



**SDNY BUSN 3383**  
**Sports Management**

**CAPA SYDNEY PROGRAM**

**Course Description**

This course provides undergraduate students with the critical understanding of the theories, concepts, knowledge and skills for managers in commercialized and community-based sports the Australian context. The course considers the ranges of challenges facing the 21<sup>st</sup> century sports manager including a complex sociocultural environment, competitive business markets, managing a range of key stakeholders, the future of sports management and strategic planning to meet future sporting organizations objectives. The course also evaluates how public policy, sport governance and legislative requirements impacts on the management of sporting organizations. Finally, the course examines the wider social utility of sport in Australia, such as its role in community and the forming of national identity, as an opportunity for social improvement and general community well-being.

**Course Aims**

On completion of this course, students will be able to:

- Apply key theories and concepts of sports management in Australia in the 21<sup>st</sup> Century, including the business of sport, commercial and sustainability imperatives, socio-cultural environments, current trends in sport management and the impact on Australian culture formation.
- Recognize and evaluate contemporary sports management issues and apply management models and techniques to develop relevant and innovative solutions.
- Demonstrate an understanding of current managerial and commercial imperatives in the running of sport as a business, applying critical and analytical thinking to real word scenarios.
- Gain an appreciation of the role of sport in the development of the Australian culture and identity, as well as consideration of current cultural issues to be considered in Australian sports management.

## **Requirements and Prerequisites**

No previous requirements or pre-requisites are required.

## **Learning Outcomes**

- a. Students will gain a sound knowledge of sports management in Australia, including Australian involvement in international sports such as those in the Olympics movement, Commonwealth Games, Soccer World Cup and Rugby World Cup. The ability to apply analytical and critical thinking to the range of relevant topics covered in the course.
- b. Students will cultivate their collaboration and teamwork skills through group activities in class, projects and presentations.
- c. Students will develop a range of communication skills to effectively articulate, argue and influence using written and oral forms.
- d. Students will achieve an appreciation of the importance of sport to the broad Australian culture and identity and how various stakeholders interact to form the Australian sporting culture.

## **Class Methodology**

This course follows a weekly face to face seminar based structure in class. During the seminar, lecture material will be delivered with case studies used in written and video format as a point of group class discussion. This will highlight major concepts and theories to be applied to current real-world situations. Guest speakers with practical specialized knowledge will attend the seminar to deliver presentations. Field trips will allow students to experience Australian sporting organizations in context, meet members of sports organizations to hear and ask first hand questions. The online platform CAPA Canvas will supplement learning with printed and video learning materials and resources. Canvas will be used to foster online interaction and discussion between students, staff and guest presenters.

## **Field Component(s)**

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) will be confirmed early in the semester but will include either attendance at a relevant talk by an international specialist and/or a visit to an organisation actively involved in promoting and facilitating foreign investment in the Asia Pacific region.

## Assessment &amp; Grading

Task	Weighting	SLO
1. Mid Term Case Study Report	25%	a, c, d
2. Individual Project Report	30%	a, c, d
3. Group Presentation	10%	a, b, c, d
4. Final Group Report	35%	a, b, c, d

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 – 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 – 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 – 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.

Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Academic Handbook.

### **1. Mid Term Case Study Report (25%)**

An individual based assessment will be completed by the end of Session 5. This will require students to analyse and provide recommendations on a case applying sports management theory and concepts covered in the first 4 Sessions of the course. Further assessment details and outline to be provided through CANVAS.

### **2. Individual Project Report (30%)**

Sports Management Report based on the Field Trip. Students will be given a real life sports management problem to prepare a consultant's report to the sporting organization with analysis and recommendations based on theory, models and concepts learnt during the subject. Further assessment details and outline to be provided through CANVAS.

### **3. Group Report (35%)**

During class in Session 13, a group report and presentation will be completed by students. In groups of 4, students will present a report on a major event, covering all aspects of the event including strategic objectives, stakeholder analysis, roles and responsibilities, risk assessment and scheduling. The report will be 3,000 words long following a pre-determined structure provided to the students, worth 35%. Further assessment details and outline to be provided through CANVAS.

### **4. Presentation of Report (10%)**

The students will deliver a group presentation of their analysis, findings and recommendations to the class for the duration of 15 minutes, worth 10%. Further assessment details and outline to be provided through CANVAS.

#### **Required Reading**

#### **Course Materials**

- Shilbury D, Phillips P, Karg A, Rowe K (2017) Sport Management in Australia: An Organisational Overview (5th Ed) Allen and Unwin, Sydney.

In addition to the textbook, other weekly reading assignments will be posted on CANVAS. Some readings are listed in the seminar outline below however articles on current events may be substituted as appropriate. Refer to CANVAS for the required readings each week.

#### **Recommended Reading**

- Chadwick, S., & Beech, J. (2013). The Business of Sport Management. Harlow: Pearson Education.
- Frawley, S. & Adair, D. (2013) Managing the Olympics. London: Palgrave Macmillan.
- Frawley, S., Misener, L., Lock, D., & Schulenkorf, N. (2019) Global Sport Leadership. London: Routledge.
- Hoyer, R., Smith, A., Westerbeek, H., Stewart, B., & Nicholson, M. (2015) Sport Management: Principles and Applications. London: Butterworth-Heinemann.
- Li, M., MacIntosh, E., & Bravo, G. (2012) International Sport Management: Human Kinetics.

- Pedersen, P. M., & Thibault, L. (2014) Contemporary Sport Management, 5E: Human Kinetics.
- Sotiriadou, P. and De Bosscher, V. (2013) Managing High Performance Sport, Routledge, London.
- Schulenkorf, N. & Frawley, S. (2017). Critical Issues in Global Sport Management. London: Routledge.

