please rank your THREE most preferred times

1=most preferred

Name: _____ ID: _____

			Rank	
			V	
R1	THURSDAYS	0930-1020	_____	RLWY 314
R2	THURSDAYS	1030-1120	_____	RLWY 315
R3	THURSDAYS	1440-1530	_____	RLWY 223
R4	THURSDAYS	1540-1630	_____	RLWY 313

Every attempt will be made to allocate students to their highest ranked preference.

In the event that particular tutorial slots are over subscribed, then a group of randomly selected students will be allocated to their next highest preference.

John Davies, July 2005