

Course Last Updated 9/23/2024



University of
New Haven

Sports Management

Section I: Course Overview

Course Code: MGMT375

Subject Area(s): Business, Management

Prerequisites: One 200-level course or two 100-level courses in business, management, or another relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

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. It considers the ranges of challenges facing the 21st 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 organization's objectives.

The course has two main parts. The first looks at the sports management environment. This section evaluates issues including the role of government in sport, managing nonprofit amateur sport, the corporatization of professional sport, the globalization and internationalization of sport, managing grass roots versus managing elite sport. In the second, students will analyze sport management principles. This section covers topics including strategic sport management, organizational structure, organizational culture, human resource sport management, performance management, leadership and sport governance. 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.

Learning Objectives

Upon successful completion of this course, students are able to:

- Outline key theories and concepts of sports management in Australia in the 21st 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.
- Explore contemporary sports management issues
- Identify current managerial and commercial imperatives in the running of sport as a business
- Articulate 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.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 20%

Project A – 20%

Project B – 20%

Group Project (Report) – 20%

Group Project (Presentation) – 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Project A (20%): Create and deliver a short presentation (max. 15 minutes) based on a Sports event (that has changed the USA / World). More information is provided in CANVAS.

Project B (20%): Create and deliver a short presentation (max. 15 minutes). This presentation will require students to analyse and provide recommendations to a sporting club, applying sports management theory and concepts covered in the first 5 weeks of the course. Further assessment details and outline to be provided through CANVAS.

Group Project – report (20%): A group report and presentation will be completed by students. In groups of 3 or 4, students will prepare a report on a major event, covering all aspects of the event including strategic objectives, stakeholder analysis, roles and responsibilities, risk assessment and scheduling. Further assessment details and outline to be provided through CANVAS.

Group Project – presentation (20%): A group report and presentation will be completed by students. In groups of 3 or 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. Further assessment details and outline to be provided through CANVAS.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations. For active learning, the course offers:

- Stadium Tour

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

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

Recommended

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.

Hoye, 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*. (5th Edition). Human Kinetics.

Sotiriadou, P. and De Bosscher, V. (2013). *Managing High Performance Sport*. London: Routledge.

Schulenkorf, N. & Frawley, S. (2017). *Critical Issues in Global Sport Management*. London: Routledge.

Course Calendar

Session 1	
Topics	Introductions Overview of the unit. Brief assessment items Sports in Australia; origins, history and today
Activity	Class discussion on Sports Management Start on Project A
Readings & Assignments	Chapter 1 (assigned textbook)

Session 2	
Topics	Issues in Sports Management Integrity: <ul style="list-style-type: none">• Drugs in sport• Gambling in sport Equality: <ul style="list-style-type: none">• Gender equity• Race issues in sport Sustainability: <ul style="list-style-type: none">• Player safety; long-term injury management• Environment and financial sustainability

Activity	Class discussion on issues in sports management Work on Project A
Readings & Assignments	Chapter 2 (assigned textbook)

Session 3	
Topics	Community and Amateur Based Sport
Activity	Project A Presentations
Readings & Assignments	Chapter 3 (assigned textbook)

Session 4	
Topics	Role and Influence of Government Major International Sports Movements: Olympics, Commonwealth Games, Football World Cups
Activity	Class discussion Start working on Project B
Readings & Assignments	Chapters 4, 5 and 8 (assigned textbook)

Session 5	
Topics	Corporate Model of Sport
Activity	Class discussion Work on Project B
Readings & Assignments	Chapter 6 (assigned textbook)

Session 6	
Project B Presentations Start working on the Group Project	

Session 7	
Topics	Midterm Break

Session 8	
Topics	Sport Governance Facilities Management
Activity	Class discussion Work on the Group Project
Readings & Assignments	Chapter 7 (assigned textbook)

Session 9	
Topics	Managing Elite Athletes and Role of Institutes of Sport Developing the Elite: Role of Centres of Excellence and Research
Activity	Class discussion Work on the Group Project
Readings & Assignments	Chapters 10 and 11 (assigned textbook)

Session 10	
Field Trip	

Session 11	
Topics	Managing Sport Performance Athletic performance, front office/back office performance, financial performance
Activity	Class discussion Work on the Group Project
Readings & Assignments	No readings

Session 12	
Guest Lecture	

Session 13	
Group Project Presentations	

Session 14
Group Project Presentations (Continued)
Session 15
Course Review
Project Feedback

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.