

School of Management

MGMT 319 SPORT MANAGEMENT

Trimester 2, 2016

COURSE OUTLINE

NAMES and CONTACT DETAILS

COURSE COORDINATOR

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UNDERGRADUATE PROGRAMME MANAGER

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ADMINISTRATOR

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Trimester Dates

Teaching Period:	Monday 11 July	– Friday 14 October
Study Period:	Monday 17 October	– Thursday 20 October
Examination Period:	Friday 21 October	– Saturday 12 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 21 October – Saturday 12 November.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22 July 2016.
2. The standard last date for withdrawal from this course is Friday 23 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 or [online](#).

Class Times and Room Numbers

Lecture Room: GB LT2 14.40 - 16.30 on Wednesdays

Tutorial Rooms and Times:

Monday-M1:	GB G02	12.40 - 13.30	Daniel McIntyre	M1
Tuesday-T2:	GB G05	10.30 - 11.20	Daniel McIntyre	T2
Tuesday-T3:	RWW 315	11.30 - 12.20	Daniel McIntyre	T3
Tuesday-T4:	RWW 126	12.40 - 13.30	Daniel McIntyre	T4

Tutorial signup is online via 'myAllocator'. In the event of a clash, contact Garry Tansley.

Course Prescription

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, Debates 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, Debates and Exam
CLO 3b	recognise and demonstrate the importance of leadership roles in sport and sport governance;	Lectures, Tutorials and Assignments, Case Study, Debates and Exam
CLO 3c	demonstrate communication skills involving an ability to communicate clearly in written, diagrammatic and oral form;	Tutorials and Assignments, Case Study, Debates and Exam
CLO 4	recognise and discuss ethical and social responsibility issues in a sport context.	Lectures, Tutorials and Assignments, Case Study, Debates and Exam

The assessment for this course involves case research and the development of a sport management-related case study; it also involves classroom debates. 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. Group debates will take place in class or during tutorials slots.

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, about 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 three or four for the Case Study assignment, and to submit a jointly prepared Case Study. However, students will also 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.

Student feedback

Student feedback on University courses may be found at:

www.cad.vuw.ac.nz/feedback/feedback_display.php

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

Summary of Key Assessment Activity Dates

Week	Assessed Activity	Day	Date	Time	Venue
Week 3	1 st Set of Class Debates	Wednesday	July 27 th 2016	2.40pm	Class
Week 4	1 st Set of Class Debates	TBA	TBA	Various	Tut Rooms
Week 3	Tut A1 Hand in (for Week 4 Tuts)	Friday	July 29 th 2016	3.00pm	RH L10 Reception
Week 4	Tut B2 Hand in (for Week 5 Tuts)	Friday	Aug 5 th 2016	3.00pm	RH L10 Reception
Week 5	Case Study 1 Page Proposal	Wednesday	Aug 10 th 2016	2.40pm	At Class
Week 5	Tut C3 Hand in (for Week 6 Tuts)	Friday	Aug 12 th 2016	3.00pm	RH L10 Reception
Week 7	Tut D4 Hand in (for Week 8 Tuts)	Friday	Sept 9 th 2016	3.00pm	RH L10 Reception
Week 8	Tut E5 Hand in (for Week 9 Tuts)	Friday	Sept 16 th 2016	3.00pm	RH L10 Reception
Week 9	Tut F6 Hand in (for Week 10 Tuts)	Friday	Sept 23 rd 2016	3.00pm	RH L10 Reception
Week 10	Case Study Hand in	Friday	Sept 30 th 2016	3.00pm	RH L10 Reception
Week 11	2 nd Set of Class Debates	Wednesday	Oct 5 th 2016	2.40pm	At Class
Week 12	2 nd Set of Class Debates	TBA	TBA	Various	Tut Rooms

1 Assessment Requirements - continued

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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 'myAllocator'. 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 4, 5, 6 before the mid-term break, and 8, 9 & 10 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 all six (6) tutorials will guide the outcome of your preparation and reflection marks. The assessment guideline is shown below.

For each tutorial assignment: 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 L10 Reception, by 3pm on Friday in the week before the tutorial.** Each assignment hand-in should be accompanied by a cover sheet (See cover sheet attachment Annexe A on page 18). 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 Class Debates

- up to 15 marks

There will be two Class Debates.

The **first Class Debate will be held in Week 3**, during class time, and in tutorial sessions.

The **second Class Debate will be held in Week 11**.

