TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Victoria Management School

MGMT 319 Sᴘᴏʀᴛ Mᴀɴᴀɢᴇᴍᴇɴᴛ

Second Trimester 2007

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
Email: dai.gilbertson@vuw.ac.nz

ADMINISTRATION ASSISTANT

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

TUTORIAL COORDINATOR

Garry Tansley
Room: RH 120
Phone: 463-6968
Email: garry.tansley@vuw.ac.nz

The course has a three hour examination. The exam period will be between Friday Oct 19th to Nov 10th 2007.

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, 9 July 2007

Class sessions will be held:

on	**MONDAYS**	… between	**1240-1330** hours	in GB LT4
on	**FRIDAYS**	… between	**1240-1430** 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 Fridays on the Pipitea campus in the Railway Station Tutorial Rooms.

Tutorial sessions will start in Week 3. Timeslots likely to available include:

F1	on	FRIDAYS	… between	1440-1530	RWW 126
F2	on	FRIDAYS	… between	1540-1630	RWW 126
F3	on	FRIDAYS	… between	1640-1730	RWW 126

TUTORIAL SIGNUP INSTRUCTIONS

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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. (2005) (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   TERMS WORK

1.1   Tutorial Work   - up to 20 marks

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

(i)   Tutorial Preparation and Participation , and   (ii)   THREE 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 be expected to 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 Monday class (See cover sheet attachment on page 16).

Students will prepare two hard 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) THREE Nominated Tutorial Hand-Ins

Students will identify on the Tutorial Assignment Coversheet, at the time of hand-in, whether their tutorial assignment work is to be one of the three nominated hand-ins.

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

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

1.2   Tutorial Group Debate   - up to 10 marks

The Debate will involve debating teams of three students. Pairs of teams will debate a topic agreed to by the Course Co-ordinator. In each pair, one team will take a position supporting an argument or motion, whilst the other team will debate against the argument or motion.

The topics of debate could range from the legalisation of performance-enhancing drugs, positive drug tests and playing bans, pay parity for female athletes, the legitimacy of ballroom dancing as a sport, player eligibility for national teams, the eligibility of female athletes to compete with male athletes, the acceptance of gamesmanship in sport - sledging, cheating etc, the use of technology by sporting officials, referees etc, the private ownership of sports teams, whether disabled athletes with prosthetics should be allowed to compete with able-bodied athletes, the banning of dangerous or violent sports etc.

Each team will get 8 mins to state their case, and 2 minutes to rebut the arguments of the other team. A maximum two-page outline of the debate argument must be submitted by start of class, Monday, October 8th 2007, and a maximum 16 slide powerpoint presentation at the time of the debate.

1.3   Project Report - Franchising and the Licensing of Sports Teams   - up to 30 marks

The project will examine franchising in sports and the licensing of sports teams. It is expected that projects will examine a single sport, and may focus on a single francise team. For example, students may focus on NZ and examine a franchise in, for example, soccer such as the Wellington Phoenix or Team Wellington, rugby and the Hurricanes or the Blues, rugby league and the Warriors, basketball and the Breakers, netball and the new Central Region franchise or the former Shakers. Students may examine sports franchises in Australia or the US professional leagues, such as baseball, basketball, lacrosse, ice-hockey, indy motor racing or soccer; or look at global franchising and licensing systems in auto sports, A1 or F1 grand prix and motorcycle racing. Some students may compare franchises within a single competition or league, or compare franchising and participation agreements between two leagues, or say between two countries, comparing, say, rugby franchises in NZ , South Africa, Australia or the UK.

In exceptional circumstances, students could examine 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 will be presented as a word-processed report, and must be submitted by start of class, Friday, October 5th 2007.

A one-page project proposal must be submitted by start of class, Friday, August 10th 2007.

1.4 Mandatory Course Requirements

- comprise:
    i) submission of THREE out of SIX tutorial Hand-Ins at the due times
    ii) attendance throughout **at least 6 out of 7** 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 and/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.

2   EXAMINATION   - up to 40 marks

A case will be distributed at the last class on Friday, October 12th 2007. 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 Friday Oct 19th to Nov 10th 2007.

The examination is worth 50% of the total marks available for this course.

                                    - the pass mark for the test will be 40%.

Silent calculators may be used in the exam, but computers are **not** permitted.

3   OVERALL PASS MARK

… will be 50% of the total marks available, ie 50 marks.

4   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.

5 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.

