

SPTM 4200 | Critical Issues in Sport Management

University of Colorado, Colorado Springs

Fall Semester, 2017

Class time: Thursday, 1.40-4.20pm
Class location: Dwire Hall, room 104
Class website: See www.blackboard.uccs.edu
Professor: Spencer Harris, PhD
Office location: Dwire Hall, room 313B
Office hours: Tuesday 8.00-10.00, Thursday 11.00-13.00, or by appointment
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Course description

The goal of this class is to analyze three interconnected components that form a critical part of the sport management field. The first examines the socio-political context within which sport resides including the sport-society relationship and the ethical issues that continue to challenge the governance of sport. The second component concentrates on the consumption of sport involving participation, performance, spectating and the sport-media relationship. The third component focuses on the management and leadership of sports organizations. Ultimately, students should emerge from this class with a broader, critical insight of these three components and the implications for sport management.

Course objectives

The objectives of the class are as follows:

- Examine the sport-society relationship and understand the implications of this relationship for sports managers;
- Identify the range ethical problems in sport, the causes of these problems and evaluate the implications for the sport management field;
- Analyze the trends, opportunities and challenges in the consumption of sport;
- Clarify the principles of effective management and leadership and understand the impact and limits of these principles in their application to the field.

Class requirements

You can be successful in this class if you do the following:

Participate in the class: This not only means coming to class but being present in the fullest sense of the term -- engaging in group discussions, asking questions of things that you are unclear, contributing ideas and generally showing interest in the material.

Engage in the readings: The readings are meant to be read and will help you in four specific ways: (1) they will help you to complete the quizzes/learning activities more thoroughly and, therefore, help improve your grade, (2) they will help you develop a broader grasp of the class and, therefore, help improve your overall grade, (3) they should help you to cultivate a broader interest in the class and, therefore, help you to get more in return for the time and money you invest in this class, (i.e. what you get out of the class will largely depend on what you are willing to put in), and (4) the broader

understanding that you will develop will help you once you graduate—it will demonstrate your wider reading, help to show your understanding and insight into real world issues in sport, as well as help to develop your critical reading skills.

Communicate: Please see me as a resource--someone who can help you to complete the class successfully. I generally welcome questions and conversation -- come speak to me in class, office hours or via email about any concerns, questions about aspects of the class you do not understand, anything about the assessments or any other aspect of the class. If you have questions, require clarification on any aspect of the class or have any sort of problem that is limiting your ability to engage fully in the class please let me know.

Be clear about the assessment requirements: This class utilizes various assessment methods to measure the extent to which each student understands the content and meets the class learning outcomes. To this end, it is important that you complete the ongoing learning activities. These are set weekly. Also, it is important that you complete exams, presentations and papers to the best of your ability. You can help yourself by following some relatively straightforward guidance: start preparations early, read, re-read and annotate the assignment guidance and rubric, read as much as possible on the subject/topic (from credible sources), do not misunderstand the requirements of the assessment exercise – grades are earned through your ability to deliver a quality submission in response to the assignment guidance and not solely through the amount of time or effort that you put into completing a particular assignment. Please come speak to me if you require clarification or want to check that your plans are appropriate.

Class format

I want to be clear about the format of the class. My intention is to develop an informal classroom environment. I find that this creates a more relaxed environment and that this is more conducive to learning. However, it may be easy to confuse or misinterpret this relaxed style as a class that lacks discipline and rigor. Please do not make this mistake. While I may be relaxed in class I expect discipline and timeliness in attending class, completing assignments and active engagement in class discussions. I expect you to show respect to each other and to me. I will do the same. I believe that in doing this we can have a more open and stimulating class. The majority of lectures will be delivered using active learning strategies where learning evolves through students sharing ideas, exchanging information and problem solving. This will be achieved through various methods including group discussions, debates, problem solving scenarios and case studies. These strategies will normally be preceded with brief lectures where the aim is to provide an initial insight and critique of theory and/or practice in order to allow for fuller discussion and debate.

Required and recommended reading

Weekly readings are listed below. Reading is divided in two categories: required and recommended. Required reading must be completed in advance of the lecture. Quizzes, discussions and other methods will be utilized to test students' knowledge of the reading. You are encouraged to take notes based on your reading and you are able to bring these to class to support the completion of quizzes, engagement in discussions, etc. You may also be tested on required reading as part of learning activities or the mid-term exam. Students' will not be tested on the recommended reading. This has been made available for those who wish to further broaden their knowledge and understanding of the subject area.

Schedule and course themes

Meeting 1: 08/24/17 Introduction & class overview; What is sport? Exploring the sport-society relationship

Required readings: (a) Guttman (1988). Introductory definitions and paradigms; (b) Coakley (2009). Using social theories: how they can help us study sport in society.

Meeting 2: 08/31/17 Global sport governance: Structures, conditions and the ethical problems of sport

Required reading: Geeraert, A. (2015). The Sport Governance Observer. Play the Game. Sections 2 and 4.

Recommended reading: Geeraert, A. (2015). The Sport Governance Observer. Play the Game – Findings.

