

# Sport Organizations – A Systems Perspective | SADL 5150

Syllabus and Schedule | Spring 2018 – This document is subject to change.

## Instructor Information

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Office Hours: By appointment

## Course Information

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Class Time: Wednesdays 6:00 – 9:00 pm  
Location: Pigott 306  
First Session: April 4, 2018  
Last Session: June 6, 2018

## Course Overview

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This course has been designed for you to gain an understanding of the primary processes involved in managing organizations such as strategic planning, organizing resources, management, evaluating structure, processes, and implementing plans. You will be able to assess strengths and weaknesses of organizations through diverse perspectives in the sports' industry, as well as business models in related industries. Specifically, you will be able to analyze (1) organizational structure, stakeholders and their roles and resources, (2) use skills to improve decision making that enhances performance within sport organizations, (3) gather information about organizations that influence strategic planning, (4) facilitate and create a strategic plan, and (4) analyze organizational effectiveness from different perspectives.

In this course about organizations and how to manage them, you and I will work together to construct key knowledge to develop skills for practical use in sport organizations. The format of this course builds on content and/or skills you've learned in sport sociology and sport leadership. Readings and other forms of media will be from current publications and resources I assign. The readings and other forms of media are meant to be starting points for knowledge building, and you are expected to research other resources to develop your knowledge, as you move through the course to accomplish the tasks set forth. My role, as instructor, is to facilitate, support, and direct your learning, but it is essential that you take an active role in this endeavor. The more active and involved you become, the more there is for you to learn and use from this course.

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## Course Objectives & Learning Outcomes

On successful completion of this course you will be able to:

Objectives:	Outcomes	Assessment Tool
1. Understand and evaluate organizational structure with respect to sport organizations and classical corporate and business systems and how they are structured.	Content Knowledge, Critical Thinking, Communication	Introductions and in class discussion.
2. Understand how each of the following affects the process of organizing as well as organizational behavior <ol style="list-style-type: none"> <li>Efficiency v. Effectiveness</li> <li>Differentiation v. Integration</li> <li>Bureaucratic tendencies and what constitutes a technical core and institutional levels of organizations</li> </ol>	Content Knowledge, Critical Thinking, Communication	In class activities.
3. Understand how to approach knowledge gathering about environment, stakeholders and resources – key forces that shape organizations	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	In class activities.
4. Understand various approaches to data collection and decision making within the general planning process	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication, Life-Long Learning	In class activities, strategic planning project.
5. Understand and draw connections among contemporary approaches to innovative business plans and the planning process	Discovery and Inquiry, Critical Thinking, Communication	In class activities, strategic planning project.
6. Applying all of the above to analyze and create a strategic plan. More specifically, students will <ol style="list-style-type: none"> <li>Analyze the mission statement and values with respect to a specific sport organization</li> <li>Conduct a SWOT analysis through the analyses of external environment, stakeholders and internal operations</li> <li>Analyze objectives and goals of a sport organization</li> <li>Develop understanding of information gathering specific to strategic planning and strategic thinking</li> </ol>	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	In class activities, strategic planning project.
7. Analyze organizational effectiveness through a systems approach, including the following models: multi-dimensional (RBV, process, goals), multiple constituency or competing values	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication	Organizational effectiveness paper.
8. Develop ability to engage in dialogue as a form of learning that leads to better strategic thinking	Discovery and Inquiry, Critical Thinking, Communication	Strategic planning project.

## Course Materials

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Required readings and other forms of media will be posted on Canvas, when they are assigned.

### *Optional Reading – Not Assigned*

Chelladurai, P. (2014). *Managing organizations for sport and physical activity: A systems perspective* (4th ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers Inc.

**ISBN-10:** 1621590143

Cusumano, Michael A. (2010). *Staying power: Six enduring principles for managing strategy and innovation in an uncertain world (lessons from Microsoft, Apple, Intel, Google, Toyota and more)*. Retrieved from <http://www.ebib.com>

Permalink: [http://primo.seattleu.edu/SEAU:seau\\_rec\\_1:CP71188077840001451](http://primo.seattleu.edu/SEAU:seau_rec_1:CP71188077840001451)

## Academic Resources

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### *Library & Learning Commons*

#### Writing Center

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

#### Learning Assistance Programs

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist. To schedule an appointment, call 206-398-4450.

#### Research Services

Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

## General Course and University Policies

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### *Support for Students with Disabilities (ADA Statement)*

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor so that appropriate accommodations can be arranged.

<https://www.seattleu.edu/disabilities-services/for-students/requesting-services/>

## Academic Policies

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Be sure that you understand the full text of the following university academic policies, posted on the Registrar's website found here: <https://www.seattleu.edu/redhawk-axis/academic-policies/>

### *Academic Integrity Policy*

**You are expected, at all times, to act with academic integrity.** Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy.

