Seattle University
Center for the Study of Sport and Exercise

SADL 515
Sport Organizations: A Systems Perspective
Course Syllabus – Spring 2014

Course Time and Location	***Instructor:***
Time: 6-9pm Section 01: Tuesdays Location: Pigott 208	Dr. Maylon Hanold Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114

About the Course

Course Description and Overview
After successful completion of this course, students will be able to understand the primary processes involved in managing organizations such as organizing, planning and evaluating. They will be able to assess strengths and weaknesses of organizations through the lens of organizations as systems. Specifically, they will be able to analyze (1) organizational structure, stakeholder salience, 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.

Texts and articles required*:*
This course requires students to work continually and diligently throughout the quarter and entails a fair amount of reading, writing, studying, seeking information beyond course readings, reflection and discussion. Listed below is the required book for the course. It can be purchased from many bookstores, including Seattle University Bookstore and online booksellers.

Chelladurai, P. (2009). *Managing organizations for sport and physical activity: A systems perspective* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers Inc. ISBN-10: 1890871931

Kaplan, S. (2012). *The business model innovation factory*. Hoboken, N.J. : John Wiley & Sons. **(available as an e-book through the SU library)**

Sloan, J. (2013). *Learning to think strategically*. New York, NY: Routledge. **(Dr, Hanold will provide copies as this is a shared reading)**

Articles assigned for reading in this course can be accessed via Seattle University's library database system.

Course Objectives:
After successfully completing this course, students will be able to do the following:

Objective	**Learning Outcome**	**Evaluative Tool**
1.Understand and evaluate organizational structure with respect to the following:		
a. Classic Organizational Theories	Content knowledge, communication	Class Activity
b. Systems View Organizational Theories	Content knowledge, communication	Class Presentations
2. Understand how the following affects the process of organizing as well as resultant organizational behavior		
a. efficiency versus effectiveness	Content knowledge, communication	Class discussion
b. differentiation versus integration	Content knowledge, communication	Class discussion
c. bureaucratic tendencies and what constitutes a technical core and institutional levels of organizations	Content knowledge, communication	Class discussion
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	Class discussion Stakeholder Chart Strategic Plan
4. Understand various approaches to data collection & decision making within the general planning process	Content knowledge, discovery and inquiry, critical thinking, communication, lifelong learning	Discussion Board
5. Understand and draw connections among contemporary approaches to innovative business plans and planning process	Discovery and inquiry, critical thinking, communication	Discussion Board
6. Applying all of the above, engage in strategic planning. More specifically, students will		
a. Facilitate the creation of a mission statement and values	Content knowledge, discovery and inquiry, critical thinking, communication	Strategic Plan Presentation & Reflection
b. Conduct a SWOT analysis	Content knowledge, discovery and inquiry, critical thinking, communication	Strategic Plan Presentation & Reflection
c. Facilitate relevant objectives and goals for an organization as well as a timeline for achieving those goals	Content knowledge, discovery and inquiry, critical thinking, communication	Strategic Plan Presentation & Reflection
d. Develop understanding of information gathering specific to strategic planning	Content knowledge, discovery and inquiry, critical thinking, communication	Strategic Plan Presentation & Reflection
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	Class activities and 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	Dialogue Sessions

Course Design and Assignments

Course Design:
In this course about organizations and how to manage them, you and I will work together to co-construct key knowledge in an effort to develop skills for practical use in sport organizations. In essence, the format of this course builds on content and/or skills you've learned in sport sociology and sport leadership. There is quite a bit of reading in the first few weeks of the course. The readings are meant to be starting points for knowledge building, and you are expected to search other resources to develop your knowledge as you move through the course in order to accomplish the tasks set forth. My role, as professor, 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.

