UF

Management & Leadership in Sport

SPM 6158 | Fall 2019 | Thursdays, 1:55 PM – 4:55 PM | FLG 225

This course is designed to explore the critical function of leadership in the management of sport organizations. Building from the academic foundations of industrial psychology, organizational behavior, and organizational theory, we consider the degree to which leadership is of strategic importance to organizational operations. In addition to gaining an advanced understanding of leadership theory and practice, students will consider their own approaches, as well as the approaches of other industry professionals, to leading organizations. This course will provide students with an environment to engage in critical thought, scholarly discourse, and philosophical debate about what it means to lead.

Course Objectives
Upon completion of this course students are expected to successfully:
- ✓ Define leadership based on myriad attributes and actions rather than position in the organization
- ✓ Identify examples of leadership from a number of unique perspectives
- ✓ Apply classical leadership theory to contemporary management challenges
- ✓ Collaborate with colleagues and propose real-world solutions to contemporary sport management issues
- ✓ Develop personal leadership philosophies designed to guide future decision making
- ✓ Recognize the scope of their own organizational influence as leaders in the sport industry
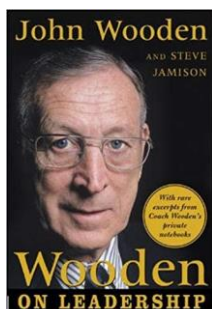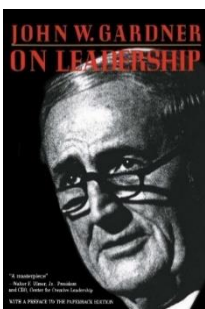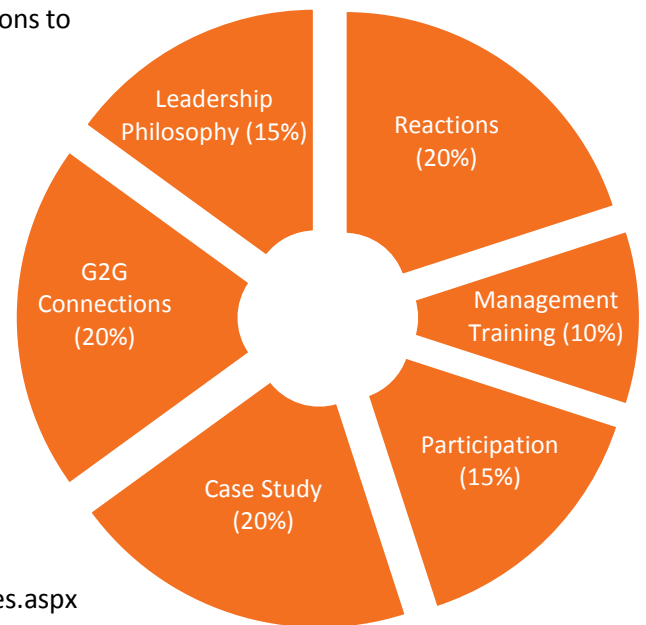
Instructor
Craig Schmitt, PhD
Director of Engaged Learning & Outreach, HHP
FLG 242-C | (352) 294-1671 | craig33@ufl.edu

Grading Standards

A	= 100% - 93.00%	A-	= 92.99% - 90.00%
B+	= 89.99% - 87.00%	B	= 86.99% - 83.00%

See current UF Grading Policies for further details:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Leadership Philosophy (15%)
Reactions (20%)
G2G Connections (20%)
Management Training (10%)
Case Study (20%)
Participation (15%)

Text & Reading Material
Gardner, J. W. (1990). On leadership. New York: The Free Press.
Wooden, J., & Jamison, S. (2005). Wooden on leadership. New York: McGraw-Hill.
Stone, D., & Heen, S. Thanks for the Feedback: The Science and Art of Receiving Feedback Well. New York: Penguin Press.
Irwin, T. (2009). Derailed: Five Lessons Learned from Catastrophic Failures of Leadership. Nashville, TN: Thomas Nelson.
Additional Readings posted to Canvas.

Course Content (Subject to Change)

August 22 **Introduction to the Course**
G2G Introduction
Christine Wegner, UF Sport Management (3:00 PM – 3:30 PM) @ FLG 225

August 29 **Topic 1 - Foundations of Leadership in SPM**
*Read this***:** Gardner, p. ix-54; Wooden, p. xiii-xvi; Smith & Stewart (2010)
*Complete this***:** Reaction 1, Questions for Leader
*In-Class***:** Assessment 1 & 2; Leader's Presentation #1 & Host (_____)
*Mike Sagas, UF Sport Management (**4:15 PM – 4:45 PM**) @ FLG 225*

