

Victoria Management School

MGMT 319 SPORT MANAGEMENT

Second Trimester 2006

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, Rutherford House
Phone: 463 5145
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ADMINISTRATION ASSISTANT

Pam Blakemore

Room: L10 Reception, Rutherford House
Phone: 463 5397
Email: pam.blakemore@vuw.ac.nz

TUTORIAL COORDINATORS

Garry Tansley & Evelyn Inkster

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Phone: 463-6968
Email: garry.tansley@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 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

Start Date: Monday, 10 July 2006

Class sessions will be held:

on	MONDAYS	... between	1540-1630 hours	in GB LT4
on	FRIDAYS	... between	1540-1730 hours	in GB LT4

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 Tuesdays, Wednesdays and Thursdays on the Pipitea campus in the Railway Station Tutorial Rooms.

Tutorial sessions will start in Week 2.

T1	on	TUESDAYS	... between	0830-0920	RH G01
T1	on	TUESDAYS	... between	1540-1630	RH G01
W1	on	WEDNESDAYS	... between	0830-0920	RG G02
W2	on	WEDNESDAYS	... between	1340-1430	RWW 126
W3	on	WEDNESDAYS	... between	1640-1730	RH G01
R1	on	THURSDAYS	... between	0830-0920	RH G01
R2	on	THURSDAYS	... between	1540-1630	RWW 233

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 14th 2006*. If you have any serious problems about the allocations please contact the tutorial coordinators.

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 coordinator at any time.

On matters of grievance or appeal, issues should be taken up the course coordinator 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 level 10 Reception 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.

There will be no need for students to use computers during the final examination.

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 provide a two-page summary of their work to their tutor at the start of the tutorial. The two-page hand-in will contribute to evidence of preparation. Preferred referencing style is APA system.

For each tutorial:

Students will prepare a type-written, two-page, single spaced, 10 point Times font, word-processed tutorial assignment, to be handed to the tutor at the beginning of the tutorial (See attachment).

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, at the time of hand-in, whether their tutorial assignment work is to be one of the four nominated hand-ins.

The **four tutorial assignments** are to be selected **from a set of eight** in the tutorial programme, *each* worth equal marks.

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

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. The project must be submitted by start of class, Friday, October 6th 2006.

A one-page project proposal must be submitted by start of class, Friday, August 11th 2006.

3 Open Book Examination - Case Study

- up to 40 marks

A case will be distributed at the last class on Friday, October 13th 2006. 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 will be held during the period of Mon Oct 16th to Nov 11th 2006. 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 **EIGHT** out of nine tutorial Hand-Ins at the due times
 - ii) attendance throughout **at least 8 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 Examination

- 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."

- Students who fail to satisfy the mandatory requirements [(i) to (ii)] for this course but who obtain 50% or more overall, will be awarded a "K" grade.

- Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

For example, a student who obtains an overall course mark of 35 and does not fulfil one or more of the mandatory course requirements will be given an E grade. A student who fails to sit an examination will have their course mark calculated with an entry of Zero for the exam and their grade determined in the usual way.

- Notice of Failure to meet Mandatory Requirements i) to ii) will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.
- Attendance at all classes is an implicit expectation of course participation.

6 Individual & Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual.

Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question.

Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

7 Grading Guidelines

The following broad indicative characterisations of grade will apply in grading:

Excellent Category A- (75 – 79%) to A (80 – 85%) to A+ (above 85%):

The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at 300 level.

Very Good Category B+ (70 – 74%):

The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category B (65 – 69%):

The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category B- (60 – 64%):

The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category C (50 – 54%) to C+ (55 – 59%):

The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

Unsatisfactory / Failure Category E (0 – 39%) to D (40 – 49%):

The learning is absent or performed to a very low level, or the performance is seriously flawed.

Ungraded Failure K

Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

8 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 Garry Tansley (RH 120), the Tutorial Coordinator for this course.

All Hand-Ins should have: an Assignment 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.

Word limits should be adhered to, especially so when they provide a guide to limiting the student’s coverage of a topic.

9 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 Course Coordinator, 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.

WORKLOAD

Students can expect the workload, outside of class times, to be approximately 10 - 12 hours per week for each of the teaching weeks, plus 48 hours aggregated over other periods. This accords with the guidelines specified in the Assessment Handbook 2006, para 1.2A, p1.

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.

NOTICES - 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.

Notice of Failure to meet Mandatory Terms Requirements, as specified above in the section on Assessment, will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

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.

Please do not hesitate to raise an issue, as it may be a common student concern. Staff will either respond immediately, or seek clarification and then respond. If concerns remain, then the Course Coordinator should be contacted.