Each Debate will involve **two teams of three students** who 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:

1	Benefits from the FIFA U20/ICC Cricket World Cup will be minimal.	31	Media interests dominate sport.
2	New Zealand Rugby's top priority for 2016 should be Gold in the Olympic 7s, not the All Blacks.	32	Coaches should take responsibility for the culture in a team.
3	Rugby players who choose to compete in the Olympic 7s are undermining the mana of the All Black jersey.	33	New Zealand would be ideal for a multi-venue Commonwealth Games.
4	Wellington should be the home for the next NRL and ANBL professional teams.	34	Investors can learn from the Black Caps' World Cup run.
5	Athletes should be allowed to challenge National selection decisions.	35	Long term bans are the only deterrent for referee abuse.
6	Professionals who compete with known injuries are cheats!	36	The Australian NRL is a competition in trouble.
7	Banning performance enhancing drugs is hypocritical.	37	The unilateral breaching of contracts damages players and clubs.
8	On-field celebration celebrations during matches/events should be allowed.	38	Professional rugby (netball) in NZ would benefit from the introduction of a player draft
9	NZ Football should join FIFA's Asia Confederation.	39	Performance-enhancing drugs should be legalised.
10	Gambling-related funding of sport should be stopped.	40	Positive drug tests should result in life/Olympic bans.
11	Rugby 7s should not be part of the Olympics.	41	Sports should not accept money from gambling trusts.
12	Sports bodies should avoid dependence on funds from betting and gambling groups.	42	Baseball should be reintroduced to the Olympics.
13	Professional sports teams should not identify themselves as representing New Zealand eg Team NZ, NZ Warriors etc	43	Women's sport is undervalued.
14	Sport is no longer free from terror or corruption.	44	Female athletes should be allowed to compete with males.
15	Fans prefer a winning champion teams to a team of all-stars.	45	Gender-testing should be mandatory.
16	In professional sport, money is more important than loyalty.	46	Gamesmanship – sledging, cheating – is acceptable.
17	Sports organisations are unhealthy for professional athletes.	47	Parents have a negative influence on junior sport.
18	Athletes should only represent their countries of birth.	48	Technology be available to sporting officials, referees etc.
19	Professional athletes should be free to represent any country	49	Dangerous/violent sports (boxing/skiing) should be banned.
20	The All Whites coach should develop, not poach players.	50	Sport needs alcohol sponsorship.
21	Athletes should not be expected to be role models.	51	Gene-doping should be allowed.
22	Criminal records (or records of domestic abuse) should debar selection for NZ teams.	52	Professional sports clubs are not responsible for the off-field behaviour of players.
23	FIFA should respect the wishes of the European leagues and move the Qatar soccer World Cup to the European summer.	53	Technology-enhanced performance should be allowed.
24	Wellington is ideally placed to become the 'jewel in the crown' of NZ mountain-biking.	54	Netball will never be a fully professional sport.
25	The Super 15 competition format is not fair.	55	Football should not be an Olympic sport.
26	Club should come before country.	56	There is too much business control of sport..
27	Night matches and pink balls will be benefit Test cricket.	57	Overseas players should be eligible for the All Blacks.
28	Elite rugby/cricketers are overpaid and underworked.	58	Ticket scalping should be a criminal offence.
29	Players should be able to play for different national teams in different sports.	59	Professional sport in NZ should be organised around clubs, not franchises
30	Hi-tech bats and swimsuits should be banned.	60	Beating the salary cap is a game in itself!

In the Week 3 Class Debate, each team will get **3 minutes to state their case**, and **1 minute to rebut the arguments** of the other team.

A maximum two-page outline of the debate argument must be submitted by start of class, Wednesday, October 5th 2016, and a maximum 12 slide powerpoint presentation at the time of the debate.

In the Week 11 Class Debate, each team will get **6 minutes to state their case**, and **2 minutes to rebut the arguments** of the other team.

A maximum two-page outline of the debate argument must be submitted by start of class, Wednesday, October 5th 2016, and a maximum 12 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 **12pm midday on Friday September 25th at the end of Week 9, at RH L10 Reception**. 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 at start of the Week 5 class on Wednesday, August 10th 2016.

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 Week 12 class on Monday, October 12th 2016.

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: Friday 21 October – Saturday 12 November 2016 (inclusive).

