

013

Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
 (Submit original signed form and ~~ten~~ copies to the Registrar's Office, zip 1035.)
 See <https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP> for this form.

Required Effective Date: 05/01/2010 ☐ New course ☐ Temporary course ☐ Drop service course
 (effective date cannot be retroactive) ☐ There is a course fee associated with this course
<http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP>

- ☐ Variable credit _____ ☐ Repeat credit (cumulative maximum _____ hours)
☐ Increase credit (former credit _____) ☐ Lecture-lab ratio (former ratio _____)
☒ Number (former number 575) ☒ Prefix (former prefix SpMgt)
☐ Crosslisting (between WSU departments) ☐ Cooperative listing (UI prefix and number _____)
 (Must have both departmental signatures) taught by: WSU ☒ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500) ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _____ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☒ Other (please list request) Change course number (only) to the following


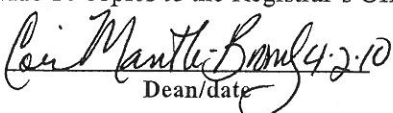
SpMgt 568 Administrative Concepts in Sport Organizations
 course prefix course no. title

	3			SpMgt 468 or equivalent; or permission of instructor
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) _____

Instructor: _____ **Phone number:** _____ **Email:** _____
Contact: John Wong (Program Coordinator) **Phone number:** 335-5450 **Email:** john_wong@wsu.edu

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

 3-30-10 
 Mary Ellen Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Rationale for changing course number:

To make the graduate course number corresponds to the undergraduate course number.

Administrative Concepts in Sport Organizations
Mondays 7:10 - 10:00 p.m. Cleveland 255

Instructor: John Wong
Office: Cleveland 257
Phone: 335-5450
Email : john_wong@wsu.edu
Office Hours: M, W 10:30 - 11:30 a.m.; M 6:00 - 7:00 pm, and by appointment

Course Description

This course examines theories and concepts in various topics in Organizational Theory and Behavior as applicable in the sport industry. Prerequisite: SpMgt 468 (Managing Sport Organizations) or equivalent course.

Course Objectives

Students successfully completing this class will be able to:

1. Demonstrate their understanding of the various organizational issues facing managers,
2. Understand and apply management theories and concepts to different management issues,
3. Research a management issue in depth by reviewing pertinent literature,
4. Present their research work effectively to an academic audience.

Required Texts

Collins, J. (2001). Good to great: Why some companies make the leap...and others don't. New York: HarperBusiness.

Collins, J.C., & Porras, J.I. (1994). Built to last: Successful habits of visionary companies. New York: HarperBusiness.

Fisher, R., & Ury, W. (1983). Getting to yes: Negotiating agreement without giving in. Boston: Houghton Mifflin Company.

Lukes, S. (2005). Power: A radical view. In Lukes, S., *Power: A radical view*, 2nd ed. New York: Palgrave Mcmillan.

Assignments

No late assignments will be accepted unless **prior** arrangements with the instructor have been made. You will receive a zero grade on any missed assignments. Please save your work in at least two different locations. Computer crash is not a valid excuse for late assignments. All work is to be done individually unless otherwise stated. All written assignment must be done on a word-processing program using a 12-point font, 1-inch margin, double-spaced and numbered pages. Unless stated otherwise, all written reports must be in the form of an essay. Point-form reports are not accepted.

Participation in class is an important learning process. Attendance does not mean participation. To participate, you must demonstrate your preparedness by reading the required material, writing down and raising questions about the topic and material, completing relevant take-home assignments for the unit, and sharing your understanding with others.

Evaluation

Case Studies (4 @ 15 ea.)	60
Participation	10
Research Paper	<u>30</u>
Total	100

A = 96-100; A- = 91-95; B+ = 87-90; B = 83-86; B- = 80-82; C+ = 77-79;
C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62

See attached for further details on each evaluation component.

General Information and Expectations

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations **MUST** be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

WSU Safety -Please familiarize yourself with information regarding campus emergencies/school closings by visiting this website: university emergency management (<http://oem.wsu.edu/Emergencies>); WSU Alert: <http://lalert.wsu.edu>

Students are expected to understand the meaning of academic integrity, and to behave in accordance with the University's policies on academic integrity. Visit the Office of Student Conduct website (<http://www.conduct.wsu.edu/about.asp>) for details. Students who violate academic integrity standards will fail the course.

Students are responsible for meeting all of their academic obligations, even if they are engaged in university-sponsored activities (as, for example, theatre, athletics, or field trips). There are no “excused absences” for such activities; students must make appropriate arrangements with the professor.

This is a graduate course and I expect your work to be at a graduate level, especially your writing. You may lose up to 20% of your grade for writing errors.

