SMGT 1350
Introduction to Sport Management

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Mailbox: Dept. of Exercise & Sport Science  Telephone: 766-4143
Class Location: MIL 110  Meeting Times: MWF 9:00 – 9:50

COURSE DESCRIPTION
The sport industry has become a dominant influence in American society. Within our culture, sport, whether it be at the little league, high school, college, professional, or recreational level, receives more media attention than any other single aspect of life. This course is designed to introduce the student to the dynamic nature of sport management and the potential for successful and satisfying career opportunities.

Those pursuing careers in sport management need to develop strong interpersonal and communication skills, as well as an understanding of the importance of leadership development. In addition to the course textbook, this course will set the precedent for other CU Sport Management courses by incorporating John Maxwell’s Leadership Bible throughout the course. In addition, assignments and projects will focus on both writing and speaking exercises. Some of these exercises will focus on assigned subject matter, while others will involve quizzes and discussion on relevant issues. Students are expected to have a good understanding of the computer, including word processing skills.

COURSE RESOURCES
Sports Spectrum Magazine – Purchased via the instructor

COURSE OBJECTIVES
Upon successful completion of this course, the student is expected to:

- Gain an understanding of the dynamic nature of the sports industry in American society.
- Develop an understanding of career opportunities within the field of Sport Management.
- Be able to identify the education and experience necessary for entry-level positions in the sports industry.
- Gain an understanding of the broad nature of the content that makes up the study of Sport Management.
- Be able to identify the Biblical principles that will formulate a Christian worldview as it pertains to leadership in the profession of Sport Management.
- Be able to search and review information available on the Web pertaining to the sports industry.
- Recognize the need for Christian leadership in the sports industry and gain an understanding of the current challenges facing leaders within the various sectors of the sport industry.
- Appreciate the potential for sport to impact the lives of people within our society.
- Discuss how the basic principles such as management, marketing, law, finance, and ethics interrelate as components in the overall operation of sport management
- Further develop clear and concise verbal and written communication skills

EVALUATION PROCEDURES

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<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td>Quizzes</td>
<td>12</td>
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<tr>
<td>Devotionals (Leadership Bible?)</td>
<td>2</td>
<td>Exam #1</td>
<td>10</td>
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<tr>
<td>Online Discussion Days</td>
<td>4</td>
<td>Exam #2</td>
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<tr>
<td>Integration Paper</td>
<td>5</td>
<td>Final Exam</td>
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<tr>
<td>Reaction Papers</td>
<td>20</td>
<td>Role Play Project</td>
<td>6</td>
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<tr>
<td>Resumes</td>
<td>2</td>
<td>Sport Management Presentation</td>
<td>8</td>
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<tr>
<td>WebCT Student Page</td>
<td>1</td>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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TOTAL 100 points
Class Participation and Attendance: Lecture/discussion format. Lectures and discussions are intended to reinforce text and other readings. Students are encouraged to ask questions, actively participate in discussions and group assignments, and comment on reading and lecture materials. Students should be prepared to discuss and answer questions about the text (including the chapters assigned to be read each week), lectures, and other assigned reading material.

Attendance and meaningful participation will have a positive impact on a students' grade. Two tardies or early departures from the class will count as an absence. Each student will be allowed one unexcused absence; points will be deducted for all unexcused absences above the one allowed.

WebCT Student Pages: Students should create a personal page in the course Web CT classroom that lists the student's name and includes the following up-to-date information:
1. Permanent & Campus (if applicable) addresses, telephone numbers, and email addresses
2. Career Goals – Be as specific as possible
3. Major and favorite courses at Cedarville
4. Hobbies
5. One unique thing about you
6. Your resume (optional) and other information (be creative)

The evaluation for each homepage will be based on the completeness of the above information, the readability of the pages, and the creativity and ingenuity used to develop the page.

Devotional: Each student will select one leadership quality or issue from the list below, which was taken from the Maxwell Leadership Bible. Students will share a devotional with the class, based on the Scriptures and John Maxwell’s description of the chosen quality or issue. Students will sign up for a particular date during the first class meeting and will present a summary of their devotional on that date. Depending on class size, students may be selected to lead a devotional on more than one occasion.

