

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism, Division of Sport Recreation and Tourism  
SPMT 475.001- Sport Management Professional Development Seminar  
Fall 2016

DAY/TIME:	Tuesday, 4:30pm	LOCATION:	Finley 119
PROFESSOR:	Robert E. Baker	EMAIL ADDRESS:	<a href="mailto:rbaker2@gmu.edu">rbaker2@gmu.edu</a>
OFFICE LOCATION:	221 BRH-PW	PHONE NUMBER:	703-993-3727
OFFICE HOURS:	M, 1-3pm, 202 Finley T, 1-3pm, 221 BRH By Appointment	FAX NUMBER:	703-993-2025
CREDITS:	3 hours		
PREREQUISITES:	SPMT 241, minimum of 75 hours, majors only		

### COURSE DESCRIPTION

This is a seminar format in which students synthesize and apply theories, concepts, and practices in the leadership and management of sport organizations.

### COURSE OBJECTIVES

The student will be able to:

1. Recognize the application of theoretical concepts in management, economics, marketing, public relations, sociology, psychology, and other disciplines.
2. Utilize effective communication to enhance organizational effectiveness.
3. Develop a professional code of ethics.
4. Identify personal and management values.
5. Apply knowledge of concepts and theories to practical sport management situations.
6. Effectively assess job performance.
7. Develop an appreciation for professional integrity and ethical behavior.
8. Reflect on the evolution and scope of sport management and the sport industry.
9. Recognize theories, skills, and competencies and personal styles of leadership.

### COURSE OVERVIEW:

Conceptually, this course is intended to provide practical assistance to you. The intent is for you to reflect on this course, five years from now, and know that it made a difference in your professional development! The learning experiences in this course are afforded through an interactive, seminar style instructional approach. This will ensure opportunities to meet the course objectives through instructor-led discussions with ample opportunities for student participation. In fact, the course requires student participation through applied readings, guest speakers, video tapes, current events, and more. Course content includes, but is not limited to, the following: Skills and competencies of sport leaders; Performance appraisal, assessment, evaluation, mentoring; Organizational communication, Communication skills, Business writing; Team building; Meeting management; Customer service; Professional ethics, rights and responsibilities; Concepts of morality; Personal philosophy regarding social responsibility; Professional codes of ethics; Personal and management values; Personal styles of leadership; Human resource management; Personal management philosophy and style; Effective decision making/problem solving; Small group behavior; Organizational structure and staffing; Organizational behavior; Definition and evolution of sport management. There are theoretical foundations and practical applications in each of these content areas.

#### Expectations:

1. All assigned reading for each class is to be completed prior to coming to class.
2. All written assignments must be typed (computer word processing is recommended).
3. Regular attendance and participation is expected. If you miss a class, it is your responsibility to obtain class materials from sources other than the instructor.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.
5. No electronic devices (e.g. phones, computers, recorders, etc.) can be used without instructor's express permission.

#### Class Attendance:

It enhances your academic success to be in class; therefore, you are expected to attend ALL scheduled class meetings in accordance with George Mason policy: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but to the class as a whole. Because class

participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.”

**Participation:**

Respect the free exchange of thought in an academic environment and the participants therein. You are expected to maintain a professional decorum. For example: a) Express permission of the Instructor is required for the use of any electronic devices; b) at the conclusion of class, wait until the teacher/guest speaker has finished prior to gathering your belongings; and c) do not chew tobacco, eat, sleep, disrupt others by inappropriate talking, or disrespect the class schedule by being tardy. In preparation for your profession, you are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Class discussions will be conducted in a civil, informed fashion wherein disruptions will not be tolerated. Your contributions are not only welcomed, they are essential.

**Alternative Work:**

**There is NO make-up work.** Only those excused absences supported by documentation will be addressed at the instructor’s discretion on an individual basis (e.g. a physician’s note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to due date. A grade of ‘0’ will be assigned to all missed work unless otherwise determined by the instructor. **There will be NO extra credit!!!**

**REQUIRED READINGS**

Readings will include current articles and news in sport management.

**Text:** Wong, G.M. (2013). *The Comprehensive Guide to Careers in Sports*. (2<sup>nd</sup> Ed.). Sudbury, MA: Jones & Bartlett  
 Rath, T. *Strengthfinders 2.0* packet w/ Access (7<sup>th</sup> Ed). Perseus.

**EVALUATION**

Assessment of student objectives will include, but is not limited to, your performance in: Interviews, In-Class Assignments, External Assignments, Meetings, Projects, Presentations, and your Professional Portfolio (including Resume, Letters, etc.).

**GRADING: There will be NO extra credit!!!**

Cumulative Points	Percentage %	Letter Grade
189-200	100 – 94	A
179-188	93 – 90	A-
171-178	89 – 86	B+
163-170	85 – 82	B
157-162	81 – 79	B-
151-156	78-76	C+
143-150	75-72	C
139-142	71-70	C-
119-138	69-60	D
≤118	59% & Below	F

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a ‘0’ for the associated evaluation.