6 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 when they provide a guide to limiting a student's coverage of a topic

7 PENALTIES - FOR LATENESS & EXCESSIVE LENGTH OF ASSIGNMENTS

(i) In fairness to other students, work submitted after a 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 when they provide a guide to limiting a 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 2007, 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.

OFFICE HOURS

Please communicate with Pam Blakemore to make an appointment with the course co-ordinator.

TUTORIAL SIGNUP INSTRUCTIONS

Requirements

To use this programme you will need your SCS username and password; and your course registration status for the tutorial you want to sign up for must be either RE (you registered in person and have paid your fees), RW (you registered via the web and have paid your fees) or AC (you have been accepted into the course but your fees have not yet been paid).

Please note that if your registration status is not RE, RW or AC then S-Cube **WILL NOT** let you log in. If you cannot log in then please contact the tutorial coordinator in the week beginning 9th of July 2007.

You will only be allowed to enrol in ONE tutorial session. You must always attend the tutorial sessions that you have signed up for. If you attend a different session, your attendance will not be recorded.

Signing-up

Go to the signup website at: https://signups.vuw.ac.nz and enter your SCS username and password to log into the system.

The "Signup Home" page opens. It displays all courses you are enrolled for and that use the new signup system. Click on MGMT 319.

MGMT 319 course page opens. It will show the course contact, brief detail of the signup requirements including last date to enrol, and the schedule of tutorials. A "key" is provided at the bottom of the page that explains all buttons and what they do.

The schedule of tutorials includes the day/time, location, maximum group size, and spaces left in the tutorial session.

If there are spaces left in a particular session, you will see the "ENROL" button next to it. You can click this button to enrol yourself into that tutorial session.

If there are NO more spaces left in a particular session, find another. You can waitlist in your desired tutorial if the waitlist spaces have not been filled. If this is the case you will see the "JOIN WAITLIST" button. You can click this button to join the waitlist for your desired tutorial session. You will be removed from any other waitlist you may have joined earlier. If somebody withdraws from this session, you will automatically be moved up the waitlist or enrolled into the session. An email will be sent to you if you're enrolled into the session from a waitlist.

You can only "JOIN WAITLIST" if you have already enrolled in one of the other available sessions. In other words, "ENROL" in one session and then you can choose to join the waitlist for one (1) other preferred session. The WAITLIST is only active while the tutorial sign up process for your course is active. In other words, once the signup process has been closed for your course the WAITLIST is AUTOMATICALLY CANCELLED. It does not roll over into the start of the tutorials.

You can choose to "WITHDRAW" from a session you are already enrolled in as long as you are NOT ON a waitlist. You can also choose to "CANCEL WAITLIST" to remove yourself from a particular waitlist.

A "FULL" button indicates all seats and waitlists are full for that tutorial session. You must choose another.

More details on the various buttons in available in the "Key" section at the bottom of the signup page.

You can only "ENROL" in ONE tutorial session and "JOIN ONE (1) WAITLIST" for another tutorial session.

You will be able to login and signup (or change your signup) anytime between 12 midnight 18th June 2007 and the last date: 23.59hrs on Wednesday 18th July 2007. You will NOT be able to signup or change your choice after the last date - midnight 18th July 2007. Any changes will be made by the tutorial coordinator on a case by case review of your 'exceptional circumstance'. Please note that work commitments are not a justifiable reason to change your tutorial time.

You can view/confirm details of the sessions that you are enrolled and waitlisted for by clicking on "My Signups" on the left hand menu. Click on "Support" on the left hand menu if you are having problems.

This online signup system is available round the clock over the internet. Please make use of it to sign up for a MGMT 319 tutorial before 23.59hrs on Wednesday 18 July 2007. Any requests after this date will need to be manually handled by the Tutorial Coordinator and you will need to submit a written application stating the reason why you were not able to sign up on time using the online system, along with other relevant documentation such as a medical certificate etc. Please note that the tutorial coordinator will only put you into a particular tutorial session in 'exceptional circumstances' and there is **NO GUARANTEE** that you will get your requested tutorial time.

Tutorials start on the third week of the course. As there is a maximum of 16 students per tutorial class you are encouraged to sign up early. Placement into a tutorial will be strictly on a first-come-first-served basis. Confirmation of your tutorial group will be posted on Blackboard by 5pm Friday 20th July 2007. If you have any serious problems about the allocations see the Tutorial Coordinator.

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.

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No Tutorial in Week 1

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Week 2 - July 16 - 20
No Tutorial in Week 2

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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.

Collins, C and Jackson, S (2007) "Challenges ahead: the future and sport in Aotearoa New Zealand", Sport in Aotearoa/New Zealand, Albany:Thomson, Ch 22: 443-446.

