

Victoria Management School

MGMT 319 SPORT MANAGEMENT

Trimester Two 2010

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR

Professor John Davies

Room: RH 920, Rutherford House

Phone: 463 5382

Email: John.Davies@vuw.ac.nz

Website: www.vuw.ac.nz/vms

ADMINISTRATOR

Luisa Acheson

Room: RH 912

Phone: 463 5381

Email: luisa.acheson@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.

OVERALL COURSE OBJECTIVES

The course therefore has several overall 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.

PROGRAMME AND COURSE-RELATED LEARNING OBJECTIVES

Our graduates will:

1. demonstrate application of critical and creative thinking skills to practical and theoretical problems
2. be effective communicators
3. have a global and multicultural perspective
4. recognise, support and display leadership
5. develop specific knowledge and skills in sport management

COURSE-RELATED STUDENT LEARNING OBJECTIVES

By the end of this course, students should be able to:

- LO1. discuss the major theoretical frameworks and concepts relevant to sport management;
- LO2. apply such frameworks to a range of sports management situations;
- LO3. critically analyse and apply different frameworks for examining sport related issues;
- LO4. discuss the importance of leadership roles in sport governance.

TRIMESTER DATES

Teaching Period: Monday 12th July – Friday 15th October 2010
Study Period: Monday 18th October – Thursday 21st October 2010
Examination Period: Friday 22nd October – Saturday 13 November 2010 (inclusive)

CLASS TIMES AND ROOM NUMBERS

TIMETABLE – Lectures

Lectures Start Date: Monday, 12th July 2010

Class sessions will be held:

on	MONDAYS	... between	12 40-13 30	in RH LT3
on	WEDNESDAYS	... between	11 30-13 20	in RH LT3

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, which will be scheduled at some time during the period:
Friday 22nd October – Saturday 13th November 2010 (inclusive).

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:

M1	13:40	on	MONDAYS	... between	09:30 10:20	RH G03
M2	14:40	on	MONDAYS	... between	10:30 11:20	GB 117
M3	15:40	on	MONDAYS	... between	11:30 12:20	GB 117

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.

1 ASSESSMENT REQUIREMENTS

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

1.1 TERMS WORK

1.1.1 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.

The assessment of participation will be based on the following criteria:

Participation	Mark range
No or minimal participation	0-2
Demonstrates a limited understanding of the discussion topics	3-4
Initiates ideas and builds on the ideas of others	5-6
Provides insightful observations on organisational behaviour theory and practice	7-8
Provides a significant contribution to the learning of others	9-10

(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.

1.1.2 Tutorial Group Debate

- up to 15 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 gene-doping should be allowed;
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 gender-testing should be mandatory;

that positive drug tests should result in life bans;
that ballroom dancing is a legitimate sport;
that gamesmanship – sledging, cheating – is acceptable;
selection of athletes with criminal records for NZ teams;
that sport needs alcohol sponsorship;
that star players are societal role models;
that technology-enhanced performance should be allowed;
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;
that age-limits should be imposed on elite competition..

Each team will get 9 mins to state their case, and 3 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 4th 2010, and a maximum 16 slide powerpoint presentation at the time of the debate.

Tutorial Signup

Tutorial signup is done through the online programme 'S-Cube'.

You should have been notified by email about how to sign-up to a tutorial using this system.

Go to the signup website at: <https://signups.vuw.ac.nz> and enter your SCS username and password, to log into the system. Click on MGMT319 and follow the instructions.

If you have been unable to sign up by the end of the first week, please contact the Tutorial Coordinator.

1.3 Project Report – The Organisation of Sports Bodies, Sports Teams & Sports Events - up to 25 marks

The project may take various forms.

For example, it may examine franchising in sports and the licensing of sports teams. In doing so, it is expected that projects will examine a single sport, and may focus on a single franchise team. As such, 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 other circumstances, students may examine the structure/design and effectiveness of any sport-related organisation. Students may also prepare 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 particular interest.

The project will be presented as a word-processed report, and must be submitted by start of class, Wednesday, October 6th 2010.

A one-page project proposal must be submitted by start of class, Wednesday, August 4th 2010.

1.3 Examination

- up to 40 marks

The **examination** is worth **40% of the total marks available** for this course.

The pass mark for the examination will be 40% of the marks available, ie 16 marks.

An examination brief will be provided at the last class on Wednesday, October 13th 2010.