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

1.6 Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must:

- a. Submit **FIVE (5) tutorial assignments** in hard copy *as evidence of preparation* for making a contribution to tutorial discussion;
- b. Submit **THREE (3)** of the five **tutorial assignments** in hard copy *for marking*;
- c. Participate in the **Class Debates**, so that they have the opportunity to develop oral communication, critical thinking and teamwork skills (CLO 2,3a,3b,3c)
- d. Submit the **Case Study** in hard copy for marking;

- e. Submit all assignments within the allowable timeframe (see **General University Policies and Statutes**);
- f. Obtain at least 40 per cent (i.e. 16 marks out of 40) of the final examination marks available, in order to demonstrate that they have achieved the CLO's 1, 2, 3, and 4 independently of any external assistance

In addition, students must attend at least 5 tutorials to gain any marks for Tutorial Preparation and Participation. Attendance and participation in tutorials provides opportunity to develop oral communication and teamwork skills (CLO 3c), and to contribute to the tutorial learning environment (CLO 1,2,3a,3c,4)

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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 - Course Grade Ranges and Indicative Characterisations

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

Pass/ Fail	Grade	Normal Range	Mid-Point	Indicative Characterisation
Pass	A+	90-100	95	Outstanding performance
	A	85-90	87	Excellent performance
	A-	80-84	82	Excellent performance in most respects
	B+	75-79	77	Very Good Performance
	B	70-74	72	Good Performance
	B-	65-69	67	Good Performance
	C+	60-64	62	Satisfactory to Good Performance
	C	55-59	57	Satisfactory to Good Performance
	C-	50-54	52	Adequate evidence of learning
Fail	D	40-45	45	Poor performance overall, some evidence of learning
	E	00-39	20	Well below the standard required
	K	Failure due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40–49) or E (0–39), regardless of whether they met the mandatory course requirements		

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 & C.

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 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, 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 that 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 10% 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). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. 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.

Marking

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.

For marks: 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.

For grades: If the grade differs by one grade then the highest grade is taken. If the grade differs by more than one grade then the assignment is marked by a third marker and the average grade is taken. Experience from previous years is that almost all remarks are within 10% or one grade. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 14 days after the assignments or marks are made available.

To apply for a remark, complete the request for re-examination of assessed work form (Annexe D) stating which sections (criteria listed in the mark sheet) you wish re-examined. You must provide academic reasons on why you think the mark does not, in your view, fairly reflect the quality of your work. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. 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 11th –15th 2016

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.
Sport Development and The Sustainability of Professional and Amateur Sport

Recommended Reading

- Costas, Bob. (2000). *Fair Ball: A Fan's Case for Baseball*. New York: Broadway Books
- 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.
- Hackman, J.R. (2002). *Leading Teams: Setting the Stage for Great Performances*. Boston M.A.: HBS press.
- ** 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)
- Mandelbaum, M. (2004) *The Meaning of Sports – Why Americans watch baseball, football, and basketball and what they see when they do*, New York: Public Affairs.
- **Ritchie, B.W & Adair, D. "Sports Tourism – An Introduction", in *Sports Tourism – Interrelationships, Impacts and Issues*, Bristol: Channel View Publications, Ch 1: 1-29
- 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
- Simons, E. (2013). *The Secret Lives of Sports Fans: The Science of Sports Obsession*. London: Overlook Duckworth.
- **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.

Week 1 - July 11 - 15th – -No Tutorial in Week 1

Mgmt 319
Weeks 2, 3 & 4

Week 2 - July 18th – July 15th - No Tutorial in Week 2

Week 3 - Class Mini-Debates take place at class on Wednesday, July 27th 2016
... and during Tutorial Times in Week 3

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 – as role-models of integrity, values, behaviour etc.

The Responsibilities of the Governing Bodies: stewardship and sustainability – anti-corruption etc.

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

On and Off-Field behaviour

Soccer – Luis Suarez, Ched Evans, Thierry Henry, Arjen Robben, Rooney & Ronaldo;

Cricket – Lou Vincent, Chris Cairns, Jesse Ryder, Detroit Pistons & Indiana Pacers;

Rugby Union/Leaguer – Todd Carney, Russell Packer, Konrad Hurrell, Nathan Harris, Jerry Collins;

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

Others - CG Cyclists, Mark Todd, Nick D’Arcy, Nadzeya Ostapchuk, Soulan Pownceby;

Aussie Footballers – Ben Cousins, Will Minson; Leeds Utd, Manchester City, FC Barcelona.

Club or Country or Cash

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

Friend, Quade Cooper, Mike Harris, Irene Van Dyk, Joseph Keyes, Andrew Nicholson.