The Course Design incorporates the following principles:

Principle	Course Design
Learning is fundamentally about making and maintaining connections (emotionally, physically, intellectual and experientially).	Early assignments involve activities as experiential learning in order to encourage connections between readings and real-life situations. The strategic planning process requires that you integrate knowledge on a larger scale.
Learning is enhanced by taking place in the context of a compelling situation, balancing challenges and opportunity, and allowing for contemplation and reflection.	You will design the process for facilitating and creating a strategic plan for a small running retail store in Seattle.
Learning is an active search for meaning by the learner; constructing knowledge shaped by experience.	There is very little lecture. This course is based on discussion, dialogue and the experiential methods of activities, projects and analyses as well as sharing our individual understandings. These experiences are aimed to engage you in thinking about and applying what you learn.
Learning is done by individuals who are intrinsically tied to others as social beings, able to enhance learning through cooperation and sharing.	Most of class time will be devoted to working in groups as you solve problems, gather information, plan and evaluate.
Learning requires frequent feedback to be sustained, practice to be nourished, and opportunities to use what has been learned.	You will do most of your group work in class so that I can provide feedback along the way.
Learning often takes place informally and incidentally, beyond the classroom, in casual contacts with others, in involvement with teams, and with the campus and community life.	As you move through this course, take the opportunity to notice how it affects how you see organizations and the tasks of organizing, planning and evaluating.
Learning is grounded in particular contexts and individual experiences; effort is required to transfer knowledge and skills to new and different contexts.	While not every activity, project or paper will focus on the type of organization in which you think you will work, the principles of analysis are similar. Take note, make connections and the principles will help you in the future.

Course Assignments:

A. Unit 2 Presentations: Setting the Stage (100 pts)
Unit 2, the second class on April 8, is dedicated to setting the stage for our learning about organizations and planning. The readings for this day will be divided among students. You will be assigned a specific set of readings. Each group is responsible for presenting to the class the key concepts I have identified within each topic (systems view thinking, systems based organizing, general planning, the importance and role of mission, values and goals, and strategic planning). See Canvas for more details.

B. LTS Dialogue Preparation & LTS Dialogue Sessions: (Presentation: 125pts ; Dialogue Sessions: 25pts each session, 100pts total):

Dialogue Preparation
You will be assigned chapters to read in *Learning to Think Strategically*. You are responsible for posting materials, notes, outlines, etc. on Canvas on the Friday by midnight PRIOR to the class in which they are due on Canvas. The goal is to present the material in such a way that it functions as an excellent summary as well as provides key, specific concepts that prepare everyone else to be able to engage in a dialogue about the concepts and how they integrate with all that we are learning. Once the LTS summaries are posted EVERYONE ELSE needs to read the summaries prior to class. That is why they are due on Friday. That way you have a few days to read the summaries before coming to class when you will engage in a Dialogue Session (see below). You will only do this ONCE for the quarter. This part is worth 125pts. See Canvas for rubric. I will grade your presentations according to the Rubric.

Dialogue Sessions
There are four dialogue sessions, only one of which you actually prepare. For the remaining three sessions, you are to read the summaries that the group assigned for that week has prepared and posted on Canvas (see above). You should come to class prepared to engage in dialogue about these particular ideas and how they integrate or connect to other learning in this course. You will fill out a self-assessment rubric for each of the four sessions in which you will assess your ability to engage in dialogue (avoiding falling into the modes of discussion and debate). Thus, you ALWAYS fill out a self-assessment for the Dialogue Session whether or not you are the actual preparer or simply reader of the summaries. There are a total of four sessions, each worth 25pts for a total of 100pts. See Canvas for rubric, which you need to print out for each LTS Dialogue session.

C. Discussion Board: (75 pts):
For this assignment, we will use the Discussion feature in Canvas. It consists of two parts. By the end of the day on May 14 (Wednesday), I will post 1-2 discussion questions based on Kaplan's book chapters 4, 5 & 6 and Sloan's book chapters 19, 20, 21. You are to write a direct response to each question I pose. Each response should consist of 200-300 words. It should utilize the concepts in the chapter and connect to prior knowledge from this course. Second, as comments are posted, you need to post at least TWO 200-300 word responses to other's comments. The total number of minimum responses is 4- two direct responses and two other responses of other's comments (your choice as to whether or not they deal with the same or different original questions). Your responses should be thoughtful and in complete sentences. Responses should be posted no later than 9pm on May 20, Tuesday. As a reminder, there is NO CLASS on May 20. This assignment is in lieu of that class.