Meeting 3: 09/07/17 Systemic doping in sport: A case study of ethics and personal decision-making

Required viewing: Icarus, see: <https://www.netflix.com/title/80168079>

Meeting 4: 09/14/17 Mapping the ethical problems of modern sport and the implications for its future

Required readings: (a) Pielke, R. (2016). The Edge. Roaring Fork. Section 1: The War for the Soul of Sport; (b) Corbett, D. (2012). Ethics and Moral Behaviour in Sport: A Human Rights Issue.

Meeting 5: 09/21/17 The social value of sport

Required readings: (a) Drew, B. (2003). Why sport and what role should it play in society? (b) Coakley, J. (2015). The Great Sport Myth

Meeting 6: 09/28/17 Developing community sport: development models, changing trends, challenges and opportunities

**** Guest – John Kessel, Head of Development, USA Volleyball**

Required readings: (a) USOC. (2014). The American Development Model. USOC; Recommended readings: (b) Balyi, I. (2008). Sport System Building and Long Term Athlete Development; (c) Aspen Institute (2014). Project Play; (d) Harris, S. & Nichols, G. & Taylor, M. (2017) Bowling Alone: Trends toward individual participation in sport. European Sport Management Quarterly, 17(3), 290-311.

Meeting 7: 10/5/17 Mid-term exam

Required readings: (a) Mid-term study guide; (b) Lecture slides and reading for meetings 1-7; (c) Personal notes from meetings 1-7

Meeting 8: 10/12/17 The sport-media relationship

**** Guest – Barbara Reichert, Director of Communications, USA Figure Skating**

Required readings: (a) Stead, D. (2008). Sport and the Media in Houlihan, B. Sport and Society; (b) Cooky, C., Messner, M.A. and Hextrum, R.H. (2013). Women Play Sport But Not on TV. Communication & Sport, 1-28.

Meeting 9: 10/19/17 Trends in sports spectatorship

** Guest – Jeremy Short, Vice President Business Intelligence, KSE

Required reading: (a) Mooney, L. (2014). Five Key Trends That Are Driving the Business of Sports. Stanford University. See:

<https://www.gsb.stanford.edu/insights/five-key-trends-are-driving-business-sports> ;

(b) Bashford, S. What you need to know about Sports Marketing in 2017 and beyond. CampaignUS. See: <http://www.campaignlive.com/article/need-know-sports-marketing-2017-beyond/1424873>

Meeting 10: 10/26/17 Elite sport development: critical success factors

** Guest – Michelle Hurtado, Senior Director Performance Sport, USOC

Required reading: Summary of report - De Bosscher, V., Shibli, S., Westerbeek, H. & van Bottenburg, M. (2015). Successful elite sport policies. An international comparison of the Sports Policy factors Leading to International Sporting Success (SPLISS 2.0) in 15 nations. Aachen: Meyer & Meyer

Meeting 11: 11/2/17 Presentations

Meeting 12: 11/9/17 Organizational leadership in sport

** Guest – Tim Hinchey, President and CEO, USA Swimming

Required reading: Scott, D. (2014). A leadership primer.

Meeting 13: 11/16/17 Managing organizational culture and cultural change

** Guest – Rick Adams, Chief Operating Officer, USOC

Required readings: (1) Schein, E.H. (1990). Organizational culture. (2) Weese, W.J. (1996). Do leadership and culture really matter?

11/23/17 Thanksgiving

Meeting 14: 11/30/17 Organizational design in sport organizations (ONLINE)

Required reading: Slack, T. and Parent, M.M. (2006). Design options in sports organizations.

Meeting 15: 12/7/17 Managing performance in sports organizations

** Guest speaker: Scott Douglas, Senior Director, National Strength and Conditioning Association (NSCA)

Required readings: (1) Taylor, P. (2013) Approaches to managing performance in sports organizations; (2) Harris, S. & Houlihan, B. (2016). Implementing the community sport legacy: the limits of contracts, partnerships and performance management.

Meeting 16: 12/14/17 Final exam

Required readings: (a) Final exam study guide; (b) Lecture slides and reading for meetings 1-15; (c) Personal notes from meetings 1-15

Assessment

The following list summarizes the assessment methods and the weighting (points) per method. Please see the assessment rubric (given out in class/uploaded to the course site) for more detailed information about each assessment.

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|-----------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Participation (individual) | 200 points |
| <i>The professor will keep track of attendance/participation on a weekly basis</i> | |
| 2. Mid-term exam (individual) | 200 points |
| 3. Research paper (pairs): Global Sport Governance and the ethical problems of modern sport | 200 points |
| 4. Presentations (groups): Developing a program to promote sportsmanship among youth sport stakeholders' | 200 points |
| 6. Final exam (individual) | 200 points |

Policies

The following summary serves to illustrate the key policies and procedures that will be adhered to in this class.