Academic Integrity Tutorial

<https://www.seattleu.edu/academicintegrity/>

### *Academic Grading Grievance Policy*

The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student's academic performance and in assigning final course grades. In the event of a student's challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. The following process will guide the university's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards.

## Classroom Norms & Ground Rules

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Students' personal and professional beliefs and ethics may be challenged throughout this course. Classroom norms include the following:

- Start and end on time
- Come to class prepared
- Participate actively in discussion and respect each other's opinions and perspectives
- Show one another courtesy and respect, including when you disagree

### *Tape Recording Policy*

Students are not authorized to make recordings during class without permission from the instructor.

### *Cell Phones & Laptops*

Please keep electronic distractions to a minimum, though I do understand the importance of being available for emergencies. Use of laptops in class for coursework is permitted, however, instant messaging, texting, phone calls, web surfing, or email is not permitted. I reserve the right to restrict laptop and phone use for individuals or the class, if they become a distraction or take away from active discussions or lectures.

### *Handwritten Notes*

I encourage hand-written notes because it forces synthesis of ideas rather than simply typing lecture notes verbatim.

## **Attendance & Participation Expectations**

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### *Attendance*

Please notify me via email before the class, if you will not be in attendance due to unforeseen circumstances. All missed work will be handled on a case-by-case basis. Should you have extenuating circumstances, please speak communicate with me to discuss options. Pro-activity and a high degree of personal responsibility are expected.

## **Grading Policies**

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### *Grading Scale*

A	100-94	Superior	B-	82-80		D+	69-67	
A-	93-90		C+	79-77		D	66-63	Poor
B+	89-87		C	76-73	Adequate	D-	62-60	
B	86-83	Good	C-	72-70		F	59 or Less	Failing

### *Points*

<b>Item</b>	<b>Points</b>
Content Knowledge Questions (50 pts each)	150
External / Internal Analysis Presentation & Questions	100
Organizational Effectiveness Paper	300
Strategic Planning Presentation & Report	400
Team Evaluation	50
<b>TOTAL:</b>	<b>1000</b>

## **Assignment Guidelines**

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### *Submitting Your Assignments*

All other written assignments must be submitted through Canvas by 11:59 PM PST on the due date outlined in this syllabus. No assignments will be accepted via email or hard copy, to keep assignments organized and in one place.

### *Formatting your Assignments*

Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student's best effort.

### *Bibliography and Citation Requirements*

All citations must follow the APA Publication Manual (6th edition), as it is the standard referencing system for this discipline.

### *Assignment Deadlines and Extensions*

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor). Advanced notice is preferred.

An agreement to receive an "Incomplete" (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

## **Assignment Descriptions**

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### *Content Knowledge Questions*

150 pts total; 50 pts each during class weeks 2, 3, and 5 (*class weeks for these questions may be revised*)

I will go over each assignment in class and will post any specific instructions, as needed, on Canvas.

Your task will be to put together a sophisticated and deep answer to each of the questions. You will present your answers to the class. Presentations should be no more than 10 minutes. We will go over this in more detail together in class.

*"Develop Your Perspective" Questions Assessment – There may be revisions to this assignment*

#### Part 1: Peer & Self-Evaluation (30% of grade)

Post in-class presentation you will complete the Group Process Evaluation Rubrics in which you will assess how each member of your group performed. This portion of your grade will be an average of your self-assessment and peer assessments.

#### Part 2: Professor Assessment (70% of grade)

I will complete one rubric for your group based on my observations and the in-class presentation.

### *External/Internal Analysis*

100 pts, due date to be announced in class. This analysis will be presented in class.

An analysis of the macro environment and industry structure in which your organization competes, as well as an analysis of the resources, capabilities and activities of your organization. For this presentation, you

should consider using Porter's Five Forces, a SWOT analysis, as well as any other tools you find helpful. Remember, you may want to go ahead and write up this analysis as much of this information will be part of your final analysis paper/presentation. Presentations will be no more than 20 minutes and consist of no more than eight PowerPoint slides to guide discussion of your industry/organization. Your points are NOT based on the presentation. Rather your points are based on your ability to ask divergent questions to help the presenters deepen their analysis. These points will be earned based on my assessment of the quality of your questions. These are individual points.

#### *Organizational Effectiveness Paper*

300 pts, due date to be announced in class.

The Organizational Analysis Assignment is no more than an 8-page and no-less than a 6-page paper, where you will do an analysis of an organization through ONE of the following models of organizational effectiveness: Multi-Dimensional (system resource, process, goals), multiple constituency or competing values. The Rubric will be posted on Canvas for more details in the coming weeks. We will go over the assignment in class.

