



**MANAGEMENT & LEADERSHIP IN SPORT  
SPRING 2024**

**COURSE OUTLINE**

<b>A. DESIGNATION:</b>	<b>Department and Number</b>	SPM 6158
	<b>Credits</b>	3
	<b>Day/Time</b>	Thursdays, 9:35am-12:35pm
	<b>Location</b>	FLG 235

**B. COURSE DESCRIPTION:**

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.

**C. CONTACT INFO:**

Dr. Christine Wegner, Ph.D.  
Florida Gym, Room 250E  
Phone: 352-294-2821  
Email: [christinewegner@ufl.edu](mailto:christinewegner@ufl.edu)  
Office Hours: Tuesdays, 10am-12pm; by appt

**D. COURSE OBJECTIVES:**

*Upon completion of this course students are expected to successfully:*

1. Define leadership based on myriad attributes and actions rather than position in the organization
2. Identify examples of leadership from a number of unique perspectives
3. Apply classical leadership theory to contemporary management challenges
4. Propose real-world solutions to contemporary sport management issues
5. Develop personal leadership philosophies designed to guide future decision making
6. Recognize the scope of their own organizational influence as leaders in the sport industry

**E. 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. 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:

*Online:* <http://www.dso.ufl.edu/drc>

*Phone:* (352) 392-8565 (V) or (800) 955-8771 (Relay)

*Office:* Reid Hall Room 001

This syllabus and other class materials are available in alternative formats upon request.

## **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](mailto: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](mailto: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](mailto: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. When class is held via Zoom, students are not required to turn on their cameras during the class period. However, in lieu of video, they should upload an avatar or picture of their choosing. 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.

### **An Inclusive Classroom**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

## **Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, *Academic Affairs, August 5th, 2021* Honor Code and Student Conduct Code.

## **F. 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>.

### **Weekly Responses: 20%**

To confirm understanding of the reading material and evaluate comprehension of the content, students will complete 10 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 given posted on Canvas and must be completed and submitted **prior to class time.** Class readings must be incorporated for full credit.

### **Management Training Session: 10%**

Students will conduct a training session on a selected management/leadership topic in groups of two. 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 20-25-minute session that should engage group members in some type of learning activity. Each group will provide 1-2 related readings 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.

#### **Assessment Inventory and Leadership Philosophy: 20%**

Using the 8 assessments that were filled out over the first few weeks of the course:

1. Create a brief summary profile of your leadership style that is based upon the results of the assessments.
2. 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.
3. Develop a vision/mission statement for yourself based upon your leadership philosophy and your future goals in the field.
4. Eight-page maximum (not including assessments or references)

#### **Gator-to-Gator Connection: 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 responsible for seeking out and connecting with an alumna/us via LinkedIn or Gator2Gator.

You will be required to have 2 conversations with the alum. 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 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:

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

Tips:

1. Know the case backwards and forwards before you begin your case study analysis.
2. Give yourself enough time to write the case study analysis. You don't want to rush through it.
3. Be honest in your evaluations. Don't let personal issues and opinions cloud your judgment.
4. Be analytical, not descriptive.
5. Proofread your work! It must be presented in APA (7<sup>th</sup>) style.

### **Graduate Final Exam Requirement**

During this course, the successful completion of the Case Study will fulfill a requirement of the Graduate Final Exam, which is a requirement to be completed prior to the completion of the M.S in Sport Management degree at the University of Florida. To successfully complete the Case Study, the student must earn a minimum of 80% on the assignment. A failure to meet the minimum of 80% will require the student to rewrite and resubmit the Case Study to the instructor by the stated deadline which will be before the end of the semester. However, the rewrite grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully rewrite and resubmit the Case Study will result in earning an “Incomplete” (I) grade for the course until the requirement has been met. (Please note: An “Incomplete” (I) grade becomes punitive to your overall GPA approximately one semester following the assigned “Incomplete” grade.) It is the student’s responsibility to arrange with the instructor and agree in writing the timeline for successfully completing the Case Study in fulfillment of the Graduate Final Exam portion. If the student successfully earns a minimum of 80% on the first submission of the Case Study, then no further action is necessary.

### **Participation/Professional Conduct: 10%**

This is a course of ideas and dialogues, therefore regular participation is required and represents a 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.

**G. COURSE CONTENT (Subject to change with notice):**

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignment</b>
1/11	Introduction to the Course	
1/18	Foundations of Leadership in Sport Management	Gardner, ix-54; Wooden xiii-xvi; See Canvas Assessment 1 & 2/Reaction 1
1/25	The Faces of Leadership	See Canvas Assessment 3 & 4/Reaction 2
2/1	The Cultivation of Leadership	Gardner 157-182; Wooden 1-15; See Canvas Assessment 5 & 6/Reaction 3
2/8	Charisma, Communication, and Authenticity	Gardner, 183-192; Wooden, 237-239; See Canvas Assessment 7 & 8/Reaction 4
2/15	Power and Ethical Leadership	Gardner, 55-80; See Canvas Reaction 5
2/22	Decision Making and Shared Leadership	See Canvas Leadership Philosophy
2/29	Barriers to Leadership GUEST SPEAKER ANGEL MASON	See Canvas Reaction 6
3/7	Organizational Culture	Wooden, 16-91; 192-208; 219-232; See Canvas Reaction 7; G2G Connect Part 1
3/21	Crisis and Conflict Management	Wooden, 107-134; See Canvas Reaction 8
3/28	The Dark Side of Leadership and Leadership Failure	Irwin, 3-95; See Canvas Reaction 9;
4/4	Legacies and Leadership Beyond the Organization	Gardner, 81-120; Irwin, 99-192 G2G Connect Part 2
4/11	Gator-to-Gator Presentations	Reaction 10; Gator-to-Gator Presentations
4/18	Case Study Presentations	See Canvas
4/29	<b>Final Case Studies Due</b>	

**H. METHODS OF EVALUATION:**

<b>Assignment</b>	<b>Percentage</b>	<b>Points Earned</b>
Leadership Philosophy	20%	
Weekly Reaction Papers (10 total)	20%	
Mgmt Training	10%	
Gator-to-Gator Connection Paper	20%	
Case Study	20%	
Participation	10%	
<b>Total</b>	<b>100%</b>	

***Grading Standards***

A = 100% - 93.00%	A- = 92.99% - 90.00%	B+ = 89.99% - 87.00%
B = 86.99% - 83.00%	B- = 82.99% - 80.00%	C+ = 79.99% - 77.00%
C = 76.99% - 73.00%	C- = 72.99% - 70.00%	D+ = 69.99% - 67.00%
D = 66.99% - 63.00%	D- = 62.99% - 60.00%	E = 59.99% and below (failing)

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

**I. TEXT & READING MATERIALS:**

- (1) Gardner, J. W. (1990). *On leadership*. New York: The Free Press.
- (2) Wooden, J., & Jamison, S. (2005). *Wooden on leadership*. New York: McGraw-Hill.
- (4) Irwin, T. (2009). *Derailed: Five Lessons Learned from Catastrophic Failures of Leadership*. Nashville, TN: Thomas Nelson.
- (5) Additional Readings posted to Canvas

**J. DATE OF SYLLABUS:** January 2, 2024