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 22 October – Saturday 13 November 2010 (inclusive).

Calculators will not be needed in the examination. Computers are **not** permitted.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the period **Friday 22nd October – Saturday 13th November 2010 (inclusive)**

1.4 Overall Pass Mark

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

2 MANDATORY COURSE REQUIREMENTS

- comprise:
 - i) submission of THREE out of SIX tutorial Hand-Ins at the due times **and**
 - ii) attendance *throughout* **at least 6 out of 7** tutorials **and**
 - iii) obtaining **at least 40%** of the marks available to Tutorial Work **and**
 - iv) submission of the **Project Report** at the due time **and**
 - v) obtaining **at least 40%** of the marks available to the Project **and**
 - 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 v) will be posted on Blackboard. Students will be expected to check for notification.

- Attendance at all classes is an implicit expectation of course participation.

3 GRADING GUIDELINES

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A	- excellent performance in almost all respects at this level
A-	- excellent performance in many respects at this level
B+	- very good, some aspects excellent
B, B-	- good but not excellent performance at this level
C+, C	- work satisfactory overall but inadequate in some respects
D	- poor performance overall, some aspects adequate
E	- well below the required standard
K	- failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

Note, "K" is a failing grade.

4 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

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 USE OF ASSESSED WORK FOR QUALITY ASSURANCE PURPOSES

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course

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 at 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>).

10 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:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>.

Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

11 WORKLOAD

Students can expect the workload, inclusive of class times, to be approximately 16 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 2010, para 1.2.1 , p1.

12 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.

13 NOTICES –and 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.

14 WITHDRAWAL FROM COURSES

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

15 CLASS REPRESENTATIVE

It is intended that a class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

16 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.

17 OFFICE HOURS

Please communicate with Luisa Acheson to make an appointment with the course co-ordinator.

18 IMPORTANT OTHER STUDENT RELATED MATTERS

For important information about the following, please use the links provided:

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

Staff and Student Conduct, Academic Grievances, Students with Impairments, Student Support

See AVC (Academic) Website: - http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

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: http://www.victoria.ac.nz/st_services/mentoring/

Week 1 – July 12 –16

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.
- Davies, J. & Williment, J. (2008). Sport Tourism – Grey Sport Tourists, All Black and Red Experiences. *Journal of Sport & Tourism*, Vol. 13, No. 3, August 2008, pp. 221-242. ISSN: 1477-5085. DOI: 10.1080/14775080802327144.

No Tutorial in Week 1

Week 2 - July 19 - 23

No Tutorial in Week 2

Week 2 - July 19 - 23

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

Hand in your tutorial assignment A1 for Week 3 by midday Friday, July 23 - at RH Level 10, Reception.

Week 3 – July 26 – 30 - 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 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

- Morrow, S. (2003). "Organizational Forms: Ownership and Governance", in *The People's Game Football, Finance and Society*, Basingstoke: Palgrave MacMillan, Ch 3: 74-127.
- Davies, J. Soccer New Zealand – Governance and Change in Sport – a Case Study. (2001). Proceedings of the *30th Annual Meeting of Western Decision Sciences Institute*, Vancouver, April 2001, pp. 165-169.
- 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.
- 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.

Hand in your tutorial assignment B2 for Week 4 by midday Friday, July 30 - at RH Level 10, Reception.

Week 4 – August 2 - 6

One-page project proposal – due at start of class, Wednesday, August 4th 2010.

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 & Ethical Behaviour

Moral Values and Emotions;

Building Frameworks for Moral Reasoning and Ethical Behaviour in Sport

- Kohlberg, Snell, Badaracco, Haidt, Lumpkin & Stoller
- Freeman, Mitchell et al.

The Responsibilities of Sportsmen

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

Cases:

The Use of Technology in Sport

- sports equipment: - the Jabulani ball at the Soccer World Cup; golf balls, tennis rackets
- sportswear – swimwear, competitive swimming and world records; protective clothing
- performance aids – drugs and prosthetics
- technology to aid in-match decisions, and post-match reviews – FIFA World Cup.

Athlete Safety - Terror in Sport

Talent Identification – Child Development or Child Abuse

Recommended Reading

Davies, J. & Lawn, W. (2007). *Le Race – Rerun - A Case of Crisis Management*, Proceedings of the 38th Annual Meeting of Decision Sciences Institute, Pavur, R. (Ed), Phoenix, November 17-20 2007, pp. 611-614.

