

Victoria Management School

**MGMT 319 SPORT MANAGEMENT**

Second Trimester 2008

**COURSE OUTLINE**

**CONTACT DETAILS**

**COURSE COORDINATOR**

**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

**ADMINISTRATOR**

**Tricia Lapham**

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

**TUTORIAL COORDINATOR**

**Garry Tansley**

Room: RH 915  
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

**Trimester Dates:** Monday 7 July to Saturday 8 November 2008.

**Lectures Start Date:** Tuesday, 8 July 2008

**Class sessions** will be held:

on	<b>TUESDAYS</b>	... between	<b>09 30-10 20</b>	in OGB LT4
on	<b>FRIDAYS</b>	... between	<b>10 30-12 20</b>	in OGB LT4

They will comprise formal lectures supplemented by case discussion, student presentations and practical exercises. See schedule on page 9 for week-by-week plan of sessions.

This course has a 3-hour final examination.

**Examination period:** Friday 17 October to Saturday 8 November 2008.

### 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. The timeslots available include:

F1	13:40	on	FRIDAYS	... between	13:40 14:30	RHG01
F2	14:40	on	FRIDAYS	... between	14:40 15:30	RHG01
F3	15:40	on	FRIDAYS	... between	15:40 16:30	RHG02

### TUTORIAL SIGNUP INSTRUCTIONS

**Go to page 8**

### 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, either on Blackboard or to be collected from Rutherford House Level 10 Reception as advised, and 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 New Roman font, word-processed tutorial assignment, to be handed to the tutor at the beginning of the Tuesday class** in the week of the tutorial (See cover sheet attachment on page 19).

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 for which they will get a formal mark.

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 be:

that performance-enhancing drugs should be legalised;  
that female athletes should get pay parity;  
female athletes should be allowed to compete with males;  
the use of technology by sporting officials, referees etc;  
dangerous/violent sports boxing/skiing should be banned;  
the image of professional sports needs fixing;  
that Phoenix fans are the best fans;  
that netball will never be a fully professional sport;  
that NZ sports franchises should be privatised;  
that players be able to play for different national teams;  
that elite cricket/rugby salaries are obscene;  
that player rotation devalues All Black selection;  
that disabled athletes with prosthetics should be allowed to compete with able-bodied athletes.

that positive drug tests should result in life bans;  
that ballroom dancing is a legitimate sport;  
that gamesmanship – sledging, cheating – is acceptable;  
that the private ownership of sports teams be allowed,  
that sport needs alcohol sponsorship;  
that star players are societal role models;  
that Kiwi fans are fair weather fans;  
that football should not be an Olympic sport;  
that overseas players be eligible for All Blacks selection;  
that club should come before country;  
that elite rugby/cricketers are overworked;  
that hi-tech bats and swimsuits should be banned;

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, Tuesday, October 7th 2008, 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 franchise 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 3rd 2008.

A one-page project proposal must be submitted by start of class, Friday, August 8th 2008.

### 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

An examination brief will be provided at the last class on Friday, October 10th 2008. The final examination will be a closed book examination, at which a series of unseen questions must be answered.

The examination will be held during the period of Friday Oct 17<sup>th</sup> to Nov 8<sup>th</sup> 2008.

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

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

Calculators will not be needed in the examination. 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 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.

#### 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 Reception, Level 10, Rutherford House.

**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 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.

## 8 POLICY ON REMARKING

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow up to 5 days for remarks to be completed.

## 9 REFERENCING

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site:

(<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

## 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 2008, 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 Tricia Lapham to make an appointment with the course co-ordinator.

## TUTORIAL SIGNUP INSTRUCTIONS

### Requirements

To use the Tutorial Signup 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 7<sup>th</sup> of July 2008.