Personal Interview	30 points (15%)
Portfolio (includes Letter of Inquiry/Cover Letter/Resume/Work Samples)	15 points (7.5%)
Participation (includes attendance, selected in-class assignments, engagement in class) <i>Linked In; Post Test</i>	55 points (27.5%)
Discretionary Assignments (includes both in-class and external assignments) <i>StrengthFinders Assessment</i>	40 points (20%)
Peer Teaching Presentation	30 points (15%)
Segment & Position Project	30 points (15%)
<b>TOTAL</b>	<b>200 points</b>

**Segment and Position Project-** a) Using the Wong text, and other available sources, sign up for an identified industry segment of interest to you. b) Produce a written report describing its typical governance, organizational structures, career tracks, etc. Then, c) select an actual sport organization within your identified segment. And, d) Research that organization, answering at the minimum, the following questions: Who are the key employees? What is their current status? Are there open positions? Finally, e) strategize regarding that organization and segment: How could you go about contacting them regarding a position?

**Peer Teaching Presentation-** Based upon the content you've prepared for Project I, teach or team teach a 15-20+ minute session. If multiple people have the same segment, they can jointly address the segment itself; however, each person must choose a different organization and present their research on that organization individually.

**Personal Interview-** individual interviews with the instructor will be conducted. Several days prior to meeting, a draft copy of your resume should be provided. The interview will consist of two aspects: a) standard employment questions as a mock job interview; and b) questions and a conversation about your intended career path, etc.

**Professional Portfolio-** This represents your life as a professional. It includes work samples, your resume, a sample cover letter, a sample letter of inquiry, and other evidence of who you are professionally. What do you want prospective employers to know about you? What evidence can you provide to document your professional credibility? The portfolio should be organized as if it were being presented to a prospective employer, and it should be produced as a product that reflects your professionalism.

**Assignments** might include such activities as: a) join **Linked In**; b) develop individual or group written responses to current topics and/or situations presented by the instructor (e.g. SBJ); c) volunteer work and/or service in the sport industry; d) engage with employment services (e.g. **teamworkonline**); e) develop and creatively present your **professional philosophy and career goals**; f) develop and use a 30-60 second '**elevator pitch**'; and g) meet with Career Services or a mentor.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



## TENTATIVE COURSE SCHEDULE:

DATE		TOPIC	ASSIGNMENT / DUE	
8-30	Week 1	T	The Course; Introductions; Your Professional Philosophy and Goals; Working in the Sport Industry;	<b>ASSIGN: Philosophy &amp; Goals</b>
9-6	Week 2	T	Philosophy, Goals, Objectives Presentations; Linked In; The Resume (assign Draft); Sign Up for Interview	<b>ASSIGN: Complete Strengthfinders 2.0</b> <b>SIGN UP: Interview</b> <b>DUE: Professional Philosophy &amp; Goals</b>
9-13	Week 3	T	Professionalism- Appearance & Communication; Presenting Yourself; How am I Successful?; Professional Requirements, Expectations, Skills & Competencies	C1 – C11; <b>ASSIGN: Draft Resume</b> <b>ASSIGN: Elevator Pitch</b> <b>ASSIGN/JOIN: LinkedIn</b>
9-20	Week 4	T	What You'll Encounter: Sport Industry Segments; Career Tracks & Paths	C12 – C14 <b>DUE: Resume Draft</b>
9-27	Week 5	T	Review Strengthfinders; Sign Up for Segment/Organization Project & Teaching Presentation	<b>ASSIGNMENT DUE: Strengthfinders 2.0</b> <b>SIGN UP: Segment Project &amp; Teaching Presentation</b>
10-4	Week 6	T	How do I get a Job?; Announcements; Search Strategies; On-line Searches; Applying for a Job; Cover Letters; LOI; Networking- Life is a Contact Sport; Tips to Separate Yourself; Interviewing	
10-11		T	<i>No Class- Monday classes on Tuesday</i>	
10-18	Week 7	T	Present and discuss Elevator Pitch: Multi-Tasking; Decision Making & Problem Solving; Crisis Management...	<b>DUE: Elevator Pitch</b>
10-25	Week 8	T	<i>Speaker</i> ; Questions in Preparation for Teaching?	
11-1	Week 9	T	Segment/Organization/Position Teaching Presentations	C15 - C48; <b>DUE: Segment &amp; Position Project; Teaching Presentation</b>
11-8	Week 10	T	Segment/Organization/Position Teaching Presentations	C49 – C59; <b>DUE: Segment &amp; Position Project; Teaching Presentation</b>
11-15	Week 11	T	Segment/Organization/Position Teaching Presentations	C60 – C71; <b>DUE: Segment &amp; Position Project; Teaching Presentation</b>
11-22	Week 12	T	<i>* Reassigned Time for Individually Scheduled Personal Interviews- No Formal Class Session</i>	C72 – C95

DATE		TOPIC	ASSIGNMENT / DUE
11-29	<b>*Week 13</b>	T Professional Development Synthesis & Discussion <b>POST-TEST</b>	<b>ASSIGN/DUE:POST-TEST</b>
12-6	Week 14	T Fall Internship Presentations	<b>DUE: Questions for Interns</b>
12-13	Week 15	T Course Wrap Up; Fall Internship Presentations (Tentative)	<b>DUE: Professional Portfolio</b>

*Note: Faculty reserves the right to alter the schedule as necessary.*