Davies, J. (2006). Roy of the Rovers: Roy Carroll, Manchester United Football Club and the Football Association – Case A, Proceedings of the 35th Annual Meeting of Western Decision Sciences Institute, Kannan, VJ (Ed), Hawaii, April 11-15 2006, pp.125-127, ISSN 1098-2248.

Davies, J. & Lawn, W. (2006). November Fireworks at the Palace – Pistons vs Pacers – Case A, Proceedings of the 37th Annual Meeting of Decision Sciences Institute, Mahmood, MO (Ed), San Antonio, November 18-21 2006, pp. 30381-30386.

Additional Reading

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

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.

Hand in your tutorial assignment C3 for Week 5 by midday Friday, August 6 - at RH Level 10, Reception.

Week 5 – August 9 – 13

Tutorial C3 – Governance and Values.

The Morality of Selection - Lisa Hunter-Galvan, Soulan Pownceby, Nick D'Arcy, Matt Henjak, Jimmy Cowan;
Breaching the Salary Cap - The ARL, the Canterbury Bulldogs, the Warriors, the Melbourne Storm;
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; Ronaldo, Real Madrid & Manchester United;
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.

Values in Sport & Ethical Behaviour – continued

Moral Values and Emotions;

Building Frameworks for Moral Reasoning and Ethical Behaviour in Sport

- Kohlberg, Snell, Badaracco, Haidt, Lumpkin & Stoller
- Freeman, Mitchell et al.

The Responsibilities of Sportsmen

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

Cases:

On and Off-Field behaviour

Terror in Sport

Recommended Reading

- Davies, J. (2010). Sport and Terror: Strategy and Stakeholder Dynamics– The Lahore Terror Attacks and International Cricket, Proceedings of the *39th Annual Meeting of Western Decision Sciences Institute*, Davies, J. (Ed), Kauai, April 6-10 2010, pp. 46801 – 46809, ISSN 1098-2248.
- Davies, J. (2008). Crossing the Boundary of a Sporting Life: Off-Field Indiscretions, On-Field Penalties – A Case of Moral Emotions and Moral Governance, Proceedings of the *39th Annual Meeting of Decision Sciences Institute*, Kendall, JE. (Ed), Baltimore, November 22-25 2008, pp. 2941-
- Davies, J. (2008). Cleaning up the game – Moral Governance and Athlete Behaviour - Case A, Proceedings of the *37th Annual Meeting of Western Decision Sciences Institute*, Amouzegar, M. (Ed), Phoenix, March 18-22 2008, pp. 113 – 118, ISSN 1098-2248.
- Davies, J. (2003). LUFU - 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 15-19 2003, pp.138-142. **Best Paper Prize.**

Competitive Balance and the Essence of Sport

Frameworks for understanding the elements of competitive balance;

Frameworks for bringing about competitive balance and competitive imbalance;

NZRU, Netball NZ and NZ Soccer competitions.

Week 6 - August 16 – 20 - No Tutorials

Values in Sport & Ethical Behaviour - continued

Values in Sport – FIFA, The Olympics, the Olympic Movement and Olympian Values

Moral Values and Emotions;

Building Frameworks for Moral Reasoning and Ethical Behaviour in Sport

- Kohlberg, Snell, Badaracco, Haidt, Lumpkin & Stoller

- Freeman, Mitchell et al.

The Responsibilities of Sportsmen

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

Recommended Reading

Davies, J. & Lawn, W. (2007). Living with the Consequence of Post-event Celebrations: A Case of Governance, Management or Athlete Responsibilities?, Proceedings of the 38th Annual Meeting of Decision Sciences Institute, Pavur, R. (Ed), Phoenix , November 17-20 2007, pp. 3791-3795.

Davies, J. (2005). Soulan Pownceby – Olympic Athlete: A Case of Moral Outrage, Proceedings of the 34th Annual Meeting of Western Decision Sciences Institute , Raymond, B. (Ed), Vancouver, March 22-26 2005, pp.61-65 ISSN 1098-2248.

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

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

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.

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.

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

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

Week 7 – September 6 - 10 - No Tutorials

The Organisation & Design of Sports Organisations 1

Frameworks for understanding organizational structure and design;
Organisations as systems;
Franchise Organisations.

