

School of Management

MGMT 319 SPORT MANAGEMENT

Trimester 2, 2013

COURSE OUTLINE

NAMES and CONTACT DETAILS

COURSE COORDINATOR

Professor John Davies

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UNDERGRADUATE PROGRAMME MANAGER

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ADMINISTRATOR

Misa Ito

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Trimester Dates

Teaching Period:	Monday 15 July	– Friday 18 October
Study Period:	Monday 21 October	– Thursday 24 October
Examination Period:	Friday 25 October	– Saturday 16 November (inclusive)

Examinations

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 THREE (3) hour closed book examination for this course will be scheduled at some time during the period from: Friday 25 October – Saturday 16 November.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 26 July 2013.
2. The standard last date for withdrawal from this course is Friday 27 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation.

The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Lecture Room: RH LT2 15.40-17.30 on Wednesdays

Tutorial signup is through the online programme 'S-Cube'. In the event of a clash, contact Garry Tansley.

Course Prescription – as shown in the online catalogue

An examination of the structure, administration, planning and promotion of sport at the international, national, regional and local levels with special reference to the management of sporting clubs and associations.

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 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.

Course-related Student Learning Objectives

Objective	By the end of this course, students should be able to:	Addressed via
CLO 1	discuss the major theoretical frameworks and concepts relevant to sport management;	Tutorials and Assignments, Case Study, Debate and Exam
CLO2	apply such frameworks to a range of sports management situations;	Tutorials and Assignments, Case Study, Debate and Exam
CLO 3a	critically analyse and apply different frameworks for examining sport related issues;	Tutorials and Assignments, Case Study, Debate and Exam
CLO 3b	recognise and demonstrate the importance of leadership roles in sport and sport governance;	Lectures, Tutorials and Assignments, Case Study, Debate and Exam
CLO 3c	demonstrate communication skills involving an ability to communicate clearly in written, diagrammatic and oral form;	Tutorials and Assignments, Case Study, Debate and Exam
CLO 4	recognise and discuss ethical and social responsibility issues in a sport context.	Lectures, Tutorials and Assignments, Case Study, Debate and Exam

The assessment for this course involves case research and the development of a sport management-related case study; it also involves a classroom debate. It also includes the preparation for, and participation at tutorials, and a final examination. The examination will require the integration of different approaches and the application of theory to practice.

Each piece of assessment involves a combination of the learning objectives outlined above.

Note - Use of Assessed Work for Quality Assurance Purposes

Please note that 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 Victoria Business School programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Course Delivery

The course consists of one two hour lecture per week, and one tutorial per week when scheduled. Lectures are run over all 12 weeks of the course and tutorials are run over seven weeks of the course. There is an expectation that students will attend all lectures and tutorials offered. Lectures will start in week one of the course and tutorials in week three of the course.

Expected Workload

A total of 150 hours of work is expected from students in this course. That consists of 31 hours of classes and tutorials, eight hours per week outside classes during teaching weeks spent on reading, studying, preparing for tutorials and writing assignments, and a further 24 hours revising during mid-trimester break and study week.

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 assignments set for individuals is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. For such individual assignments, please do not work together to formulate a response and do not loan out your completed assignments.

However, you will be expected and encouraged to work in groups on in-term cases and tutorial assignments; but any hand-ins must be individual submissions.

You will also be expected to work in groups of two or three for the Case Study assignment, and to submit a jointly prepared Case Study. However, students will prepare individual sets of questions and individual guides and analysis for the same Case Study.

Textbook

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

Leberman, S., Trenberth, L. & Collins, C. (2012) (Eds.) *Sport Business Management in New Zealand*, Sydney: Cengage Learning - aka LTC – 3rd Edition.

The textbook is available at the Victoria Book Centre. Copies of prior editions are also available in the Library.

Readings listed in the course schedule will be distributed via Blackboard, and students are expected to read these as indicated on the course schedule. Further resources are available in the VUW Commerce Library.

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.

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

Materials and Equipment

Students will not be allowed to use electronic devices such as computers or electronic calculators in examinations. There will be no need for students to use computers during the final examination.

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 with the course coordinator in the first instance, and then, with the Head of the School of Management, if dissatisfaction persists.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made 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.

Use of Turnitin

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

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

Communication of Additional Information

Additional course information will be conveyed to students via BlackBoard (BB) and through lectures and tutorials so please check BB often and go to all tutorials and lectures.

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 should use their VUW email account and ID. Otherwise, email may 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 email John Davies to make an appointment.