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<tr>
<th>Laws</th>
<th>Qualities</th>
<th>Issues</th>
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<tr>
<td>Law of the Lid</td>
<td>Character</td>
<td>Accountability</td>
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<td>Law of Influence</td>
<td>Charisma</td>
<td>Adaptability</td>
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<td>Anointing</td>
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<td>Authority</td>
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<td>Brokenness</td>
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<td>Calling</td>
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<td>Change</td>
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Integration Paper: Students will write a 3-4 page paper researching a particular job position in the sport industry and the integration/importance of one of the laws listed above (from the Maxwell Leadership Bible), in relation to the position. This paper will be graded giving equal importance to the research done into the position and its responsibilities, as well as the integration of Scripture and one of the laws into the responsibilities of the position. Students need to focus on both the Scriptures and comments from John Maxwell. At least two authorities in the sport industry need to be interviewed/contacted as a part of the research done to gain an understanding of the chosen job/position. Interview questions and answers need to be included with the paper, but are not considered part of the main 3-4 page text.

Quizzes: Students will take a quiz at the beginning of class on most Mondays. The quizzes will be short, but will focus on the textbook readings for the week.
**Reaction Papers:** Most Wednesdays, students will turn in a 1-2 page paper in reaction to the readings for the week (see schedule). For each article, please write about the following:

- Summarize and give your reaction to the articles, including your frustrations, opinions, etc.
- Why is this article considered to be “news” or worth being in the headlines?
- If applicable, include a paragraph or more explaining how you would deal with the issues if you were a public relations professional needing to report the incident to the public.

**Role-Playing Project:** Students will be presented a scenario within the sport industry and then assume positions within the scenario. On the date indicated in the syllabus, the assignment will be discussed and role assignments will be determined. Before the presentations are made in class, students will be expected to research their roles. Part of this research will include an interview with a person in real-life who currently holds a similar position to the role the student will assume. Students will submit a 2-3 page outline of their presentation, which will include a transcript of interviews done for the project.

**Online Discussion Days:** On two or three dates during the semester (see schedule), the class will not meet and students will be expected to take part in a class discussion on Web CT. Students will be expected to login to the discussion at least once the night before to respond to questions posted by the instructor and two different times (at least six hours apart) during the day the class would have normally met. The discussion will center on a particular article(s) from the Reading List provided by the instructor. More instruction will be given before each discussion.

**Sport Management Presentations:** Groups of students will be given an area within the sporting industry about which they will teach a 20-minute class. The group will focus on researching the area and contacting individuals within that field. The Sports Marketplace Directory will be available for reference. The class will be divided into groups representing the following seven industry segments, one for each major section in the Sports Marketplace:

1. Single Sport & Multi-Sport Organizations
2. College Sports
3. Media
4. Sport Sponsors
5. Professional Services
6. Facilities
7. Manufacturers and Retailers

The purpose of this presentation is for the group to serve as representatives from the assigned area and to recruit other students to enter that field of the industry. Student presenters will be responsible for motivating their peers to look at a career in the presented industry, including the recommendation of major courses or degrees that those in the field feel should be taken as preparation for entering the profession. In addition, groups will also be responsible for a 3-4 page outline of their industry, which will include the name and contact information of those that they interviewed to gain information on the industry. This outline should be given to the instructor and each member of the class prior to the group’s presentation.

**Exams:** Students will be required to take each exam at the times and dates specified on the course outline. If for some very serious unforeseen reason a student is unable to take an exam at the specified time and date, he or she must notify the instructor prior to the due date or exam. Exam dates listed on the course outline will be strictly enforced. There will be three exams, including the final exam.