Playing to the Whistle

FA & Roy Carroll, FIFA & Frank Lampard, Cricket – Stuart Broad, 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;

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

Double Jeopardy - NZOC & Soulan Pownceby; Nick D’Arcy, Matt Henjak, Jimmy Cowan;

Andrew Roy, Zac Quickenden, Darryl Fitzgerald – Canoe Racing NZ

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

Breaching the Salary Cap

ARL, Canterbury Bulldogs, Warriors, Melbourne Storm, NSW Waratahs

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, Cobalt doping 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 4 – Aug 1st –Aug 5th- Tutorials Begin

Hand in tutorial assignment A1 for Week 4, at RH L10 Reception, previous Friday July 29th 2016, @ 3pm

Weeks 2, 3 & 4

Selection of Recommended Readings and Cases

- 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.**
- 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. & 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.
- 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. (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. (2009). 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. (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. (2011). 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.
- Te Haara, C., McLaren-Brown, T., Davies, J. (2012). “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. (2013). 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
- Davies, J. (2014) Vices and Virtues – a Case of Technology in Sport, Proceedings of the 43rd Annual Meeting of Western Decision Sciences Institute, Gilliard, D. (Ed), Napa, April 1-4 2014, pp. 1371 - 1377, ISSN 1098-2248.
- Davies, J. (2014). Trouble on the Thames: Event Disruption, Public Protest or Public Disorder, In Rungtusanatham, J. (ed), Proceedings of the 45th Annual Meeting of Decision Sciences Institute, Tampa, November 22-25 2014, Atlanta: Decision Science Institute, pp 747285-01-747285-09. ISBN #0-9667118-0-7 forthcoming

Additional Reading

- Institution of Mechanical Engineers. (2012). Sports Engineering: an Unfair Advantage? (IME, London, pp 30.
- 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/>
- Houlihan, B. (2003). “Doping and Sport: More Problems than Solutions”, in Houlihan, B. (2003). *Sport and Society*, London: Sage, Ch 12: 218-234.
- Hoye, R & Cuskelly, G. (2007). *Sport Governance*. Abingdon, UK: Routledge.
- Jennings, A. (1996). “How Atlanta got The Games”, in *The Great Olympic Swindle*, London: Simon & Schuster, Ch 8: 115-130.
- **Malcouronne, P. (2015), Ali, Sonny Bill and Me, *North and South*, May 2015, pp 42-45.
- 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.
- Tannsjo, T. & Tamburrini, C. (Eds). Values in Sport: Elitism, nationalism, gender equality and the scientific manufacture of winners. London: E & FN Spon.

Mgmt 319
Weeks 5 & 6

Week 5 – August 8th – Aug 12th

Hand in tutorial assignment B2 for Week 5, at RH L10 Reception, previous Friday Aug 5th 2016, @ 3pm

Sport as Sport, Sport as a Business, Sport as Tourism - 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;
The future of sport and sport tourism.

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.
- **Higham, JES. & Hinch, TD. (2003). Sport, Space, and Time: Effects of the Otago Highlanders Franchise on Tourism, *Journal of Sport Management*, 2003, 17, 235-257
- 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.
- **Ritchie, B.W & Adair, D. "Sports Tourism – An Introduction", in *Sports Tourism – Interrelationships, Impacts and Issues*, Bristol: Channel View Publications, Ch 1: 1-29
- Smit, B. (2006). Pitch Invasion: Adidas, puma and the making of modern sport.
- **Szymanski, Stefan. *Playbooks and Checkbooks : An Introduction to the Economics of Modern Sports*. Princeton, US: Princeton University Press, 2009. ProQuest ebrary. Web. 29 June 2016.
- Thoma, J.E. and Chalip, L. (1996). "Professional Sports", in *The Future of Sports Governance in the Global Community*. London: Penguin Books.e *Global Community*, Morgantown, WV: FIT, Ch 11: 175-187.
- Wilson, JK. & Pomfret, R. (2014). *Public Policy and Professional Sports – International and Australian Experiences*. Cheltenham, UK: Esward Elgar Publishing.
- 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.
Competitive Balance and sustainability

Selection of Recommended Reading

- ** Longley, N. (2013). Explaining Competitiveness: Alternate Theoretical Frameworks, Ch3 in *An Absence of Competition - The Sustained Competitive Advantage of the Monopoly Sports Leagues*. SpringerLink (Online service). EISBN: 978-1-4614-9485-0 (Online), pp. 57-63.

Case Study Project

One-page project proposal – due at start of Week 5 class, Wednesday August 10th 2016.

Mgmt 319

Week 6

Week 6 – August 15th – 19th

Hand in tutorial assignment C3 for Week 6, at RH L10 Reception, previous Friday Aug 12th 2016 @ 3pm

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; the impact on the amateur game;
Ownership, Governance and sustainability issues;
Case Studies: FIFA, IRB, IOC.