September 5 **Topic 2 - The Faces of Leadership**
Read this: Goleman (2004); Amanchukcu et al. (2015); Chelladurai & Saleh (1980); Reike et al. (2008); Burton & Peachey (2009)
*Complete this***:** Reaction 2, Questions for Leader
*In-Class***:** Leader's Presentation #2 & Host (_____)
Lynda Reinhart, Stephen C. O'Connell Center (3:30 PM – 4:30 PM) @ O'Dome

September 12 **Topic 3 - The Cultivation of Leadership**
*Read this***:** Gardner, p. 157-182; Wooden, p. 1-15; Isaacson (2012); Day (2000)
*Complete this***:** Reaction 3, Questions for Leader
*In-Class***:** Assessment 3 & 4, Leader's Presentation #3 & Host (_____);
G2G Fundamentals of Communication
Scott Stricklin, University Athletic Association (3:30 PM – 4:30 PM) @ Smith Conf.

September 19 **Topic 4 - Charisma, Communication, & Authenticity**
*Read this***:** Gardner, p. 183-192; Wooden, p. 237-239; Avolio & Gardner (2005); Groysberg & Slind (2012); Griffith et al. (2015)
*Complete this***:** Reaction 4, Questions for Leader; G2G Contact Initiated
*In-Class***:** Assessment 5 & 6, Leader's Presentation #4 & Host (_____)
Lee Douglas, IMG Learfield Gator Sport Marketing (3:30 PM – 4:30 PM) @ Smith Conf.

September 26 **Topic 5 - Power; Writing Workshop**
*Read this***:** Gardner, p. 55-80; Pfeffer (1992)
*Complete this***:** Reaction 5*,* Questions for Leader
*In-Class***:** Assessment 7 & 8, Leader's Presentation #5 & Host (_____)
Joleen Cacciatore, Gainesville Sports Commission (GSC, 3:30 PM – 4:30 PM) @ GSC

October 3 **Topic 6 - Barriers to Leadership**
*Read this***:** Phillips (2008); Meyerson & Fletcher (2000); Sando (2016)
Complete this: Reaction 6; **Leadership Philosophy**
*In-Class***:** Leader's Presentation #6 & Host (_____)
*Angel Mason, Berry College (**2:30 PM – 3:15 PM**), via Zoom*

October 10 **Topic 7 - Organizational Culture**
*Read this***:** Wooden, p. 16-91; 192-208; 219-232; Katzenback et al. (2012); Kotter & Schlesinger (2008)
*Complete this***:** Reaction 7; *G2G Connect Part I (Alumni Profile)*
*In-Class***:** Leader's Presentation #7 & Host (_____)
Jeremy Foley, University Athletic Association (3:30 PM – 4:30 PM) @ FLG 225

Course Content (Subject to Change) (continued)

October 17   **NO CLASS (Miami Networking Trip)**
*Read this***:** Book Club (Stone & Heen);

October 24   **Topic 8 - Decision Making & Shared Leadership**
*Read this***:** Snowden & Boone (2007); Bergman et al. (2012)
*Complete this***:** *Reaction 8*
*In-Class***:** Leader's Presentation #8 & Host (_____); Case Study Workshop
***Jeff Guin**, Otis Hawkins Center (3:30 PM – 4:30 PM) @ Hawkins Center*

October 31   **Topic 9 - Crisis and Conflict Leadership**
*Read this***:** Wooden, p. 107-134; Rahim (2002); Moore (2013); Gruber et al. (2015)
*Complete this***:** *Reaction 9*
*In-Class***:** Leader's Presentation #9 & Host (_____)
***Cat Cramp**, UF RecSports (3:30 PM – 4:30 PM) @ UF RecSports*

November 7   **Topic 10 - Dark Side of Leadership and Leadership Failure**
*Read this***:** Irwin, p. 3-95; Allio (2007); Weick (1993)
*Complete this***:** *Reaction 10;* G2G Connect Part II (Leadership in the Real World) Due
*In-Class***:** Leader's Presentation #10 & Host (_____)
***Jeremy Foley**, University Athletic Association (3:30 PM – 4:30 PM) @ FLG 225*

November 14   **Topic 11 - Legacies & Leadership Beyond Organization**
*Read this***:** Gardner, p. 81-120; Irwin, p. 99-192; Ganz (2008)
*Complete this***:** *Reaction 11*
*In-Class***:** Leader's Presentation #11 & Host (_____)
***Doug Brown**, Gator Boosters (3:30 PM – 4:30 PM) @ Gator Boosters*

November 21   **Case Study Presentations & G2G Presentations**
***Tony Weaver,** Elon University (3:30 PM – 4:30 PM) via Zoom*

November 28   **THANKSGIVING**

December 11   **FINAL EXAM (10:00 AM – 12:00 PM) Final Case Studies Due**

Course Requirements

The assignments will be used to assess the student's academic standing in this course. Each assignment must be submitted by the beginning of class on the date it is due**. Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting examinations and/or projects are at the discretion of the instructor. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Reactions: 20%

To confirm understanding of the reading material and evaluate comprehension of the content, students will complete 11 short assignments over the course of the semester. These posts are also designed to provide students with talking points during class discussion. Writing prompts will be posted and must be completed and submitted **the day prior to** the following class meeting.

