



MANAGEMENT & LEADERSHIP IN SPORT
SPRING 2021

COURSE OUTLINE

A. DESIGNATION:	Department and Number	SPM 6158
	Credits	3
	Day/Time	Wednesdays 3:00-5:00pm
	Location	Zoom/Canvas

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.

This course is an online course that meets synchronously (in real time) one time per week. Lectures will be posted on Canvas separately, and the Zoom class time will be used predominantly for discussion and guest lectures.

C. CONTACT INFO:	Dr. Christine Wegner, Ph.D.
	Florida Gym, Room 304
	Phone: 352-294-2821
	Email: christinewegner@ufl.edu
	Office Hours: Tuesday 10am-12pm; or by appt via Zoom

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 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. 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.

Respect for Diversity

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.

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.

Current Topics: 10%

Students will be assigned a single week to present a current event around a specific leadership topic, and lead a 10-minute discussion on Zoom during the class meeting about the topic, the connections to past and/or present readings, and the implications for the sport industry. Students will share articles related to the current topic with the class in the chat box during the discussion. Students will also submit a one-page summary and leadership implications prior to class.

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 assigned two UF SPM 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 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 (6th) 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.

Participation Breakdown:
50% Attendance
50% Active and thoughtful discussion

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

Date	Topic	Reading/Assignment
1/13	Introduction to the Course	
1/20	Foundations of Leadership in Sport Management	Gardner, ix-54; Wooden xiii-xvi; See Canvas Assessment 1 & 2/Reaction 1
1/27	The Faces of Leadership	See Canvas Assessment 3 & 4/Reaction 2
2/3	The Cultivation of Leadership	Gardner 157-182; Wooden 1-15; See Canvas Assessment 5 & 6/Reaction 3
2/10	Charisma, Communication, and Authenticity	Gardner, 183-192; Wooden, 237-239; See Canvas Assessment 7 & 8/Reaction 4
2/17	Organizational Culture GUEST LECTURER JEREMY FOLEY	Wooden, 16-91; 192-208; 219-232; See Canvas Reaction 5
2/24	Barriers to Leadership GUEST SPEAKER ANGEL MASON	See Canvas Leadership Philosophy; Reaction 6
3/3	Power; Case Study Workshop	Gardner, 55-80; See Canvas G2G Connect Part 1 Due
3/17	Decision Making and Shared Leadership	See Canvas Reaction 7
3/24	Crisis and Conflict Leadership	Wooden, 107-134; See Canvas Reaction 8
3/31	The Dark Side of Leadership and Leadership Failure GUEST LECTURER JEREMY FOLEY	Irwin, 3-95; See Canvas Reaction 9; G2G Connect Part 2 Due
4/7	Legacies and Leadership Beyond the Organization	Gardner, 81-120; Irwin, 99-192 Reaction 10; Gator-to-Gator Presentations (asynchronous)
4/14	Case Study Presentations (asynchronous)	See Canvas
4/21	Final Case Studies Due	

H. METHODS OF EVALUATION:

Assignment	Percentage	Points Earned
Leadership Philosophy	20%	
Weekly Reaction Papers (10 total)	20%	
Current Topics	10%	
Gator-to-Gator Connection Paper	20%	
Case Study	20%	
Participation	10%	
Total	100%	

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 6, 2021