Academic conduct (Dishonesty)

It is my responsibility to uphold the highest ethical standards in the classroom. While you may be permitted or indeed encouraged to discuss individual assignments generally, your assignment submissions must represent work that you have produced individually. In other words your work must be unique. To clarify further, examples of misconduct include preparing responses to online exams with other students or being complicit in cheating by sharing your individual work with another student. Other examples of academic misconduct include signing in for other students and/or asking someone in the class to sign in for you on the attendance sheet. At a minimum, any student found committing academic misconduct will receive a 10% deduction to their overall course grade in addition to receiving a zero score for the assignment in question. A clearly willful effort to cheat (for example using another student's work as your own or cut-and-paste plagiarism) may result in an F for the course. Please note, in accordance with campus policy I must record all incidents of cheating with the campus disciplinary officer, which could be grounds for suspension or expulsion.

Attendance policy

You are expected to attend all classes on time. If for some reason you are unable to attend class, please email or call the instructor. Your attendance in class will be noted on a weekly basis and will contribute to the overall grade given for participation.

Blackboard

A course web page will be maintained for this class via Blackboard. Announcements, lecture notes, readings, and other documents will be regularly posted. Please note it is your responsibility to check the site for any pertinent class information as it is my responsibility to ensure that pertinent information is posted to the site. You also have the ability to check your grade through the course site and are responsible for doing so at least every week to avoid grade discrepancies or possible errors and to check for

notices of class changes. If you are unclear about any information on the site or unable to access the site (or sections of the site) please advise me at your earliest convenience.

Cell phone & computer use policy

No cell phones, PDAs or other communication devices may be used during class. Computers may only be used to take notes in class. Please refrain from using your laptop for other purposes (e.g. social media, web surfing or completing other coursework). Non-conformity will result in the student being asked to leave the class.

Course evaluation

I very much hope that you find this course highly relevant, interesting, and enjoyable. To this end I will ask you to complete a mid-semester and an end-of-semester evaluation. This evaluation will be reported anonymously. Your comments and recommendations will be considered as the course is updated. In addition, your input throughout the semester plays an important role in helping to continually improve the quality and relevance of the course.

Course withdrawal

You may choose to withdraw from the class. Please note that the last date for withdrawal is September 7, 2017 (with a 100% refund). You can withdraw after this date but you will not receive a 100% refund. Please refer to the UCCS calendar for fall 2017 for further information: <http://www.uccs.edu/Documents/cic/7%20Year%20Cal.pdf>

Expectations (Professor expectations of students)

In short, my expectations of you are captured by three specific values: (i) honesty, (ii) humility and (iii) hard work. I will discuss these further with you in our first lecture together. You will also have the chance to debate your expectations of me and these will be added to the section below.

Expectations (Student expectations of professor)

- Timely grading of assessment – within 10 days
- Timely responses to email – within 24-48 hours
- Fair grading in line with the details presented in the guidance and rubric
- Readings posted 7 days in advance of lectures
- Keep office hours and be available for specific appointments outside of office hours

Grading

A percentage grade for this class will be given based on your grade out of a maximum of 1000 points. This will then be translated into a letter grade. For example, a grade of 830/1000 represents 83%, thus a B- would be awarded. See below for further details of percentage to letter translations.

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	74-76%	F	<60%
		B-	80-83%	C-	70-73%		

This may sound obvious but please be aware that your final grade is your final grade. I offer this clarification as I receive several emails at the end of each semester requesting chances for additional credit. Please know that I will not offer additional opportunities for credit. This means that a 69.4% or 89.4% final grade stays 69% or 89% despite its proximity to a higher letter grade. I hope that this advance clarification of the 'line in the

sand' proves useful so that you can continue to track your progress in the class and do what you can to earn the best grade possible.

Incomplete grades

The grade of IF is only used in extenuating circumstances. For example, you must have completed a substantial portion of the coursework and extenuating circumstances arise (for example, severe illness) that prevent the student from completing the course. If this situation should arise, please endeavor to communicate with the instructor (either directly or via family members).

Military students

If you are a military student with the potential of being called to military service or training during the course of the semester please let me know at your earliest convenience. You may also wish to consult the Office of Veteran and Military Student Affairs website for more information: <http://www.uccs.edu/~military/>

Student athletes

If you are a student-athlete please make me aware of any absences due to athletic commitments. UCCS Policy Rule 1000-003 will be applied in all cases.

Student support services

UCCS provides a number of Academic Centers of Excellence to provide you with individual support. There are a total of five centers (communication, language, mathematics, science and writing). Website links for the three centers applicable to this class are provided below. If you require further information about the centers please let me know or search the UCCS website.

Communication center: www.uccs.edu/communicationcenter
Language center: www.uccs.edu/languagecenter
Writing center: www.uccs.edu/writingcenter

Students with disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disability Services Office and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information: Main Hall room 105, 719.255.3354 or dservice@uccs.edu

Testing policies

You are required to sit for exams as they are scheduled in the syllabus. Occasionally unusual circumstances may require a student to take an exam earlier than scheduled, if you have such a situation please notify the instructor immediately so arrangements can be made.

Unprofessional and/or uncivil behavior

Behavior of this type towards students and/or the professor may result in an automatic failure of the class. You are expected to understand the UCCS policies regarding student conduct. See <http://www.uccs.edu/dos/student-conduct/student-code-of-conduct.html> for further information.