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*If you believe you may need support in managing the impact of a disability, please contact Marilyn Meyer, Coordinator of Disability Services, by phone at 3843 or email at meyerm@cedarville.edu. Office located in CAL 164. Examples of disability categories are AD/HD, Specific Learning Disabilities, Hearing, Vision, Health Impairment, Psychological, Orthopedic, and Traumatic Brain Injury. Faculty rely on Disability Services to verify the need for accommodation and to assist in developing reasonable and appropriate accommodation strategies. View website at [www.cedarville.edu/DisabilityServices](http://www.cedarville.edu/DisabilityServices).*
CLASS POLICIES AND PROCEDURES

- Students are responsible for checking their e-mail for any announcements or schedule changes.
- **Due dates listed on the course outline will be strictly enforced.** All assignments are due at the beginning of class on the dates specified on the course outline. Assignments received after that time will be penalized. If for some very serious unforeseen reason a student is unable to hand in an assignment on the due date, he or she must notify the instructor prior to the due date or exam. Make up assignments must be arranged in advance. Extensions will only be granted in the case of a medical emergency or other extraordinary event. It is the student’s responsibility to contact the instructor in the event of a situation that causes the student to be absent or unable to participate for any length of time.
- **All assignments must be written using a word processor and be printed on a laser quality printer.** Each student is required to follow the APA guidelines when submitting written work (e.g. 1” margins, 12-point font, and list of references.) Up to 20% of points on each assignment submitted may be taken off because of poor grammar, spelling, or punctuation.
- For PowerPoint presentations, either dark type on a light background or light type on a dark background should be used. Use bold type so that text stands out. All presentations should be prepared in a professional, business manner. Presentations should include appropriate attire and should be enhanced by the use of visual aids, technology, and other graphic materials.

TENTATIVE CLASS SCHEDULE

| Week 1        | Aug. 23          | Discuss Syllabus and Expectations |
|              | Aug. 25          | Chapter 1 – Introduction to the Sport Industry |
| Week 2       | Aug. 28          | Quiz #1 |
|              |                  | Devotional – Bayley Nosal - Accountability |
|              |                  | Chapter 2 – Why Sport Management Matters |
|              | Aug. 30          | WebCT Student Pages due |
|              | Sept. 1          | Reaction Paper #1 – Reading List #1 |
|              | Sept. 3          | Discussion Activities – Chapters 1 & 2 |
| Week 3       | Sept. 4          | Labor Day – No Class |
|              | Sept. 6          | Reaction Paper #2 – Reading List #2 |
|              | Sept. 8          | Discussion Activities – Chapter 3 |
|              | Sept. 11         | Role Play Project |
| Week 4       | Sept. 13         | Quiz #2 |
|              | Sept. 15         | Devotional – Ryan Bower - Adaptability |
|              | Sept. 13         | Chapter 4 – Management and Leadership in the Sport Industry |
|              | Sept. 13         | Reaction Paper #3 – Sport Spectrum – July/August |
|              | Sept. 15         | Discussion Activities – Chapter 4 |
| Week 5       | Sept. 18         | Online Discussion Day – Reading List #3 |
|              | Sept. 20         | Role Play Project |
|              | Sept. 22         | Role Play Project |
| Week 6       | Sept. 25         | Quiz #3 |
|              | Sept. 27         | Devotional – Zach Rost - Anointing |
|              | Sept. 27         | Chapter 5 – Economic Impact: An Introduction to Economic Theory |
|              | Sept. 29         | Reaction Paper #4 – Sport Spectrum – September/October |
|              | Sept. 29         | Discussion Activities – Chapter 5 |
| Week 7       | Oct. 2           | Exam #1 |
|              | Oct. 4           | Quiz #4 |
|              | Oct. 6           | Devotional – Michael Beight - Authority |
|              | Oct. 6           | Chapter 6 – Sport Finance |
|              | Oct. 4           | Reaction Paper #5 – Sport Spectrum – September/October |
|              | Oct. 4           | Discussion Activities – Chapter 6 |
|              | Oct. 6           | Choose groups for SM Presentations |
|              | Oct. 6           | Special Speaker – Jeff Chilcoat – Sterling Sports Management |
Week 8  Oct. 9  Quiz #5  
Devotional – Brandon Sok - Brokenness  
Chapter 7 – Sport Marketing  
Oct. 11  Devotional – Josh Storts - Authority  
Reaction Paper #6 – Sport Spectrum – September/October  
Discussion Activities – Chapter 7  
Oct. 13  Chapter 8 – Sponsorship and Sales in the Sport Industry  