### Journals

- European Sport Management Quarterly
- International Journal of Sport Communication
- International Journal of Sport Management
- International Journal of Sports Finance
- International Journal of Sports Marketing and Sponsorship
- International Journal of Sports Management and Marketing
- International Journal for Olympic Studies
- International Review of Sport Sociology
- Journal of Sport Management
- Journal of Sport and Social Issues
- Sociology of Sport Journal
- Sport Management Review

### Weekly Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers.

Each Seminar there are set readings from the textbook and other sources. Class materials including lecture slides, explanatory notes and relevant additional readings will be posted online in CANVAS. The students are expected to review these materials prior to the session.

	Module topics	Class activities
Session 1	<p><b>Module 1 – Sport in Australia; origins, history and today</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 1 and 2</li> </ul> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 1</li> </ul>	<p><b>In Class</b></p> <p>Course overview</p> <p>Introductory lecture</p> <p>Allocate Groups presentation</p> <p><b>Online / Homework</b></p> <p>Review textbook chapter 1 &amp; 2</p> <p>Review additional readings</p>
Session 2	<p><b>Module 2 - Community and Amateur Based Sport</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 3</li> </ul>	<p><b>In Class</b></p> <p>Lecture 2</p> <p>Case Study Analysis</p>

	<p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 2</li> </ul>	<p><b>Online / Homework</b></p> <p>Review textbook chapter 3</p> <p>Complete online quiz</p> <p>Review additional readings</p>
<b>Session 3</b>	<p><b>Module 3 – Grass Roots to Professional</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 3</li> </ul>	<p><b>In Class</b></p> <p>Lecture 3</p> <p><b>Online / Homework</b></p> <p>Complete online quiz</p> <p>Review additional readings</p>
<b>Session 4</b>	<p><b>Module 4 – Role and Influence of Government</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 4 and 5</li> </ul> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 4</li> </ul>	<p><b>In Class</b></p> <p>Lecture 4</p> <p><b>Online / Homework</b></p> <p>Review textbook chapter</p> <p>Review additional readings</p> <p>Complete online quiz</p>
<b>Session 5</b>	<p><b>Module 5 – Corporate Model of Sport</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 6</li> </ul> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 5</li> </ul>	<p><b>In Class</b></p> <p>Lecture 5</p> <p>Event Management Report Discussion</p> <p><b>Online / Homework</b></p> <p>Review textbook chapter 6</p> <p>Review additional readings</p> <p>ASSESSMENT 1: INDIVIDUAL CASE STUDY DUE SUNDAY</p>
<b>Session 6</b>	<p><b>Module 6 - Major International Sports Movements: Olympics, Commonwealth Games, World Cups</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 8</li> </ul> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• See CANVAS Module 6</li> </ul>	<p><b>Class</b></p> <p>Lecture Seminar 6</p> <p>Event Management Report Discussion</p> <p><b>Online / Homework</b></p> <p>Review textbook chapter 8</p> <p>Review additional readings</p> <p>Complete online quiz</p>

<b>Session 7</b>	<b>Module 7 – Events Management</b>  <b>Required Reading</b>  Shilbury (2017) Chapter 7	<b>Class</b>  GWS Giants Field Trip  <b>Online / Homework</b> Review textbook chapter 7 Complete online quiz
<b>Session 8</b>	<b>Module 8 - Sport Development: Mass Participation</b>  <b>Required Reading</b> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 9</li> </ul> <b>Additional Reading</b> <ul style="list-style-type: none"> <li>• See CANVAS Module 9</li> </ul>	<b>Class</b>  Lecture  Final Consulting Report Discussion  ASSESSMENT 2: INDIVIDUAL REPORT DUE SUNDAY
<b>Session 9</b>	<b>Module 10 –Managing Elite Athletes and Role of Institutes of Sport</b>  <b>Required Reading</b> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 10</li> </ul> <b>Additional Reading</b> <ul style="list-style-type: none"> <li>• See CANVAS Module 10</li> </ul>	<b>Class</b>  Lecture  Final Consulting Report Discussion  <b>Online / Homework</b> Review textbook chapter 10 Review additional readings Complete online quiz
<b>Session 10</b>	<b>Module 10 – Developing the Elite: Role of Centers of Excellence and Research</b>  <b>Required Reading</b> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 11</li> </ul> <b>Additional Reading</b>  See CANVAS Module 11	<b>Class</b>  Lecture  Final Consulting Report Discussion  <b>Online / Homework</b> Review textbook chapter 11 Review additional readings Complete online quiz
<b>Session 11</b>	<b>Module 11 – Alternate Models of Sport Delivery</b>  <b>Required Reading</b> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 12</li> </ul> <b>Additional Reading</b> <ul style="list-style-type: none"> <li>• See CANVAS</li> </ul>	<b>Class</b>  Lecture  Final Consulting Report Discussion  <b>Online / Homework</b> Review textbook chapter 12 Review additional readings Complete online quiz



<b>Session 12</b>	<b>Module 12 – Strategic Planning</b>  <b>Required Reading</b> <ul style="list-style-type: none"> <li>• Shilbury (2017) Chapter 13</li> </ul> <b>Additional Reading</b>  See CANVAS	<b>Class</b>  Lecture Final Consulting Report Discussion  <b>Online / Homework</b> Review textbook chapter 13 Review additional readings Complete Assessment 4  <b>ASSESSMENT 3: GROUP  REPORT DUE WEDNESDAY</b>  ASSESSMENT 4: GROUP PRESENTATION OF REPORT IN CLASS
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### Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively

engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

**Academic Accommodations:** Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Sexual Misconduct, Required Reporting, and Title IX:** CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure

for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

**Use of Electronic Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.