This syllabus is subject to change

Tentative Course Schedule

January

- 11 Introduction/Organization
- 25 Organization and Management (*Collins & Porras*; **Clarkson**; **Drucker**; Godfrey)

February

- 1 Structure and Design (Argyris; Noll; Cunningham & Rivera; Kikulis et al.; **Due:** Case Study Vancouver 2010 Olympics: 507049-PDF-ENG; Research paper proposal)
- 8 Strategy and Policy (Chalip; Sam; Sack & Nadim)
- 22 Organizational Culture and Change (Colyer; McAleese & Hargie; Amis et al)

March

- 1 Organizational Power, Politics, and Conflict (*Lukes*; Somech & Drach-Zahavy; **Due:** Case Study on Coach Knight: The Will to Win – 406043-PDF-ENG)
- 8 Group Dynamics (*Collins*; Beauchamp et al.; Chapman)
- 22 Labor/Management Relationship and Contract Negotiation (*Fisher & Ury*; **Due:** Case Study on Negotiating on Thin Ice – 9906038-PDF-ENG & 9906039-PDF-ENG)
- 29 Contract Negotiation (This class is dedicated to applying the negotiating techniques by using the case studies in the previous class.)

April

- 5 Human Resources (Brown et al.; Cunningham; Turner et al.; Taylor & McGraw)
- 12 Organizational Leadership and Motivation (Soucie; Herzberg; Kest; Meier et al.; **Due:** Case Study on Bill Belichick and the Cleveland Browns – 706415-PDF-ENG)
- 19 Presentations
- 26 Presentations

Case Studies

Four case studies will be used to enhance your learning on topics relating to management. These cases can be purchased online. Use the following link to access the website that houses these cases: <http://cb.hbsp.harvard.edu/cb/access/4975443>. You will see a student registration page. Register to create a username and password. You will then see the course title for this class. Click on the class link and you will be prompted to the page for the cases. Please note that you will have to purchase the four cases all at once.

For each of the case studies, there will be questions posted on Web. These questions guide your thinking on specific management issues. Read the case carefully and use the questions to formulate your response. Write succinctly a 5-page (maximum) paper on your analysis of the case. Your answer must demonstrate your understanding of pertinent facts of the case and application of relevant class/reading material. You must include a definition of the problem(s), relevant management principles, theories, and concepts that can shed light to the problem. Using the above, formulate a management response to the situation. (Please note that relevant class material includes the readings on the due date of each particular case.) Bring two copies of the answers and the case study on the due date. (Due dates are in the Course Schedule.) Hand in one copy to me at the beginning of class and use the other copy for in-class discussion.

Your grade for this assignment will depend on the punctual completion of the above, the quality of your work (based on evidence and application of theory), and participation in the discussion in formulating a group answer. You will receive no more than a C if you fail to discuss and analyze the case by using evidence effectively and applying appropriate class material.

Research Proposal Paper

You are required to conduct a research paper on a management topic from the course. The paper should be at least fifteen pages in length. Choose a topic of your interest from the class schedule, e.g. Organizational Design. Since each topic covers a wide array of subjects, you will need to narrow your focus. Using the example above, you may be interested in how organizational design affect organizational change; or even narrower, how a particular organizational design affect organizational change. If you prefer, you may write on something that is current, e.g. how does the organizational design of the NCAA affect its policy on academic reform. In order to begin as soon as possible, you will need to propose a topic during the second week of class.

For the paper, you must include at least three major sections:

1. Introduction – this is where you lay out your argument(s)/statement(s) of position for your paper. What is the topic/subject? How does this research proposal enhance our understanding of sport management? Why is this topic/subject important in managing a sport organization? A draft of the introduction and a potential list of sources are due February 1.

2. Body – this is where you develop your proposal. In this part, you need to include a section on literature review. You may choose to include the assigned readings as part of these two sections but you must also include, at a minimum, an additional seven articles/books to supplement those assigned readings in order to give you and the reader a better sense of the research conducted in this area. (Dividing this section into small subsections is recommended.) **Warning:** This is a major undertaking. You will need to find time to read and digest the non-assigned readings so do not wait until the last minute.

In a separate section, you need to explain your theoretical framework in the proposed research plan. You will find there are a number of theoretical frameworks used in examining this particular topic in your literature review section. Choose one that you believe is the most helpful in guiding your research questions. That is, how does this theory help to find the answers to what the proposal is supposed to examine. Explain the theory and what are the research questions that you want to ask and address in the main body of the paper. An in-depth explanation of your theoretical framework is necessary here.

Include in this part of your paper, the hypothesis(es), a brief description of methodology, potential sources of material/data. Using the example above, a possible project may be an examination of the organizational design of the NCAA before and after the organization acquired enforcement power in the 1950s. See the handout on research in sport management.

3. Conclusion – this is where you make sense of your paper. In other words, what is the big deal? Why is this topic and line of inquiry important to sport and society? How does your research into this topic benefit sport managers and contribute to the knowledge in Sport Management?