Management Training: 10%

Students will conduct a training session on a selected management/leadership topic. The focus of the session should be developmental and provide information that helps class members improve their leadership/management skills through activities or exercises. **Students are expected to lead a 10-15 minute session that should engage classmate in some type of learning activity. Each group will provide a related reading one week prior to their assigned training session**. **Additionally, each group will prepare a one-page handout that includes a reference list of articles used to develop content for the session**.

Leadership Philosophy: 15%

Using the 8 assessments that will be completed over the first few weeks of the course, create a brief summary profile of your leadership style that is based upon the results of the assessments. Following this, outline your basic "leadership philosophy", give examples from your experiences and from the literature that explain why you either agree or disagree with the profile derived from the assessments, and discuss specific ways in which you feel you should develop yourself in the future. Develop a vision/mission statement for yourself based upon your leadership philosophy and your future goals in the field. (8 page max., not including assessments or references)

G2G Connections: 20%

This assignment is meant to teach students about leadership development through authentic interactions with alumni/ae and learn about leadership in the real world. Each student will be assigned two UF TRSM alums. During the first few weeks of the semester, Alums will be identified based upon goals and field of interest. You will be required to have 2 conversations with the alums. The first will be a "get to know you" conversation. The second will involve a semi-structured interview on "leadership in the real world." More information about this assignment is available in Canvas.

Case Study: 20%

The case method allows you to acquire low-cost experience. It provides the benefit of *applying* concepts and theories--learning by doing--but in an environment where costs of mistakes are slight. It also provides you with practice in wrestling with important management issues. Sometimes we will come to a consensus regarding what the firm in question should do--but it is the *reasoning process by which we arrive at the answer that's key*. In other instances, a single "right answer" may not emerge, or several feasible alternatives may surface. This should not bother you unduly. The case method is intended to lead us to the right questions, to build discussion and debate, and to force us to reconcile differences in analysis with those of our peers.

In preparing a case, *begin* by reading it through at least two times: (1) Very briefly to get a "feel" of the situation (e.g., the company, its products and markets, its problems, and the people involved). This will allow you to see what's important in analyzing the case and what is relatively less important. (2) Carry out your analysis in response to assignment questions (if provided) for the case. **Document your** 5 **analysis to help you organize and integrate your thoughts. Be sure to write down supporting arguments for your recommendations**.

Your case report should include the following:

- ✓ Summary of the Case as presented.
- ✓ Gather information on the Case environment.
- ✓ Summary of the Case issues as you define them.
- ✓ Make supported recommendations using relevant literature
- ✓ Re-analyze alternatives to #3 through #4.

Tips:

- Know the case backwards and forwards before you begin your case study analysis.
- Give yourself enough time to write the case study analysis. You don't want to rush through it.
- Be honest in your evaluations. Don't let personal issues and opinions cloud your judgment.
- Be analytical, not descriptive.
- Proofread your work! It must be presented in APA (6th) style.

Participation: 15%

This is a course of ideas and dialogues, therefore regular participation is required and represents and large portion of students' overall grades. Students are expected to exhibit a high degree of professionalism during all class meetings and when submitting work assigned throughout the course. At minimum, students are expected to show up to class on time **and be prepared to participate thoughtfully in the activities that are part of each class period**. All students will be evaluated on their contributions to class discourse and the degree of professionalism they exhibit throughout the course.

Participation Breakdown:
- 50% Attendance
- 25% Active and thoughtful discussion
- 25% Preparedness

Course Policies

Absences - Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date. Documentation is required for an absence to be excused. Excused absences include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity. Absences will be excused at instructor's discretion. Unexcused absences will affect participation grade.

Academic Integrity - Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://www.dso.ufl.edu/students.php.

Students with Disabilities - Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. This syllabus and other class materials are available in alternative formats upon request. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. *For more information, refer to http://www.dso.ufl.edu/drc, (352) 392-8565 (V), (800) 955-8771 (Relay), Reid Hall Room 001.*

U Matter, We Care - Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Evaluations - Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Course Communication - The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructors may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com, etc.). Email subject should start with "6158 – First name, Last name - …" Email use does not relieve students from the responsibility of confirming the communication with the instructors. Always sign your email – don't make the instructors guess from whom the email was sent. The instructor will answer your email within two business days. However, a timely email response will be subject to the instructor's commitment to research, scholarly activity, and service. Course-related communications such as syllabus, announcements, and other documentations will be available for students on Canvas (http://elearning.ufl.edu/). It is the student's responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

Class Demeanor - Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom, or during designated break periods. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.