George Mason University
School of Sport Recreation and Tourism Management
SPMT 475.002- Sport Management Professional Development Seminar
Fall 2019

DAY/TIME:	Tuesday, 4:30pm	LOCATION:	Online
PROFESSOR:	Dr. Robert E. Baker	EMAIL ADDRESS:	rbaker2@gmu.edu
OFFICE LOCATION:	213H Krug Hall	PHONE NUMBER:	703-993-3727
OFFICE HOURS:	T, 2-3:30pm, FX 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.

Learner Outcomes or 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, online delivery model. This will ensure opportunities to meet the course objectives through 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.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online

synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Required Texts

George Mason University Career Services. Career Readiness Guide.
Rath, T. *Strengthfinders 2.0* packet w/ Access (7th Ed). Perseus.
Additional Readings will include current articles and news in sport management.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). 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.). 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 this syllabus and on Blackboard. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

ASSESSMENT	Points	DUE
Personal Interview and **Reflection**- (includes interview performance, written reflection submitted via Blackboard, and Draft Resume)	40 points (20%)	Varied by 10-22-19
e-Portfolio- reflects your professional life (includes Philosophy, Letter of Inquiry, Cover Letter, Resume, Work Samples)	30 points (15%)	11-19-19
Presence and **Participation** (includes discussion boards, engagement in class) and **Discretionary Assignments**	30 points (15%)	Throughout
Professional Philosophy	10 points (5%)	9-3-19
Linked In	10 points (5%)	10-8-19
StrengthFinders Assessment	10 points (5%)	10-1-19
Elevator Pitch	15 points (7.5%)	10-8-19
Peer Discussion Leader	15 points (7.5%)	Varied
Research Project	30 points (15%)	10-29-19
Post Test Completion	10 points (5%)	12-10-19
TOTAL	**200 points**	

Personal Interview- pre-arranged 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 and behavioral employment questions as a mock job interview; and b) questions and a conversation about your intended career path, etc. A Reflection on your Interview will be submitted.

Research on Segment and Position - a) Research and produce a report outlining typical governance, organizational structures, career tracks of your selected industry sector; b) describe a pre-approved sport organization within the identified sport industry segment and 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, c) strategize regarding that organization and segment: How could you go about contacting them regarding a position? What else do you want to know?

Peer Discussion Leader- Based upon the Module content, research and provide questions, comments, feedback to foster participation in online discussion.

Professional e-Portfolio- This represents your life as a professional. What do you want prospective employers to know about you? What evidence can you provide to document your professional capacity and 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. Written components can include work samples, your resume, your philosophy, a sample cover letter, a sample letter of inquiry, and other evidence of who you are professionally. Also, you can choose to incorporate video components reflecting you as a professional. This is a chance to be creative.

All graded activities will be submitted via **Blackboard** using the **Assessment** section or Discussion Board.

Assignments will include, but are not limited to, such activities as: a) join **Linked In;** b) develop and engage with individual prompts and/or responses to current topics and/or situations via discussion board (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.

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

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Tentative Class Schedule

DATE			TOPIC	ASSIGNMENT / DUE
8-27	Module 1		The Course & Syllabus (ppt, video) Introductions Discussion Board Leader (DBL) Sign Up The Sport Industry Sector (ppt, video)	**Assign:** **Syllabus Walkthrough** **CRG 1-6** **CRG 7-30** **ICE BREAKER DB** **Professional Philosophy DB** **SIGN UP for Discussion Board Leader (DBL)**
9-3	Module 2		Know Yourself- Professional Philosophy & Goals Resume (ppt, DB) Sign Up for Interview DBL- A professional philosophy … what is it and why have it?	**Assign:** **CRG 31-41** **SIGN UP for Interview** **Resume Draft** **Due:** **ICE BREAKER DB** **Professional Philosophy DB** **DB Leader Sign Up**
9-10	Module 3		Cover Letter; LoI (ppt, videos) DBL- What is Sport? The Sector includes …	**Assign:** **CRG 70-72** **LinkedIn** **Elevator Pitch** **Due:** **Resume DRAFT** **Resume & Cover Letter DB** **Interview Sign Up**
9-17	Module 4		Professionalism (ppt, readings) Interviews Begin DBL- Being Professional means …	**Assign:** **Professionalism readings** **CRG 50-56** **CRG 57-62** **Due:** **Professionalism DB**
9-24	Module 5		Job Search Strategies (ppt, video) DBL- How do I get a Job?	**Assign:** **CRG 1-6** **Due:** **Job Searches DB**
10-1	Module 6		Know yourself: Strengthfinders (ppt) DBL- Open Topic (you start the Forum)	**Assign:** **CRG 45-49** **Due:** **STRENGTHFINDERS DB**
10-8	Module 7		Networking (DB) DBL- Life is a Contact Sport! …	**Assign:** **CRG 57-62** **Due:** **LinkedIn** **Elevator Pitch DB Post**

Last revised July, 2017

	DATE			TOPIC	ASSIGNMENT / DUE
10-22	Module 8			Interview Discussion DBL- Interviewing …	**Assign:** **CRG 42-44** **Due:** **Individual Interview - DB** **Interview Reflection** **Interviews Completed**
10-29	Module 9			Career Research DBL- Career Research … what is it and why do it?	**Assign:** **CRG 63-65** **Due:** **Career Research DB Post** **DB**
11-5	Module 10			Career Research Negotiations Graduate Studies and/or Employment DBL- Open Topic (you start the Forum)	**Assign:** **CRG 66-69** **Due:** **Career Research DB Post** **DB**
11-12	Module 11			Career Research DBL- How do I separate myself?	**Assign:** **Due:** **Career Research DB Post** **DB**
11-19	Module 12			After Graduation DB DBL- What's ahead for us?	**Assign:** **Questions for Interns** **Due:** **DB** **ePortfolio**
11-26	Module 13			Thanksgiving	
12-3	Module 14			Internship Presentations (Streamed)	**Assign:** **Post-Test Review** **Due:** **Internship Questions**
12-10	Module 15			POST TEST	**Assign:** **Due:** **POST-TEST**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- 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 https://ds.gmu.edu/).

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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