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

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

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 Undergraduate Programme Manager, Garry Tansley.

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

ONE item as Tutorial Preparation and Participation, and **THREE** items as Nominated Tutorial Hand-Ins.

(i) Tutorial Preparation and Participation

Participation in tutorials is crucial to the learning process on this course. This is essentially a participation mark, not an attendance mark. The grade will depend on the student's preparation for, and then the extent and quality of the contribution to tutorial class exercises and discussions.

To gain any tutorial preparation and participation marks you must attend five (5) of the tutorials offered. The tutorials are held as shown in the schedule (in weeks 3, 4, 5 before the mid-term break, and 8, 9, 10 & 11, following the mid-term break). If you attend only FOUR (4) or less tutorials you will receive no tutorial preparation and participation marks.

You will be assessed on your ability to develop your management competencies through preparation and participation in tutorials. The demonstrated quality of your **written preparation** and participation for six (6) tutorials will guide the outcome of your preparation and reflection marks. The assessment guideline is shown below.

For each tutorial: Students will be expected to **prepare a type-written, two-page maximum, single spaced, 10 point Times New Roman font, word-processed tutorial assignment, to be handed in at RH Level 10 Reception by 4.30pm Tuesday** in the week of the Thursday tutorial. Each assignment hand-in should be accompanied by a cover sheet (See cover sheet attachment Annexe A on page 17).
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. Preferred referencing style is APA system.

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 sport-related issues, 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 Cover sheet, at the time of hand-in, whether their tutorial assignment work is to be one of the **THREE** nominated hand-ins for grading and for which they will get a formal mark.

The **THREE tutorial assignments** nominated for grading are to be selected **from a set of six** in the tutorial programme, *each* worth equal marks.

The tutorial assignments will be posted on Blackboard in the week prior to the hand-in for the tutorial class.

1.2 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 positive drug tests should result in life/Olympic bans;
that Rugby 7s should not be part of the Olympics;	that baseball should be reintroduced to the Olympics;
that female athletes should get pay parity;	that ballroom dancing is a legitimate sport;
female athletes should be allowed to compete with males;	that gamesmanship – sledging, cheating – is acceptable;
that technology be available to sporting officials, referees etc;	that criminal records should debar selection for NZ teams;
dangerous/violent sports (boxing/skiing) should be banned;	that sport needs alcohol sponsorship;
that gene-doping should be allowed;	that star players are societal role models;
that Phoenix fans are the best fans;	that technology-enhanced performance should be allowed;
that netball will never be a fully professional sport;	that football should not be an Olympic sport;
that NZ sports franchises should not be privatised;	that overseas players be eligible for All Blacks selection;
that players be able to play for different national teams;	that club should come before country;
that elite cricket/rugby salaries are obscene;	that elite rugby/cricketers are overworked;
that player rotation devalues All Black selection;	that hi-tech bats and swimsuits should be banned;
that gender-testing should be mandatory;	that age-limits should be imposed on elite competition.

Each team will get **9 minutes 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, Friday, October 11th 2013, and a maximum 16 slide powerpoint presentation at the time of the debate.

1.3 A Sport Case Study – Group Case – Individual Case Analysis

- up to 25 marks

Part 1	Group Case Study	- up to 15 marks
Part 2	Individual Case Analysis	- up to 10 marks

The Case Study may take various forms and relate to a variety of different situations.

- A major characteristic of the case will be that it will require an individual or an organisational response to a situation that has already arisen or is evolving. Alternatively, it will require an assessment of what may be described as an industry or topic analysis relating to its sport.

- **The Case Study Assignment** will be assessed in two parts.

Part 1 of the Case Study **will be written as a group exercise** to provide the reader with a vicarious experience – requiring the reader to make use of information in the case to determine what an appropriate response would be to the incident or situation that is presented. In particular, the case should be developed to require the reader to make use of any of the sports management frameworks that have been presented within the Mgmt 319 course, or any other framework that the student case writer may think is appropriate.

Part 2 of the Case Study **will be written as an individual exercise**. It must include a set of questions to guide the reader towards analysis of the case, and must be accompanied with a brief Guide to how the case questions may be answered, how the case may be analysed, making use of appropriate theoretical frameworks.