You will only be allowed to enrol in ONE tutorial session. You must always attend the tutorial session 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 16<sup>th</sup> June 2008 and the last date: 23.59hrs on Wednesday 16<sup>th</sup> July 2008. You will NOT be able to signup or change your choice after the last date - midnight 16<sup>th</sup> July 2008. 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 session 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 16 July 2008. 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 in the third week of the course.** As there is a maximum of 17 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 18<sup>th</sup> July 2008. If you have any serious problems about the allocations see the Tutorial Coordinator.



## ***Week 1 – July 7 – 11***

### **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.  
The nature of Fans.

#### ***Recommended Reading***

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

- 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 14 - 18***

**No Tutorial in Week 2**

## ***Week 2 - July 14 - 18 – 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/>.
- Thoma, J.E. and Chalip, L. (1996). "Professional Sports", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 11: 175-187.

#### ***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 21 – 25 - Tutorials Begin*

**Hand in your tutorial assignment at the start of the Tuesday class**

***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 Ownership and Governance of Sport  
Media Ownership 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***

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.

Morrow, S. (2003). "Organizational Forms: Ownership and Governance", in *The People's Game Football, Finance and Society*, Basingstoke: Palgrave MacMillan, Ch 3: 74-127.

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.

***Additional Reading***

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.

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

Romanos, J. (2002). "The Domestic Game – The Club Scene", in *The Judas Game: The Betrayal of New Zealand Rugby*, Wellington: Darius, Ch 6: 114-144.

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.

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.

*Week 4 – July 28 – August 1*

**Hand in your tutorial assignment at the start of the Tuesday class**

***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 an electronic and hard copy.

**Values in Sport - The Olympics, the Olympic Movement and Olympian Values**

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.

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/](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.

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

## **Week 5 – August 4 – 8**

**One-page project proposal - due at start of class, Friday, August 8th 2008.  
Hand in your tutorial assignment at the start of the Tuesday class**

### **Tutorial C3 – Governance and Values.**

*The Morality of Selection - Lisa Hunter-Galvan, Soulan Pownceby, Nick D'Arcy, Matt Henja, Jimmy Cowan;;  
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; Lisa Galvan-Hunter;  
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;  
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.

### **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.

### **Additional Reading**

Davies, J. L UFC: 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.

## **Week 6 - August 11 – 15 - No Tutorials**

### **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.  
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**

Panckhurst, P. (2002). "Scragged, beaten and bitter", *Unlimited*, 1st June 2002.  
See <http://www.sharechat.co.nz/features/unlimited/article.php/61884861>.  
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.  
Thoma, J.E. and Chalip, L. (1996). "Hosting an International Event", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch7: 97-123.

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

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

### *Week 7 – Sept 1 - 5 - No Tutorials*

#### **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***

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

#### **Managing Change in Sport 1 - 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.

##### ***Additional Reading***

- Gilbertson, D.W. and Gilbertson, D.K. (1998). "Black Magic: what captains of industry and sport say", VUW, unpublished.
- NZRU (2005). NZRU Competitions Review, June 2 2005 at <http://www.wrfu.co.nz/>

## **Week 8 - Sept 8 – 12 - 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, Clint Newland, Zinedine Zidane, Paul Collingwood;*

*On court behaviour - Detroit Pistons & Indiana Pacers Case;*

*Off field behaviour - Umaga & Masoe, Ali Williams, Jimmy Cowan, CG Cyclists, Mark Todd, England Rugby Players;*

*Off field behaviour - Aussie Footballers – Ben Cousin, Commonwealth Games Cyclists, Matt Henjak. Leeds Utd;*

*Playing to the Whistle - The FA & Roy Carroll, Cricket - Paul Collingwood - and Golf;*

*Racism, ‘Diving’ and Betting – Cricket, Soccer, Tennis & 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.

### **Managing Change in Sport 2 - 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.

#### **Additional Reading**

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

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

### **Sport Public Relations Issues 1**

#### **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). "Mark Todd's 100 days" in *Looking for Trouble*, Auckland: Harper Collins, Ch 15: 146-150.