D. Strategic Plan: (300 pts, due on-site May 13)
You will design, plan and execute a strategic planning process for a small running shop in Issaquah. Strategic planning is one of the most critical roles of the manager. As such, we will spend 2 class periods learning about strategic planning and designing how you plan to execute the strategic planning process for this small running shop. You will then facilitate the actual process in the shop with the owner as they are available over two evenings. The third evening you will present the plan. You are expected to be able to elicit important information from them as their strategic plan emerges by integrating your knowledge of the process with your own sport specific information gathering and experiences in sport organizations. Being a strategic plan facilitator is learning how to balance your own insights with the energy of the people in the organization. Finally, you are expected to engage in a reflection process. On the rubric, the point split is: Planning (120), Execution (130), Reflection (50).

E. Organizational Effectiveness Paper: (300 pts, due by midnight Sunday, June 8):
The Organizational Analysis Assignment is 2000-4000 word analysis of an organization through ONE of the following models of organizational effectiveness: Multi-Dimensional (system resource, process, goals), multiple constituency or competing values. See Rubric on Canvas for more details.

Course Expectations:
To do well in this class, you will probably need to spend **at least** 10 hours per week **outside** of class on the readings, preparing for our work. Please plan accordingly.

Grading:
A total of 1000 points may be earned for this class. Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm June 18.

93.33%+ = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. 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.

SU Mission and Professional Accountability

MISSION STATEMENT:
Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision
We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
  We put the good of students first.
- **Academic Excellence**
  We value excellence in learning with great teachers who are active scholars.
- **Diversity**
  We celebrate educational excellence achieved through diversity.
- **Faith**
  We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
  We foster a concern for justice and the competence to promote it.
- **Leadership**
  We seek to develop responsible leaders committed to the common good.

Attendance

Students are expected to attend all class days and be in the classroom from 6:00-9:00pm. Please notify Dr. Maylon Hanold (via email, text or phone) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services

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 the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; http://www.seattleu.edu/student/counsel/index.asp] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle 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 will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; http://www.seattleu.edu/registrar/page.aspx?ID=87

Questions and Out-of-Class Communication

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and update Canvas as needed. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must

always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please turn off and put away all cell phones and PDAs** prior to class and **refrain from texting, emailing or personal web surfing during class**. If you are awaiting an urgent call and need to leave your phone on during class, let Dr. Hanold know prior to class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

Course Outline and Schedule

CLASS SCHEDULE- *I reserve the right to modify this syllabus at any time.

Date	Readings and Assignments Due Before Class	In Class
April 1 Unit 1	*Management and Classic Organizational Structures* Chella: p. 43-51 [Management as co-ordination] Chella: p. 62-69 [classifying organizations] Chella: Chapter 7 [Principles of Organizing] Perrow (1973): PV U1 Short and Glorious History of Organizational Theory Do: Answer Unit 1 Questions on Canvas (The same as what I sent out in the email)	Course Overview Organizational Structure Activity Review Readings *Learning to Think Strategically* (LTS) - introduction - details of LTS Dialogue Presentation and Session expectations Unit 2: Presentations & Setting the Stage - introduction & expectations - assign groups

April 8 Unit 2	*A Systems View of Organizations and Key Elements in Planning* You will do these readings according to your specific group. Your group is responsible for presenting a summary/synthesis of the concepts highlighted on Canvas. Group A Chella: Chapter 3 [Systems View of Organizations] Group B Chella: Chapter 8 [Systems Based Organizing] PV U2 Environment & Principles of Organizing Group C Chella: Chapter 5 [Planning] PV U2 Yusof 1996 Group D [Strategic Planning] PV U2 Gathering Data in Strategic Planning PV U2 Grove 2000 PV U2 Kriemadis Theakou 2007 PV U2 Overview of Strategic Planning Group E [Mission, Values, Goals] PV U2 Garleghi 2011 PV U2 Horler 2008 PV U2 Verma 2009 PV U2 Williams 2008 **Do: See Canvas for specific details about the focus for each of the readings in terms of what to present**	**Presentations of Readings: Setting the Stage (100pts)** **Strategic Planning Preparation** Divide into 2 groups for facilitation of UpHill Running Strategic Planning sessions Group I: Mission, Values, SWOT [April 15] Group II: Goals, Objectives, Timeline [April 29] Prepare what is required of you, what you will do, how you will go about your work.
April 15 Unit 3	*Strategic Planning: UpHill Running On-Site* *Group I* Find new or re-read any material that helps your group. Read through the Strategic Planning Rubric to get a sense of what you need to be paying attention to as you move through this process. You will complete a SP Rubric as a self-evaluation, which I will use to determine your final rubric points and grade for the project.	UpHill Running Facilitate the following: Mission, Vision & Values SWOT Analysis