- The Case Study may relate to an individual; a team, a club; a sports body; a governing body; a competition or event; an incident; a topic, a sports industry etc – or a combination of them. It may relate to a topic such as sport sponsorship, sports marketing, media sport, sport law, extreme sports; the growing use of technology or drugs in sport etc.
- The Case Study may relate to an incident of unethical behaviour of athletes or officials; it may relate to decisions about the recruitment or non-selection of sportsmen for representative teams or as contracted professionals, or it may relate to sporting and political reaction to acts of terror or potential danger; or it may involve matters of media management, human resource management, crisis management etc.
- The Case Study will most likely examine a single sport, team, player, manager or coach. The case may focus on NZ situations or be international. It may examine a franchise team in soccer such as the Wellington Phoenix or Team Wellington, rugby and the Hurricanes, rugby league and the Warriors, basketball and the Breakers, netball and the Pulse or a member-based sports organisation like Miramar soccer or the SMOG netball club.

Alternatively, students may examine incidents, players, behaviour relating to sports organisations or teams in Australia or the US professional leagues, such as baseball, basketball, lacrosse, ice-hockey, Indy motor racing or soccer; or look at global organisations and franchising and licensing systems in auto sports, A1 or F1 grand prix and motorcycle racing. Some students may compare teams within a single competition or league, or compare franchising and participation agreements at an “industry” level between two leagues, or say between two countries.

The Case Study may relate to the management of change in a sports organisation; the project management of a sports event; or an “industry” analysis or case report on a contemporary topic of particular interest.

- The case study will be presented as a word-processed report, and must be submitted by start of class, Wednesday, October 5th 2013. The cases used within the course provide examples of topics, content, structure and formatting that may be appropriate. Further information on Case Study format will be made available in class, and via Blackboard. The Case Study plus Guide will be approx 3k – 5k words.

• A one-page case study proposal must be submitted by start of class on Wednesday, August 7th 2013.

1.4 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 16th 2013.

The final examination will be a **THREE (3) hour closed book**, at which a series of unseen questions must be answered. Calculators will not be needed in the examination. Computers are **not** permitted.

Preparation for the Examination contributes to Course Learning Objectives 1, 2, 3a, 3b, 3c, 4 & 5.

Examination Obligations: 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 from 25 October – Saturday 16 November 2013 (inc).

1.5 Overall Pass Mark will be 50% of the total marks available, ie 50 marks.

1.6 Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Submit **FIVE (5) tutorial assignments** in hard copy as evidence of preparation;
- b. Submit **THREE (3) tutorial assignments** in hard copy for marking;
- c. Submit the **Case Study** in hard copy for marking;
- d. Submit all assignments within the allowable timeframe (see **General University Policies and Statutes**); and
- e. Obtain at least 40 per cent (i.e. 16 marks out of 40) of the final examination marks available.

Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment, including sitting the final examination.

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

2 Grading Guidelines

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

A+	- excellent performance in all respects at this level
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.

3 Handing in assignments:

Assignments should be handed in at the start of class, on the due date. Assignments received after the due time will be deemed to be late.

All completed assignments must have a cover sheet. The cover sheets are provided in Annexes A & B.

Students **must also keep an electronic copy of their work** archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

4 Late assignments

Late assignments are to be handed in at **Level 10 Reception, RH 1022**, during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

5 Penalties – for Lateness

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (For example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (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 **Undergraduate Programme Manager**, providing documentary evidence of the reasons of their circumstances.
- (iv) All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (v) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Undergraduate Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (vi) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

6 Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutor groups 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 a minimum of 5 days for remarks to be completed.

7 Referencing

There are many different styles of referencing and the Faculty of Commerce 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>

MGMT 319
Week 1 – July 15 –19

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

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.

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

Keidel, R. (1985). Game Plans: Sports Strategies for Business, Dutton: NY, 185-185. (Selected tables)

Roberts, K. (2004). “Sport: origins and Development, in *The Leisure Industries*, London: Palgrave, Ch 6: 80-93.

Scott, C & A. (2012). Do Sports Build Character or Damage It? *The Chronicle of Higher Education*, Jan 15th 2012, retrieved from http://chronicle.com/article/Do-Sports-Build-Character-or/130286/?sid=wb&utm_source=wb&utm_medium=en

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.

No Tutorial in Week 1

Mgmt 319
Weeks 2, 3 & 4

Week 2 - July 22 – 26 - No Tutorial in Week 2

Values in Sport - Ethical Behaviour, FIFA, The Olympics, the Olympic Movement & Olympian Values

Moral Values and Emotions

Building Frameworks for Moral Reasoning and Ethical Behaviour in Sport

Kohlberg, Snell, Badaracco, Haidt, Lumpkin & Stoller, DeSensi & Rosenberg

Freeman, Mitchell et al.