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.

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 23 – 27 - 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 an electronic & hard 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.

Tutorial B2 –The NZ Sports Business Industry

Read Miller's articl**e**   Refer to Tutorial Assignment B2

                                         Hand in your two-page word-processed report. Keep an electronic and hard 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.

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.

Week 5 – August 6 – 10

One-page project proposal due at start of class, Friday, August 10th 2007.

Tutorial C3 – Governance.

Breaching the Salary Cap - The ARL & the Canterbury Bulldogs The ARL & the Warriors;
Safety in horse-racing and equestrian events – the Lawson case;
Overturning Selection Decisions - The AOC &Ian Thorpe;
Governing the Olympic Movement - The IOC as the Governing Body;
Post-Event Behaviour- Cyclists at the Commonwealth Games;
Governance - Rules for the Governors and Rules for the Governed – IOC and FIFA;
Governance – Response to Drug Use.– The AFL, ARL, ICU: Cycling & Tour de France,, NZ Thoroughbred Racing etc;
Ownership of Players – Carlos Tevez, Manchester United and West Ham;
Technology in Sport - Impact on sports performances and officials;
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.

Media Ownership of Sport

Stadia & Sports Events – Economic & Tourism Perspectives

> Rugby WC 2003/11, Athens 2004, London 2012; IRB International 7s, FIFA 2006 World Cup;
> Netball WC 2007, Cricket WC 2011, Rowing WC 2009, America's 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.

Week 6 - August 13 – 17 - No Tutorials

The Organisation & Design of Sports Organisations 1

> 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.

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.

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

Week 7 – Sept 3 - 7 - No Tutorials

The Organisation & Design of Sports Organisations 2

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.

Week 8 - Sept 10 – 14 - Tutorials Restart

Tutorial D4 - Sport Values, Ethical & Moral Behaviour, Role Models & Moral Emotions
Jockey behaviour – Lisa Cropp, Leith Innes, Leanne Isherwood, Michael Walker etc
On Mountain behaviour – Mark Inglis and Everest;
Double Jeopardy - NZOC & Soulan Pownceby;
On field behaviour - Rooney & Ronaldo, Jerry Collins, Zenedine Zidane;
On court behaviour - Detroit Pistons & Indiana Pacers Case;
Off field behaviour - Umaga & Masoe, Ali Williams, Aussie Footballers, Commonwealth Games Cyclists, Leeds United;
Off field behaviour - Aussie Footballers – Ben Cousin, Commonwealth Games Cyclists, Leeds United
Playing to the Whistle - The FA & Roy Carroll, Cricket and Golf;
Racism, 'Diving" and Betting – Cricket, Soccer & Rugby League;
The Good Guys- Niall Quinn, Gary Kelly, Marcel Desailly, Ian Botham,
Lewis Hamilton, Marshall Faulk, Tiger Woods, Ian Thorpe.

Refer to Tutorial Assignment D4;
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 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.

Tutorial E5 - Systemic Roles and Effective Organisations

Wellington Phoenix 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.

Marketing the Olympics

Recommended Reading

As Week 8.

Tutorial F6 - Hosting a Major Sports Event – The Golden Oldies International Rugby Festival 2006

Le Race, Rerun - Christchurch to Akaroa	*Unintended Consequences of Events going wrong*
The A1 GP - Taupo 2007	*The World Rally Championship 2007*
The Golden Oldies Rugby Festival 2006	*Wellington V8 Street Race 2006* *The Volvo Ocean Race 2006*
The World Rowing Championship 2010	*The Rugby World Cup 2011* *The Cricket World Cup 2016*
The Netball World Cup 2007	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.

Week 11 – October 1 – 5

Tutorial G7 - 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*
Wellington Phoenix   Managing Change – *Building a Brand*
                              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

Project Report - due Friday October 5th 2007 at Class

Final Week

Week 12 – Oct 8 – 12 – Review - No Tutorials

Class Debates
                Monday and Friday

Final Class – Review, Exam Brief and Course Evaluation

Exam Case handed out at class, Friday October 12th 2007

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 or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:
- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Victoria Management School

MGMT 319 SPORTS MANAGEMENT

Trimester Two 2007

Tutorial Assignment Cover Sheet

Tutorial Assignment Number:

Topic:

Due at class Monday: /   2007

Student Name:

Student ID:

Jamie Milne

Tutor:

I have read and understood the university policy on Academic Integrity and Plagiarism. I declare this assignment is free from plagiarism.

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____