Week 9  Oct. 16  Quiz #6  
Devotional – Michael Schaefer - Calling  
Chapter 9 – Sport Facility and Event Management  
Oct. 18  Integration Paper  
Discussion Activities – Chapters 8 & 9  
Oct. 20  Fall Break – No class  

Week 10  Oct. 23  Quiz #7  
Devotional – Rob Davidson - Change  
Chapter 10 – Sport Industry and the Law  
Oct. 25  Reaction Paper #7 – Reading List #4  
Discussion Activities – Chapter 10  
Oct. 27  Exam #2  

Week 11  Oct. 30  Quiz #8  
Devotional – Richie Reeder - Character  
Chapter 11 – Sport Governance  
Nov. 1  Reaction Paper #8 – Sport Spectrum – November/December  
Discussion Activities – Chapter 11  
Nov. 3  Online Discussion Day – Reading List #5  

Week 12  Nov. 6  Quiz #9  
Devotional – Emily Noble - Charisma  
Chapter 12 – Ethics in the Sport Industry  
Nov. 8  Devotional – Nathaniel Studebaker - Anointing  
Reaction Paper #9 – Sport Spectrum – November/December  
Discussion Activities – Chapter 12  
Nov. 10  Special Speaker – Bob Noss – Assistant AD, Wright State University  

Week 13  Nov. 13  Sport Management Presentations  
Nov. 15  Sport Management Presentations  
Nov. 17  Sport Management Presentations  

Week 14  Nov. 20  Quiz #10  
Devotional – Eric Anderson - Accountability  
Chapter 13 – Global Sport Industry  
Nov. 22  Thanksgiving Break – No class  
Nov. 24  Thanksgiving Break – No class  

Week 15  Nov. 27  Thanksgiving Break – No class  
Nov. 29  Reaction Paper #10 – Sport Spectrum – November/December  
Discussion Activities – Chapter 13  
Dec. 1  Quiz #11  
Chapter 14 – Sport Management Internships  

Week 16  Dec. 4  Quiz #12  
Devotional – Brendan Ojala - Adaptability  
Chapter 15 – Your future in the Sport Industry  
Dec. 6  Special Speaker – Jeff Reep – Submitting Resumes to the Career Office  
Dec. 8  Special Speaker – Jeff Reep – Resumes (cont.) – Hard copy of resumes due  

Week 17  Dec. 11  Devotional – Bethany Hayes - Brokenness  
Final Resumes submitted  
Review for Final Exam  
Dec. 15  Final Exam – 8:00 a.m. – 10:00 a.m.
1. Athletic Management Magazine - Staying on the Beam – Dr. Kevin Hatcher
   http://www.momentummedia.com/articles/am/am1802/gponbeam.htm

2. NCAA News – Schools looking more toward students to foot athletics bill
   AA+News/NCAA+News+Online/Association-wide/Schools+looking+more+toward+students+to+foot+athletics+bill+10-10
   05+NCAA+News&TITLE=S+looking+more+toward+students+to+foot+athletics+bill+10-10
   05+NCAA+News

3. NCAA News – The Flutie Effect
   AA+News/NCAA+News+Online/Association-wide/The+Flutie+effect+-++7-31
   06+NCAA+News&TITLE=The+Flutie+effect+-++7-31-06+NCAA+News

4. Springfield News-Sun
   Urbana, Cedarville Happy to Stay in NAIA
   NCAA Could Soon Put Limit on Membership
   Does Wittenberg Still Have a chance to Play for a National Crown?
   NAIA is not going under
   Rapid Growth Leads to Division Among Members
   Bigger Doesn’t Mean Better

   Chapter Five – “The ‘Tipping’ Point”

6. Prime Time High School Football: Priceless
   http://www.ajc.com/search/content/auto/cpaper/editions/today/news_34c32eae8426e00100e5.html

7. OSU Alumni Magazine – The Greatest Show on Turf