4. Bibliography - you must have at least nine scholarly articles dealing with the topic. You may use no more than two pertinent article(s) from the reading list in your course bibliography. Any articles listed in your bibliography must appear in the relevant places in your main text; so do not list them just for listing's sake. Articles will not be counted if you fail to refer or cite them. (Helpful hint: quote something when you think you cannot say it better than the author(s). Only quote something that is insightful. Do not quote things that are mundane. An example of the latter may be Sperber (1990) said that John Wooden was "the most successful men's basketball coach in NCAA history" (p. 4). For citation formats, look at the assigned article readings.

The assigned articles will give you a sense how a scholarly paper should be written. Make sure you follow the APA format in citations and bibliography. Your writing should reflect a graduate-level assignment. Failure to do so will affect a maximum 20% of your grade in this assignment. Final papers are due on or before **May 5 at noon**.

SpMgt 568 Reading List

- Amis, J., Slack, T., & Hinings, C.R. (2004). Strategic change and the role of interests, power, and organizational capacity. *Journal of Sport Management*, **18**, 158-198.
- Argyris, C. (1957). The individual and organization. Some problems of mutual adjustment. *Administrative Science Quarterly*, **2**, 1, 1-24. (P)
- Beauchamp, M.R., Maclachlan, A., & Lothian, A.M. (2005). Communication within sport teams: Jungian preferences and group dynamics, *The Sport Psychologist*, **19**, 203-220.
- Brown, W., Yoshioka, C.F., & Munoz, P. (2004). Organizational mission as a core dimension in employee retention. *Journal of Park and Recreation Administration*, **22**, 28-43.
- Chalip, L. (1995). Policy analysis in sport management. *Journal of Sport Management*, **9**, 1-13.
- Chapman, J. (2006). Anxiety and defective decision making: An elaboration of the groupthink model. *Management Decision*, **44**, 1391-1403.
- Clarkson, M.B.E. (1998). A stakeholder framework for analysing and evaluating corporate social performance. In M.B.E. Clarkson (Ed.), *The corporation and its stakeholders: Classic and contemporary readings* (243-268). Toronto: University of Toronto Press. (P)
- Colyer, S. (2000). Organizational culture in selected western Australian sport organizations. *Journal of Sport Management*, **14**, 321-341.
- Cunningham, G.B. (2008). Creating and sustaining gender diversity in sport organizations. *Sex Roles*, **58**, pp. 136-145.
- Cunningham, G.B. & Rivera, C.A. (2001). Structural designs within American intercollegiate athletic departments. *The International Journal of Organizational Analysis*, **9**, 369-390.
- Drucker, P. (2008). *Management* (Rev. ed.). New York: HarperCollins Books, 1-33.
- Godfrey, P.C. (2009). Corporate social responsibility in sport: An overview and key issues. *Journal of Sport Management*, **23**(6), pp. 698-716.
- Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review*, **65**(5), pp. 109-20. (P)
- Kest, R.T. (2006). Principles of leadership: Leadership management, *Futurics*, **30**(1/2), pp. 52-72.

Kikulis, L.M., Slack, T., & Hinings, C.R. (1995). Sector-specific patterns of organizational design change. *Journal of Management Studies*, **32**, 67-101. (P)

McAleese, D. & Hargie, O. (2004). Five guiding principles of culture management: A synthesis of best practice. *Journal of Communication Management*, **9**, 155-170. (P)

Meier, K.J., O'Toole, Jr., L.J., & Goerdel, H.T. (2006). Management activity and program performance: Gender as management capital. *Public Administration Review*, **66**, 6-19.

Noll, R.G. (2003). The organization of sports leagues. *Oxford Review of Economic Policy*, **19**, 530-551.

Sack, A.L. & Nadim, A. (2002). Strategic choices in a turbulent environment: A case study of Starter Corporation. *Journal of Sport Management*, **16**, 36-53.

Sam, M.P. (2005). The makers of sport policy: A (task)force to be reckoned with. *Sociology of Sport Journal*, **21**, 78-99.

Somech, A. & Drach-Zahavy, A. (2002). Relative power and influence strategy: The effects of agent-target organizational power on superiors' choices of influence strategies. *Journal of Organizational Behavior*, **23**, 167-179.

Sourcie, D. (1994). Effective managerial leadership in sport organizations. *Journal of Sport Management*, **8**, 1-13.

Taylor, T., & McGraw, P. (2006). Exploring human resource management practices in non-profit sport organizations. *Sport Management Review*, **9**, 229-251.

Turner, B.A., & Chelladurai, P. (2005). Organizational and occupational commitment, intention to leave, and perceived performance of intercollegiate coaches. *Journal of Sport Management*, **19**, 193-211.