April 22 Unit 6	*How Do we Think Strategically? and The Role of Dialogue* No new readings except for people preparing LTS chapters Do: Group I Collect any additional information or data needed to draft Mission (Vision), Values and SWOT Group II Re-read any material to help you do the preparation in class for your UpHill Running onsite facilitation LTS Summaries (Due on Canvas by midnight, Friday, April 25) See Canvas for chapter assignments Part II (chapters 4, 5, 6, 7)	LTS Dialogue Introduction (Dr. Hanold) LTS Dialogue Presentation and Session Part II (chapters 4, 5, 6, 7) Group I 1. Share information about Uphill Running with Group II 2. Prepare summary of MVV and SWOT Group II Prepare to facilitate goals objectives and timeline for next week
April 29 Unit 3	*Strategic Planning: UpHill Running On-Site* Group II Find new or re-read any material that helps your group Read through the Strategic Planning Rubric to get a sense of what you need to be paying attention to as you move through this process. You will complete a SP Rubric as a self-evaluation, which I will use to determine your final rubric points and grade for the project.	UpHill Running Facilitate the following: Goals & Objectives Timeline for Goals & Objectives

May 6 Unit 6	*Domains of Learning, Intuition as Outgrowth of Experience & Multiple Constituency Model of OE* Read (everyone): Chella: P. 374-377 [Multiple Constituency Model of Organizational Effectiveness] Do: Group II Collect any additional information or data needed to draft Goals & Objectives with Timeline LTS Summaries (Due on Canvas by midnight, Friday, May 9) Part IV (chapters 11, 12) and Part VI (chapters 15, 16, 17, 18)	LTS Dialogue Presentation and Session Part IV (chapters 11, 12) and Part VI (chapters 15, 16, 17, 18) Activity: Multiple Constituency Model of OE Group II Share information about what you found. Everyone Co-ordinate and plan how you will wrap up the project in order to be ready to present on May 13
May 13 Unit 3	*Strategic Planning: UpHill Running On-Site* Co-ordinate all sections of Strategic Plan to produce ONE document (Printed) that you all present to UpHIll Running Please co-ordinate to print copies for everyone in the class including me. This is a valuable document that you can use in a portfolio as evidence of work you have actually done for a sport organization ***Please bring a copy of the Strategic Planning Rubric for yourself to fill out after we debrief***	UpHill Running Everyone Present Strategic Plan Debrief Strategic Planning Process after presentation
May 20 Unit 8	***No Class*** *Data Gathering and Decision Making* Read: Book is available from SU's Library 1. eBook "The Business Model Innovation Factory" by Saul Kaplan- Read Chapters 4, 5, & 6. 2. PV U8 *But What About the Numbers?* DO: Discussion Board- See Canvas for details	Discussion Board in lieu of class

May 27 Unit 9	*Organizational Effectiveness: Multi-Dimensional & Competing Values* *The Role of Culture in Strategic Thinking* Read Chella: p. 355-373 & p. 378-388 PV U9 Bosscher 2011 PV U9 Chella 1987 PV U9 Coyler 2000 PV U9 Hossein 2011 PV U9 Robinson Minikin 2012 LTS Summaries (Due on Canvas by midnight, Friday, May 30) Part VIII (chapters 22, 23)	LTS Dialogue Presentation and Session Part VIII (chapters 22, 23) Activity: OE Models MD and CV Review the Role of Culture in Organizational Effectiveness
June 3 Unit 10	*Skills for Strategic Thinking and Becoming Better at Them* LTS Summaries (Due on Canvas by midnight, Friday, June 6) Part IX (chapters 24, 25, 26) & Part X (chapters 27, 28, 29)	LTS Dialogue Presentation and Session Part IX (chapters 24, 25, 26) & Part X (chapters 27, 28, 29) Guidelines for Writing Organizational Effectiveness Paper
June 8	**Organizational Effectiveness Final Paper Due 11:59pm**	