The Responsibilities of Sportsmen.

Cases: Sport Values, Ethical & Moral Behaviour, Role Models & Moral Emotions

On and Off-Field behaviour

Jockeys– Lisa Cropp, Leith Innes, Leanne Isherwood, Michael Walker etc;

On Mountain behaviour – Mark Inglis and Everest;

Rooney & Ronaldo, Jerry Collins, Clint Newland, Zinedine Zidane, Thierry Henry;

Jesse Ryder, Ched Evans, Nathan Harris, Detroit Pistons & Indiana Pacers;

Umaga & Masoe, Ali Williams, Jimmy Cowan, CG Cyclists, Mark Todd, England Rugby Players;

Aussie Footballers – Ben Cousins, Will Minson, Nick D’Arcy, Matt Henjak, Leeds Utd.

Club or Country or Cash

Katie McVean, Winston Reid, Steve Adams, Kirk Penney, SBW, James Tamou, Ben Te’o .

Playing to the Whistle

FA & Roy Carroll, FIFA & Frank Lampard, Thierry Henry, Cricket - Paul Collingwood - and Golf.

The Use of Technology in Sport

Sportswear - swimwear, competitive swimming and world records; protective clothing;

Sports equipment - the Jabulani ball at the 2008 Soccer World Cup; golf balls, tennis rackets;

Performance aids - drugs and prosthetics: Oscar Pistorius;

(Goal Line) Technology to aid in-match decisions, and post-match reviews – FIFA World Cup;

Impact on sports performances and officials.

Athlete Safety - Terror in Sport, Fan behaviour

Concussion and Brain Damage: AFL, Ice Hockey, Soccer, Baseball, Boxing;

Safety in horse-racing and equestrian events - the Lawson case.

Talent Identification: Child Development or Child Abuse

The Morality of Selection & Selection Decisions

Nick D’Arcy, Matt Henjak, Jimmy Cowan, Jesse Ryder;

Double Jeopardy - NZOC & Soulan Pownceby ;

AOC: Ian Thorpe, the NZOC: Lisa Galvan-Hunter, Ryan Taylor & Natalie Rooney, Aaron Cooke;

Breaching the Salary Cap

ARL, Canterbury Bulldogs, Warriors, Melbourne Storm.

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

Drugs in Sport & Governance - Response to Drug Use

WADA, AFL, ARL, ICU: Cycling & Tour de France, NZ Thoroughbred Racing etc.

Ownership of Clubs & Teams – Corporate Ownership v Community Clubs; Man Utd & the Glazer Family.

Ownership of Players – Player Agents

Carlos Tevez, Manchester City, United and West Ham; Ronaldo, Real Madrid & Manchester United;

Sonny Bill Williams, Ma’a Nonu, WRFU, Hurricanes, NZRU & Japan.

Referee Abuse – Fan Behaviour; Behaviour of Parents – Kids Sport

Responses to Racism – FIFA, The FA – John Terry & Anton Ferdinand, Australian Cricket, the ARL.

Racism, Gender Discrimination and Exploitation

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.

Week 3 – July 29 –Aug 2 - Tutorials Begin

Hand in your tutorial assignment A1 for Week 3, at Level 10 Reception, before 4.30pm Tuesday, 30 July.

Week 4 – August 5 - 9

Hand in your tutorial assignment B2 for Week 4 at Level 10 Reception, before 4.30pm Tuesday, 6 Aug.

Weeks 2, 3 & 4

Selection of Recommended Readings

- Davies, J. (2003). L UFC - 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.**
- 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.
- 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. (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. 2941-2947.
- 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. Drugs and drug testing in the work place – Moral Governance and the rights of professional athletes, Proceedings of the *38th Annual Meeting of Western Decision Sciences Institute*, Heiat, N. (Ed), Kauai, April 7-11 2009, pp. 1811 – 1816, ISSN 1098-2248.
- Davies, J. The Bloodgate Affair – A Case of Ethics, Moral Ethos and Moral Behaviour – Harlequins Rugby Football Union Club, Proceedings of the *40th Annual Meeting of Western Decision Sciences Institute*, Smith, SR. (Ed), Portland, April 5-8 2011, pp. 2551-2557, ISSN 1098-2248.
- 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. & 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. & 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.
- 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.
- Te Haara, C., McLaren-Brown, T., Davies, J. “Telling It as I See it” - A Case of Living with the Consequences - Allegations of Racism within a Professional Rugby Union Franchise, Proceedings of the *41st Annual Meeting of Western Decision Sciences Institute*, Yen, D. (Ed), Waikoloa, April 3-6 2012, pp. 711 - 719, ISSN 1098-2248.
- Davies, J. Goliath gets a helping hand – A Case Study of Ethical behaviour in Context. In Baker, H. (ed), *Proceedings of the 44th Annual Meeting of Decision Sciences Institute*, Baltimore, November 16-19 2013, Atlanta: Decision Science Institute, pp. 671863 01-671863 - 09. ISBN #0-9667118-0-7

