

Seattle University Center for the Study of Sport and Exercise

Sport Operations and Event Management SADL 508 Course Syllabus – Spring 2013

Course Time and Location

Time: 6-9pm

Section-01: Wednesdays Location: Pigott 106

Instructor:

Dr. Nicole Melton Phone: 206.220.8261 Office Hours: By App. Office: Lynn 116

About the Course

Course Description and Overview

This course focuses on hosting the sport event. All aspects of hosting a sport event will be enacted in this course based upon the preparation and planning during the prerequisite courses. Students will engage in the final preparations and organization for the event, then host a sport-related event to raise money for persons in need in the Seattle area. Post-event, student will engage in event evaluation and analysis.

Course Materials

We meet 10 class periods plus the event day. This course requires students to work continually and diligently throughout the quarter and entails a fair amount of reading, studying, reflection, discussion, and initiative. Listed below are the required books for the course. These books can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

[M&A] Mallen, C. & Adams, L. (2008). Sport, recreation and tourism event management: Theoretical and practical dimensions. San Francisco: Elsevier. ISBN 10: 0-7506-8447-X

[SUP] Supovitz, F. (2004). The sports event management and marketing playbook. Hoboken, N.J.: Wiley and Sons, Inc. ISBN: 978-0-471-46007-7

Case Studies

http://hbr.org/product/salt-lake-organizing-committee-2002-olympics/an/604092-PDF-ENG

http://hbr.org/product/homeless-world-cup-social-entrepreneurship-cause-marketing-and-a-partnership-with-nike/an/E376-PDF-ENG

http://hbr.org/product/global-events-as-drivers-of-growth-the-case-of-hockey-canada/an/SPM42-PDF-ENG

Learning Objectives

After successful completion of this course, students will be able to do the following:

| Objective | Learning Outcome | Evaluative Tool |
|---|--|---|
| Demonstrate knowledge of sport event | | |
| management components | | |
| a. host a sport event | Content Knowledge, Critical Thinking, | Sport Event |
| | Communication | |
| b. contribute to productive event management meetings | Critical Thinking, Communication | Participation, Meeting Minutes, Committee Reports |
| c. Understand and apply the concepts in a variety of settings | Content Knowledge, Critical Thinking | Case Studies Exam |
| d. Understand and apply the concepts for evaluation of an event | Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication | Sport Event Evaluation Event Presentation |
| 3. Demonstrate ability to garner and analyze feedback from event participants | Content Knowledge, Discovery and Inquiry, Critical Thinking, Numeracy, Communication | Sport Event Evaluation Event presentation |
| 4. Demonstrate ability to act on operational plans | Content Knowledge, Critical Thinking, Communication | Peer Evaluation Committee Reports |
| 5. Develop skills for being a reflective event manager | | |
| a. develop an avenue for reflection that emphasizes building knowledge experientially | Content knowledge, Communication, Social Responsibility | Participation, Journal Writing, Reflection paper |
| b. develop ways to assess current knowledge, identify gaps, and seek advice | Lifelong learning | Participation, Journal Writing |
| 6. Demonstrate effective leadership and team skills needed to convert goals into action | Critical Thinking, Communication | Sport Event Committee Reports |

Class Participation and Assignments

Class Participation (100 pts)

Class participation, which includes speaking and listening thoughtfully, is paramount in this course. You are expected not only to have read through the readings due each week, but to have applied the concepts therein to various assignments. In doing so, you are expected to have a solid grasp of the content knowledge gained through the readings, which will allow you to participate fully in class discussions, activities, and work. You, as a class, are responsible for the 'work' of event planning and my role is to facilitate that 'work'. While grading class participation is somewhat subjective on

my part, understand that in general I will award points based on the following scale: very good (20-19), good (18-17), below expectations (16), and not prepared at all (15-0). A 'very good' is earned through clear demonstration that you know what you've read and are applying it in discussion, you do not need to reference the book very much at all (but some will be necessary as there are too many details to commit to memory, but you know exactly where to find what you need), you are confident in the aspects of what you've learned and are able to contribute well to the class. A 'good' is earned when I can tell you've read the material, but it's not integrated well when you speak, you have to reference the book a lot just to think of ideas to say. It's evident that you read through the material when contributing ideas, but you are sometimes unclear and not as thorough in your thoughts. "Below expectations' is earned when it is clear you did not really do the reading, or skimmed it, and can't contribute in a meaningful way, but you are earnestly trying to play catch-up in class. So, you're interested, but not really ready. 'Not prepared at all' is earned when you are not interested, rely on others to do all the thinking, and did not do the reading as evidenced through your lack of knowledge about the topics.

Meeting Minutes: (25 pts)

Each student is required to keep the meeting minutes one time during the quarter. As such, the assigned student (please check the schedule for your date) will keep detailed notes of what was covered during the class on Wednesday night. By Thursday evening the student will email the students a document that includes the following: (a) a summary of what was covered, (b) an account of what needs to be accomplished during the week, (c) who is responsible for certain tasks that week, and (d) the minutes outline. Each student in the class is required to read the minutes and confirm they are correct.