#### **Additional Reading**

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

[http://www.sparc.org.nz/publications/pdfs/Legal\\_Issues\\_PDF.pdf](http://www.sparc.org.nz/publications/pdfs/Legal_Issues_PDF.pdf)

## **Week 9 - Sept 15 – 19**

### **Tutorial E5 - Hosting a Major Sports Event – The Golden Oldies International Rugby Festival 2006**

*The Cricket World Cup 2016*

Rugby World Cup 2011

*The A1 GP - Taupo 2007*

*The Golden Oldies Rugby Festival 2006*

*Le Race, Rerun - Christchurch to Akaroa*

*FIFA Womens World Cup 2008*

*The World Rowing Championship 2011*

*The World Rally Championship 2007*

*Wellington V8 Street Race 2006*

*Unintended Consequences of Events going wrong*

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.

*The Netball World Cup 2007*

*The Volvo Ocean Race 2006*

### **Sport Public Relations Issues 2**

#### **Recommended Reading**

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

Hughes, G. (2002). "Mark Todd's 100 days" in *Looking for Trouble*, Auckland: Harper Collins, Ch 15: 146-150.

### **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.

## **Week 10 – September 22 –26**

### **Tutorial G6 - Governance, Stakeholders, the Responsibilities of Governance and Management of Change**

*NZRU Case* (Davies, 2005)

Managing Change – *Competitions Review: AirNZ Cup & Heartlands Championship*

*Soccer NZ Case* (Davies, 2005)

Managing Change – *Structure and Competitions -*

*Wellington Phoenix, Central Pulse*

Managing Change – *Building a Brand, a Franchise or a Team?*

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 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.

Davies, J. (1999). "The Effective Organisation of National Sports Bodies in New Zealand – A Systems Perspective", in Trenberth, L & Collins, C. (eds), *Sports Business Management in New Zealand*, Palmerston North, NZ: Dunmore Press, Ch 7: 109-130.

## **Week 11 – September 29 – October 3**

### **Tutorial G7 - Systemic Roles and Effective Organisations**

Wellington Phoenix and Systemic Roles: Culture Driven Management

The A-League, The ANZ Championship and their Franchises Systemic nature of Franchise Organisations

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** revisited

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.

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.

Davies, J., Daellenbach, K. & Ashill, N. (2008). Value in a Multiple Perspective View of Sport Sponsorship, *International Journal of Sports Management and Marketing*, 2008, Vol 3 No. 3, pp.184-200. ISSN 1475-8962, DOI: 10.1504/IJSMM.2008.017188.

### **Additional Reading**

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

Ferkins, L. & Garland, R. (2006). "Sport Sponsorship in New Zealand", in Leberman, S. & Collins, C. & Trenberth, L. (eds), *Sport Business Management in Aotearoa/New Zealand*, Palmerston North: Thomson Dunmore Press, Ch 15: 274-297.

## **Marketing the Olympics**

### **The Rise of Sports Law Issues**

#### **Additional Reading**

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

[http://www.sparc.org.nz/publications/pdfs/Legal\\_Issues\\_PDF.pdf](http://www.sparc.org.nz/publications/pdfs/Legal_Issues_PDF.pdf)

**Project Report - due Friday October 3<sup>rd</sup> 2008 at Class**

### **Final Week**

**Week 12 – Oct 6 – 10 – Review - No Tutorials**

### **Class Debates**

Monday and Friday

### **Final Class – Review, Exam Brief and Course Evaluation**

**Exam Brief – provided at class, Friday October 10<sup>th</sup> 2008**



## **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.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **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 students or staff.*

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

*Note: including the work of others will not be considered plagiarism as long as the work 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:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **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](mailto: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](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.

Victoria Management School  
**MGMT 319 SPORT MANAGEMENT**  
Trimester Two 2008

**Tutorial Assignment Cover Sheet**

Tutorial Assignment Number:

Topic:

Due at class Tuesday:  /  2008

Student Name:

Student ID:

Tutor:

**Jane Roberts**

*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: \_\_\_\_\_