Additional 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.
- DeSensi, JT & Rosenberg, D. (2011). “Ethical Decision making”, in *Ethics and Morality in Sport Management*, Morgantown, WV: FIT, Ch 9: 175-193.
- Hill, Chris (1996). “Power and Authority in the Olympic Movement”, in *Olympic Politics*, London: Manchester University Press, Ch 3: 60-74.
See <http://www.olympics.com/> & http://www.phm.gov.au/ancient_greek_olympics/
- Houlihan, B. (2003). “Doping and Sport: More Problems than Solutions”. In Houlihan, B. (2003). *Sport and Society*, London: Sage, Ch 12: 218-234.
- Jennings, A. (1996). “How Atlanta got The Games”, in *The Great Olympic Swindle*, London: Simon & Schuster, Ch 8: 115-130.
- Malcouronne, P. (2013), Ali, Sonny Bill and Me, *North and South*, May 2013, pp 42-45.
- 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.
- 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.
- Sugden, J. (1996). “Boxing and Society” in *Boxing and Society*. London: Manchester University Press, Ch 6: 172-196.

Mgmt 319
Weeks 5 & 6

One-page project proposal – due at start of class, Wednesday August 14th 2013.

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.

Selection of Recommended Reading

- Chadwick, S. (2009). *Sport Facing Unprecedented Problems in the Face of Global Recession: A Commentary*. CIBS Working Paper Series No. 7, Coventry University: Centre for the International Business of Sport, pp13.
- 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.
- 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.
- Evans, L. (2002). "Competition: What do you mean?" *Competition & Regulation Times*, April 2002, Issue 7: 1-2.
- Keidel, R. (1985). Game Plans: Sports Strategies for Business, Dutton: NY, 185-185. (Selected tables)
- Levin, RC., Mitchell, GJ., Volcker, PA. & Will, GF. (2000). *The Report of the Independent Members of the Commissioners' Blue Ribbon Panel on Baseball Economics – July 2000*. NY: Major League Baseball, pp23.
- Miller, Lori K. (1997). "Sport Industry Analysis", in *Sport Business Management*, Aspen:1997, Ch 1: 3-24.
- Thoma, J.E. and Chalip, L. (1996). "Professional Sports", in *Sport Governance in the Global Community*, Morgantown, WV: FIT, Ch 11: 175-187.
- Yeoman, I. (2012). "New Zealand 2050: The Future of Professional Rugby and Sporting Events", in *2050 – Tomorrow's Tourism*. Bristol: Channel View, p. 130-149.

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 5 – August 12 – 16

Hand in your tutorial assignment C3 for Week 5, at Level 10 Reception, before 4.30pm Tuesday, 13 Aug.

Mgmt 319

Week 6 - August 19 – 23 - No Tutorials

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.

Selection of Recommended Reading

- 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.
- 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

- Laidlaw, C. (2010). “Somebody Stole My Game”, in *Somebody Stole My Game*, Auckland: Hodder Moe, Ch1: 13-31.
- Laidlaw, C. (2010). “Riding the Money-go-round”, in *Somebody Stole My Game*, Auckland: Hodder Moe, Ch4: 57-64.
- 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.

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

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

Mgmt 319
Weeks 7 & 8

Week 7 – September 9 - 13 - No Tutorials

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

Assessing the Value of Global Events & Facilities.

Rugby WC 2003/07/11, Olympics Athens 2004, Beijing 2008, London 2012; IRB International 7s.