Recommended Reading

- Davies, J. (2008). The Role of Franchising as Organizational Form: A Systems Perspective, Proceedings of the 39th Annual Meeting of Decision Sciences Institute, Kendall, JE. (Ed), Baltimore, November 22-25 2008, pp. 2731-2738. <http://www.decisionsciences.org/Proceedings/DSI2008/docs/273-6852.pdf>.
- 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.

Hand in your tutorial assignment D4 for Week 8 by midday Friday, Sept 10, at RH Level 10, Reception.

Week 8 – September 13 – 17 - 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, Thierry Henry, Luis Suarez;
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, FIFA & Thierry Henry, 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.

The Organisation & Design of Sports Organisations 2

Recommended Reading

- 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.
- Brocklesby, J., Cummings, S. and Davies, J., (1995). 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. (1996). Designing a Viable Organisation Structure", *Long Range Planning*, Vol. 29, No. 1, pp.49-57, 1996.

Hand in your tutorial assignment E5 for Week 9 by midday Friday, Sept 17, at RH Level 10, Reception..

Week 9 – September 20 – 24

Tutorial E5 - Hosting a Major Sports Event – The Rugby World Cup 2011

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.

Stadia & Sports Events – Economic Perspectives, Tourism, Terrorism and Crisis management

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.

Assessing the Impact of Terrorism & Stakeholder Analysis

- Terrorism in Pakistan, Sri Lanka, Togo
- ICC Cricket World Cups, IPL, Soccer World Cup, Commonwealth Games

Recommended Reading

Davies, J. (2010). Sport and Terror: Strategy and Stakeholder Dynamics– The Lahore Terror Attacks and International Cricket, Proceedings of the *39th Annual Meeting of Western Decision Sciences Institute*, Davies, J. (Ed), Kauai, April 6-10 2010, pp. 46801 – 46809, ISSN 1098-2248.

Davies, J. & Elias. (2009). A.A. Sport as a weapon – responding to terror: the clamour and glamour of cricket, In White, D. (ed), *Proceedings of the 40th Annual Meeting of Decision Sciences Institute*, New Orleans, November 14-17 2009, Atlanta: Decision Science Institute, pp. 2411-2418. ISBN #0-9667118-0-7, <http://www.decisionsciences.org/Proceedings/DSI2009/docs/241-8114.pdf>

Davies, J. & Williment, J. (2008). Sport Tourism – Grey Sport Tourists, All Black and Red Experiences. *Journal of Sport & Tourism*, Vol. 13, No. 3, August 2008, pp. 221-242. ISSN: 1477-5085. DOI: 10.1080/14775080802327144.

Davies, J. & Lawn, W. (2007). *Le Race – Rerun - A Case of Crisis Management*, Proceedings of the *38th Annual Meeting of Decision Sciences Institute*, Pavur, R. (Ed), Phoenix, November 17-20 2007, pp. 611-614.

Additional 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.

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.

Hand in your tutorial assignment F6 for Week 10 by midday Friday, Sept 24, at RH Level 10, Reception..

Week 10 – September 27 –October 1

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.

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

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

Additional Reading

- 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.
- 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.

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

Hand in your tutorial assignment G7 for Week 11 by midday Friday, Oct 1, at RH Level 10, Reception..

Week 11 – October 4 - 8

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.

NZ Sport Mega-Trends – The Future

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.

Additional Reading

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>.

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

Project Report - due Wednesday October 6th 2010 at Class

Final Week

Week 12 – October 11 – 15 – Review - No Tutorials

Class Debates

Monday and Wednesday

Final Class – Review, Exam Brief and Course Evaluation

Exam Brief – provided at class, Wednesday October 13th 2010

Victoria Management School
MGMT 319 SPORT MANAGEMENT
Trimester Two 2010
Tutorial Assignment Cover Sheet

This IS / IS NOT a **nominated** tutorial assignment.

Tutorial Assignment Number: - for Week

Topic:

Due at RH Level 12, Reception: / / 2010

Student Name:

Student ID:

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: _____



Victoria Management School
MGMT 319 SPORT MANAGEMENT
Trimester Two 2010

Request for Re-examination of Assessed Work

Assessment affected: *eg. Individual Assign, In-class Test*

Student ID:

Name: ... as it appears in your enrolment

Tutorial No/Tutor's Name: /

Contact Details:
Phone or

Email: @

Specify which section (or criteria specified in the mark sheet) you wish to be re-examined
Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:
Note: "I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....
Signature Date