Selection of Recommended Readings

- Cordery, C.J. & Davies, J. (2016). Professionalism versus amateurism in grass-roots sport: associated funding needs. *Journal of Accounting History*, Vol 21 (1): 98-123. DOI: 10.1177/1032373215615873.
- **Deloitte. (2012). *State of the Unions Deloitte Sports Review* (p. 16). Wellington, New Zealand. Milne, A. Cordery, C. & Davies, J. The Cost of the Game? The Cost of a Game? A Report for Sport New Zealand, *Victoria Business School*, March 2013, pp.49
- **Nicholson, M., Kerr, A., & Sherwood, M. (2015). *Broadcast rights and revenue*, London: Routledge, Ch4: 68-97.
- **Walters, G & Hamil, S. (2010). "Ownership and Governance", in *Managing Football*, London: Elsevier B-H, Ch2: 17-36
- 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

- Obel, C. (2010). "Club versus country" in rugby union: tensions in an exceptional New Zealand system. *Soccer & Society*, 11(4), 442–460. doi:10.1080/14660971003780362
- 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 5th - 9th - 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 2015	FIFA Men's U-20 World Championship 2015
AFL St Kilda v Swans 2013, 2014, 2015	Warriors NRL in Wellington 2013, 2014, 2015
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 Tours 2003, 2017	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.
- 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.
- Delaney, KJ. & Eckstein, R. (2006). *Public Dollars, Private Stadiums*. New Brunswick, NJ: Rutgers University Press.
- 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.
- Noll, RG. & Zimbalist, A. (Eds). (1997). *Sports, Jobs & Taxes*. Washington .D.C.: Brookings Institution Press.
- Nufer, G. (2013). *Ambush Marketing in Sports*. Abingdon, UK: Routledge.
- 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.
- Dobson, S & Goddard, J. (Eds). 2011). *The Economics of Football*. Cambridge: Cambridge University Press.
- Fort, R. (2011). *Sports Economics*. 3rd Ed. Upper Saddle River, NJ: Pearson Education
- Kahane, LH & Shmanske, S. (Eds). (2012). *The Economics of Sports: Volume 1 &2*. Oxford: Oxford University Press.
- 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.
- Zimbalist, A. (2015). *Circus Maximus: The Economic Gamble behind Hosting the Olympics and the World Cup*. Washington D.C.: Brookings Institute.

Week 7 – September 5th – 9th - No Tutorials

Week 8 – September 12th – 16th - Tutorials Restart

Hand in tutorial assignment D4 for Week 8, at RH L10 Reception, previous Friday Sept 9th 2016, @ 3pm

Mgmt 319
Weeks 9 & 10

Week 9 – September 19th – 23rd

Hand in tutorial assignment E5 for Week 9, at RH L10 Reception, previous Friday Sept 16th 2016 @ 3pm.

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

- Beech, J & Chadwick, S. (Eds). *The Marketing of Sport*. Harlow: FT Prentice Hall.
- 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 19th – 23rd

Hand in tutorial assignment E5 for Week 9, at RH L10 Reception, previous Friday Sept 16th 2016 @ 3pm.

Week 10 – September 26th – Sept 30th

Hand in tutorial assignment F6 for Week 10, at L10 Reception, previous Friday Sept 23rd 2016 @ 3pm.

Case Study - due in Week 10, at RH L10 Reception, on Friday 30th Sept 2016, @ 3pm

Mgmt 319
Week 11 – October 3rd – 7th

Week 11 - Class Debates –at Wednesday class, October 5th 2016
... and during Tutorial Times in Week 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.

Week 11 - Class Debates –at Wednesday class, October 5th 2016
... and during Tutorial Times in Week 12

Final Week 12 – October 12 - 16

Final Class – Review, Exam Brief and Course Evaluation

Week 12 - Exam Brief – provided at class, Wednesday October 12th 2016



School of Management

MGMT 319

Individual Tutorial 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

Group Case Study Cover Sheet

Case Study Title: _____

Name: _____ Student ID: _____

Name: _____ Student ID: _____

Name: _____ Student ID: _____

Name: _____ Student ID: _____

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: _____

Signed: _____

Signed: _____

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: _____

Signature

Date



School of Management

MGMT 319

Individual Case Study Analysis - Cover Sheet

Case Study Title: _____

Name: _____ Student ID: _____

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: _____

.....

Signature _____ Date _____



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 <i>As it appears in your enrolment</i>	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.