Events in NZ

The Cricket World Cup 2016	FIFA Men's U-20 World Championship 2015
AFL St Kilda v Swans 2013	Warriors NRL in Wellington 2013
Grand Final of ITU Triathlon World Champs 2012	
The World Rowing Champs 2011	FIH Hockey Mens Champions Trophy 2011
Netball WC /2011/2007	FIFA Women's U17s World Cup 2008, America's Cup
The A1 GP - Taupo 2007	The World Rally Championship 2007
The Volvo Ocean Race 2006	The Golden Oldies Rugby Festival 2006
Wellington V8 Street Race 2006	World Mountain Biking Championship 2006
Lions Tour 2003	Le Race, Rerun - ChCh/Akaroa

Assessing the Impact of Terrorism & Stakeholder Analysis

Terrorism in Pakistan, Sri Lanka: ICC Cricket World Cups, IPL
Terrorism in Soccer: Togo, FIFA World Cup
Terrorism: Commonwealth Games, London Olympics
Political Unrest: Bahrain F1 GP.

Selection of Recommended Reading

- 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.
- 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. A.A.(2009). 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. & 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. & 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.
- Green, C., Costa, C. & Fitzgerald, M.. (2008). "marketing the Host City", in *Sport and Tourism: A Reader*, Weed. M. (Ed).London: Routledge, Ch 19: 347-361.
- Hudson, I. (2008). "The Use and Misuse of Economic Impact Analysis", in *Sport and Tourism: A Reader*, Weed. M. (Ed).London: Routledge, Ch 18: 328-345.
- Rosentraub, M.S. (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.

Additional Reading

- 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.

Week 7 – September 9 - 13 - No Tutorials

Week 8 – September 16 – 20 - Tutorials Restart

Hand in your tutorial assignment D4 for Week 8, at Level 10 Reception, before 4.30pm Tues 17 Sept.

Mgmt 319
Weeks 9 & 10

Marketing and Sponsorship of Sport

The Roles and Expectations of Benefactors and Sponsors;
Sponsorship, Influence and Ownership
Sponsorship and Commercialism in Sport.
Ambush Marketing

Recommended Reading

- 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.
- Burton, N.. & Chadwick, S. (2008). Ambush Marketing in Sport: An Assessment of Implications and Management Strategies. *CIBS Working Paper Series* No. 3, Coventry University: Centre for the International Business of Sport, pp.19.
- 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.
- DeSensi, JT & Rosenberg, D. (2011). “Ethics and Sport marketing”, in *Ethics and Morality in Sport Management*, Morgantown, WV: FIT, Ch 10: 194-214.
- Gorse, S. & Chadwick, S. (2009). Corruption in Sport: Implications for Sport Marketing. *CIBS Working Paper Series* No. 9, Coventry University: Centre for the International Business of Sport, pp.18.
- Lagae, W. (2003). “Sports Sponsorship”, in *Sports Sponsorship and Marketing Communication*. Harlow: Pearson Education/FT Prentice Hall, Ch 2: 33-73.

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.
- Lagae, W. (2003). “The Effectiveness of Sports Sponsorship Communications”, in *Sports Sponsorship and Marketing Communication*. Harlow: Pearson Education/FT Prentice Hall, Ch 7: 214-238.
- 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

Week 9 – September 23 – 27

Hand in your tutorial assignment E5 for Week 9, at Level 10 Reception, before 4.30pm Tues 24 Sept.

Week 10 – September 30 – October 4

Hand in your tutorial assignment F6 for Week 10, at Level 10 Reception, before 4.30pm Tues 1 Oct.

Case Study - due Week 10, at start of class, Wednesday October 2nd 2013.

Mgmt 319

Week 11 – October 7 – 11

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.

Selection of Recommended Reading

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

Roberts, K. (2004). “Sport: Origins and Development”, in *The Leisure Industries*, London: Palgrave Macmillan, Chapter 6: 80-94.

Yeoman, I. (2012). “New Zealand 2050: The Future of Professional Rugby and Sporting Events”, in *2050 – Tomorrow’s Tourism*. Bristol: Channel View, p. 130-149.

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

Class Debates –Wednesday October 9th 2013

Final Week 12

Week 12 – October 14 – 18 – Review - No Tutorials

Class Debates –Wednesday, Thursday October 16th & 17th 2013

Final Class – Review, Exam Brief and Course Evaluation

Exam Brief – provided at class, Wednesday October 16th 2013



School of Management

MGMT 319

Individual Assignment Cover Sheet

Name: _____ Student ID: _____

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

Tutor's Name: _____

Tutorial Number: _____

Tutorial Day: _____

Tutorial Time: _____

Date Due: _____

Date Submitted: _____

*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: _____



School of Management

MGMT 319

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name As it appears in your enrolment	Tutorial No/Tutor's name
Contact Details	Phone _____	
	Email _____	

Specify which section (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