OFFICE HOURS

Please communicate with Pam Blakemore to make an appointment

Week 1 – July 10 –14

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 17 - 21 - Tutorials Begin

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.

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.
- Roberts, K. (2004). "Sport: Origins and Development", *The Leisure Industries*, London: Palgrave Macmillan, Chapter 6: 80-94.
- Roberts, K. (2004). "Sport: Commercial Inroads", *The Leisure Industries*, London: Palgrave Macmillan, Chapter 7: 95-107.

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>

Week 2 - July 17 - 21 – Continued

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

Week 3 – July 24 – 28

Tutorial B2 –The NZ Sports Business Industry

Read Miller's article

Refer to Tutorial Assignment B2

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

The Governance of Sport

The International Context & the Globalisation of Sport;
The Ownership of Sport; Professional Sports Leagues and Franchises;
Governance, Governors and Stakeholders;
Professionalisation & Professionalism;
Case Studies: FIFA, IRB, IOC.

Recommended Reading

Thoma, J.E. and Chalip, L. (1996). "Policy Analysis for International Sport Governance", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 2: 7-19.

Thoma, J.E. and Chalip, L. (1996). "The Future of Sports Governance in the Global Community", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 12: 189-199.

Sugden, J and Tomlinson, A. (2003). "FIFALAND", in *Badfellas: FIFA Family at War*, London: Mainstream Publishing, Ch 15: 271-284.

Stewart, B, Nicholson, M, Smith, A and Westerbeek, H. (2004). "Junior Sport Development: participation Programmes and Player Pathways", in *Australian Sport: better by Design?*, London: Routledge, Ch 10: 125-138.

Maguire, J. and Possamai, C (2005). "Back to the Valley: Local responses to the changing culture of football", in Maguire, J (Ed), *Power and Global Sport: zones of prestige, emulation and resistance*, London: Routledge, Ch 2: 40-59.

Davies, J. (2001). Soccer New Zealand – Governance and Change in Sport – a Case Study, Proceedings of the 30th Annual Meeting of Western Decision Sciences Institute Conference, Vancouver, April 2001, pp. 165-169.

Additional Reading

See <http://www.olympics.com/> & http://www.phm.gov.au/ancient_greek_olympics/
Chapters 2, 3, 11 & 17 of T&C Text

Week 4 – July 31 – Aug 4

Tutorial C3 - Governance

Breaching the Salary Cap - The ARL & the Canterbury Bulldogs The ARL & the Warriors;

Overturning Selection Decisions - The AOC & Ian Thorpe.

Governing the Olympic Movement - The IOC as the Governing Body

Governance - Rules for the Governors and Rules for the Governed – IOC and FIFA

The Rewards of Life Membership - IOC and FIFA

Responses to Racism – FIFA, The FA, Australian Cricket, the ARL

Refer to Tutorial Assignment C3.

Answer the questions at the end of the case

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

The Olympics & The Olympic Movement – Values in Sport

Moral Values and Emotions;

Building Frameworks for Moral Reasoning and Ethical Behaviour in Sport;

The Responsibilities of Sportsmen

Cases: Drugs in Sport; Racism; Gender Discrimination and Exploitation.

Recommended Reading

Jennings, A. (1996). "How Atlanta got The Games", in *The Great Olympic Swindle*, London: Simon & Schuster, Ch 8: 115-130.

Hill, Chris (1996). "Atlanta 1996", in *Olympic Politics*, London: Manchester University Press, Ch 11: 240-246.

Hill, Chris (1996). "Power and Authority in the Olympic Movement", in *Olympic Politics*, London: Manchester University Press, Ch 3: 60-74.

Thoma, J.E. and Chalip, L. (1996). "The Olympic Movement", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 3: 21-48.

Doig, J. (1994). "Ethics and Sport Management", in Trenberth, L. & Collins, C. (eds), Palmerston North: Dunmore Press, Ch 5: 264-275.

Additional Reading

Gilbertson, D.W. (2002). "Putting the 'O' back into the NZOC: an OD case study of change in New Zealand", Proceedings of the NZODS Annual Conference, Wellington, April 2002.

See <http://www.olympics.com/> & http://www.phm.gov.au/ancient_greek_olympics/

Sugden, J. (1996). "Boxing and Society" in *Boxing and Society*. London: Manchester University Press, Ch 6: 172-196.

Week 5 – August 7 – 11

Tutorial D4 – Sport Values and Ethical Behaviour

On field behaviour - Rooney & Ronaldo

Off field behaviour - Umaga & Masoe, Aussie Footballers

On Mountain behaviour – Mark Ingles and Everest

Double Jeopardy - NZOC & Soulan Pownceby

Playing to the Whistle - The FA & Roy Carroll

Racism, ‘Diving’ and Betting – Cricket, Soccer & Rugby League

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.