#### *Strategic Analysis Presentation & Report*

400 pts, Presentation in-class; report due date to be announced.

The presentation should answer the question: "What would the team do to gain/maintain competitive advantage if it were in the driver's seat of this organization?" The team's answer to this question will be supported by a strategic overview of the following items:

- the organization within its competitive environment including background on the industry and the competitive scene (what is valued and who is good at it?)
- roots and evolution of the organization's success (e.g., their capabilities/competencies, business model, strategic decisions, organizational structure, service quality, missions, values, corporate culture, hiring processes, brand, etc.)
- how the organization has changed over time
- new and emerging competitors, industry forces acting on the organization
- outlook for the industry, and major opportunities and threats for the organization (e.g. what alliances could they make, how might they leverage technology, what innovations could they draw upon to produce something new, what "staying power" principles could they develop, are their stakeholders whose needs are not met, etc.).

The Strategy Analysis Report & Presentation is meant to be a culmination of all of the learnings in the class; to do well on these presentations it is imperative to draw upon the readings, discussions, and previous assignments in presenting your analysis. You may also need to do a fair amount of outside research about your industry and specific organization and must properly reference your sources in a reference list at the end of the report. In-text citations are not required for this report (mostly because it would require learning MLA or Harvard style because APA is not a normal business style). Your team must do the research on the organization to understand its situation and then recommend actions to achieve

or maintain competitive advantage. Each member of the team will receive the same grade for both the report and the presentation.

The presentation will take place on the last day of class, Wednesday, June 6, 2018. It should not exceed 10 PowerPoint slides to guide discussion of your organization. The actual organization of the slides and format is up to you and your group. Aim to create a presentation that is visually appealing, concise in facts, not very wordy, use graphs and charts. Keep it simple but compelling. It should be 12-minutes in length and answer the key question with supporting evidence based on your analysis. The report is due that same day before midnight.

*Team Evaluation – This may be revised. I will announce any changes in class.*

50 pts, in-class June 6, 2018.

Each student will fill out a performance evaluation on each of his or her teammates. Evaluations are based on the contributions to the discussion and analysis every week as well as the final three assignments. Consider this your class participation grade.

## Tentative Schedule

Class & Date	Reading and Assignments Due Before Class
	Course overview
	Topic: Introductions
<b>Week #1</b>	.....
<b>04/04/18</b>	Reading: Readings and other forms of media will be posted on Canvas
	Assignment: In-class exercise and assignment
	.....
	Topic: <b>Strategic Analysis, Planning &amp; Process of Organizations</b>
<b>Week #2</b>	.....
<b>04/11/18</b>	Reading: Will be assigned in class and posted on Canvas
	Assignment: Upcoming assignment discussed in class
	.....
	Topic: <b>Organizational Effectiveness and Processes</b>
	Introduce Organizational Effectiveness Paper & Rubric
<b>Week #3</b>	.....
<b>04/18/18</b>	Reading: Will be posted on Canvas
	Assignment: "Developing Your Perspective" Questions – To be discussed in class
	.....
	Topic: <b>Organizational Effectiveness</b>
	Review Organizational Effectiveness Paper & Rubric
<b>Week #4</b>	.....
<b>04/25/18</b>	Reading: Will be posted on Canvas
	Assignment: TBA
	.....
	Topic: <b>Guest Speaker</b>
<b>Week #5</b>	.....
<b>05/02/18</b>	Reading: Will be posted on Canvas
	Assignment: "Developing Your Perspective" Questions
	.....
	Topic: <b>Staffing and Management</b>
<b>Week #6</b>	.....
<b>05/09/18</b>	Reading: Will be posted on Canvas
	Assignment: None due.
	.....
	Topic: <b>Guest Speakers</b>
<b>Week #7</b>	.....
<b>05/16/18</b>	Reading: Will be posted on Canvas
	Assignment: External/Internal Analysis prepared for presentations next class
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	Topic: <b>Planning &amp; Managerial Decision-Making</b>
<b>Week #8</b> <b>05/23/18</b>	Reading: Will be posted on Canvas
	Assignment: External/Internal Analysis Presentations in class
	Topic: <b>Strategic Analysis &amp; Program Evaluation</b>
<b>Week #9</b> <b>05/30/18</b>	Reading: Will be posted on Canvas
	Assignment: Organizational Effectiveness Paper due
	Topic: <b>Strategic Analysis Presentations</b>
<b>Week #10</b> <b>06/06/18</b>	Reading: None.
	Assignment: Strategic Analysis Presentations in-class Team Performance Evaluations in-class Strategic Analysis Report due by 11:59 p.m.