The Organisation & Design of Sports Organisations

organizational structure and design;

Organisations as systems.

Frameworks for understanding

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.

Stewart, B, Nicholson, M, Smith, A & Westerbeek, H. (2004). "Management improvement in Sport performance measurement", in *Australian Sport: Better by Design?*, London: Routledge, Ch 11: 139-138.

Additional Reading

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

Week 6 - August 14 – 18

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.

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

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

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Week 7 – Sept 4 - Sept 8

Tutorial E5 – Sports Ethics

Read Davies (2003) - Handout.

On field behaviour - Rooney & Ronaldo

Oncourt behaviour - Detroit Pistons & Indiana Pacers Case

Off-field behaviour - Leeds United Football Club – Case

Juventus and the Serie A Clubs – Case

Moral Governance

Answer the review questions at the end of the case;

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

Sport Values and 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.

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.

Media Ownership of Sport

Marketing and Sponsorship of Sport 1

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.

Dallenbach, K., Davies, J. & Ashill, N. (2006) Understanding Sponsorship and Sponsorship Relationships – Multiple Frames and Multiple Perspectives, *International Journal of Nonprofit and Voluntary Sector Marketing*, 2006, Vol 11 pp.73-87, DOI: 10.1002/nvsm.39.

Dallenbach, K., Davies, J. & Ashill, N. (2006) Value in a Multiple Perspective of Sport Sponsorship, *International Journal of Sports Management and Marketing*, 2006..

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

Week 8 - Sept 11 – 15

Tutorial F6 –Systemic Roles and Effective Organisations

Essendon and Systemic Roles: Culture Driven Management

Answer the review questions at the end of the case;

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

Marketing and Sponsorship of Sport 2

The Roles and Expectations of Benefactors and Sponsors;

Sponsorship, Influence and Ownership;

Sponsorship and Commercialism in Sport.

Recommended Reading

As Week 8.

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

Week 9 - Sept 18 – 22

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

Stadia & Sports Events – Economic & Tourism Perspectives

Rugby WC 2003/11, Athens 2004/12; IRB International 7s, FIFA 2006 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.

Davies, J. & Williment J. Sports Tourism: The Nature and Characteristics of Group Sports Tourists – The All Black Experience, Proceedings of the *35th Annual Meeting of Western Decision Sciences Institute*, Kannan, VJ (Ed), Hawaii, April 11-15 2006, pp.628-633, ISSN 1098-2248.

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.

Week 10 – September 25 – September 29

Tutorial G7 - Hosting a Major Sports Event – The Golden Oldies International Rugby Festival 2006

The A1 GP - Taupo 2007

The Golden Oldies Rugby Festival 2006

The World Rowing Championship 2010

The World Rally Championship 2007

Wellington V8 Street Race 2006

The Rugby World Cup 2011

The Volvo Ocean Race 2006

The Cricket World Cup 2016

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.

or

Tutorial G7 – Building a Major Sports Event Venue – The Wellington Indoor Sports Centre

The Wellington Indoor Sports Centre

A National Stadium for NZ

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.

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

Week 11 – October 2 – 6

Tutorial H8 - Governance, Stakeholders, the Responsibilities of Governance and Management of Change

NZRU Case (Davies, 2005) Managing Change – *Competitions Review*

Soccer NZ Case (Davies, 2005) Managing Change – *Structure and Competition*

Answer the review questions at the end of the case;

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

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

The Rise of Sports Law Issues

Recommended Reading

McGregor, J. & Harvey, J. (1999). “The Rise of Sport PR in New Zealand”, in Trenberth, L & Collins, C. (eds), *Sport Business Management in New Zealand*, Palmerston North: Dunmore Press, Ch 15: 248-257.

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.

Hughes, G. (2002). “Tanya Cox: one night out” in *Looking for Trouble*, Auckland: Harper Collins, Ch 9: 78-83.

Hughes, G. (2002). “Adam Parore: balancing the young gun” in *Looking for Trouble*, Auckland: Harper Collins, Ch 11: 91-108.

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

Organisational Design - Project Report - due Friday October 6th 2006 at Class

Final Week

Week 12 – Oct 9 – 13 – 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 13th 2006

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'foi Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz



Victoria Management School

MGMT 319 SPORTS MANAGEMENT

Trimester 2 2006

Tutorial Assignment Cover Sheet

Tutorial Assignment Number:

Topic:

Due at class Monday: / 2006

Student Name:

Student ID:

Tutor:

Course Lecturer: John Davies