Peer Evaluation: (100 pts)

It is imperative that you demonstrate you worth to the class. Attending each class and additional event meetings, being on time, actively participating in class discussions, and responding to emails in a timely manner are a few ways you can show your commitment to the event. At the end of the quarter, your peers will rate your contributions to the class and assign you a final grade. The 7 numeric grades will be averaged to produce your peer evaluation grade.

Committee Reports: (200 pts)

Each student is required to submit 8 written committee reports throughout the quarter worth 25 points each. The report is due by noon the day of class, and will discuss what the student has done the previous week to further the goals of the event. The document should include 3 sections: Goals, Accomplishments, and Action Plan. The Goals section would list all the important tasks the student needed to accomplish that week. The Accomplishments section will then discuss how the student achieved the stated goals. This section should also describe how the student collaborated with others in the class to accomplish the objectives. Finally, the Action Plan section should outline the student's immediate goals for the following week and long-term goals for the event. In addition, the student should discuss in detail how they plan to accomplish the stated goals.

Journal Writing: (25 pts)

You are expected to keep a journal for the duration of this course. You may do this with paper/pen or in a Word doc. While I will provide some questions for thought that are required for your journals, you are expected to write in it as often as you like. Note, however, that only including the entries for which I provide questions will not earn you full credit. Good times to write are just after you finish reading, after class, and/or after/during assignment preparation. You should have no fewer than 10

entries for the quarter. Quality of reflection is also important. Essentially, you are putting into writing thoughts that are associated with the 'reflective observation' and 'abstract conceptualization' parts of the experiential learning model (fig. 11.1, p. 183, Mallen & Adams).

Exam: (100 pts)

There will be one, cumulative exam given April 17, 2013. The exam will cover chapters 1-4, 6, and 11 of the M&A text, and chapters 1-14 of the SUP text. The exam will be open note, open book and will consist of essay and short answer questions. Student will work independently and have 90 minutes to complete the exam.

Contingency Plan: (100 pts)

Students will submit contingency plans for her or his area of responsibility. The contingency plan should be detailed and provide an action plan for all "worst-case" scenarios. All members of the class must provide written feedback approve the contingency plans.

Case Studies: (150 pts)

Students will be assigned 3 case studies (worth 50 points each) during the quarter and be required to turn a written report of each. Students will need to purchase the case studies from the Harvard Business Review. The report should provide a brief summary of case, and then address the discussion questions assigned by Dr. Nicole Melton.

Reflection Paper: (25pts)

Students are required to attend one Street Soccer Seattle practice during the quarter and write a reflection paper about their experience. The team meets every Thursday from 4-6 PM. Please check the Street Soccer Seattle Facebook page to confirm the location and time.

Event Survey: (25 pts)

The class will design and distribute a questionnaire to evaluate the effectiveness of the event. The class will work together to create the questionnaire and only one document will be turned in for a grade.

Final Presentation: (50 pts)

As a class, students will give a presentation on the event management process. The presentation will (a) describe the steps to put on the event, (b) challenges that arose, and (c) strategies they used to tackle obstacles. In addition, the presentation should include objective and subjective data to describe the successfulness of the event.

Course Outline and Schedule

CLASS SCHEDULE*

| Wednesdays | Topic | Readings | Important Class Details |
|---------------------------------|---|--|---|
| Section-01 | | | |
| Dates Unit 1 | Review of Sport | 1. M&A: Chp. 1, 2, 11 | Committee Report 1 Due |
| April 3 | Event components | 2. SUP: Introduction & Play 1 3.http://blogs.hbr.org/hmu/200 8/02/how-great-managers-manage-peop-1.html | Revise Operational Plans as needed Meeting minutes: Andy |
| Unit 2 April 10 ^t | Implement Level III Operational Plans | 1. M&A: Chp 3,4, 6 2. SUP: Plays 2-14 3.http://blogs.hbr.org/cs/2012/ 08/the_olympics_as_a_story_ of_ris.html 4.http://blogs.hbr.org/cs/2012/ 06/pricing_lessons_from_the_londo.html | Committee Report 2 Due Contingency Plan Rough Draft Due Revise Operational Plans as needed Meeting minutes: Dan |
| Unit 3 April 17 | Implement Level III Operational Plans | Reference all of the above as needed | Committee Report 3 Due Journal 3 Due Revise Operational Plans as needed Exam Meeting minutes: Lauren |
| Unit 4 April 24 | Implement Level III Operational Plans | Reference all of the above as needed 1.http://blogs.hbr.org/cs/2012/ 08/scoring the london olymp ics_pe.html 2. Case Study 1 | Committee Report 4 Due Revise Operational Plans as needed Case Study #1 Due Meeting minutes: Nick |
| Unit 5 May 1 | Implement Level III Operational Plans | Reference all of the above as needed Case Study 2 | Committee Report 5 Due Journal Entry 1-5 Due Site Visit Case Study 2 Due Meeting minutes: Rory |
| Unit 6 May 8 | Event Surveys | Reference all of the above as needed | Committee Report 6 Due Final Contingency Plan Due Meeting minutes: Rose |
| Unit 7 May 15 | Event Evaluation | M&A: Chap. 7 & 8 | Committee Report 7 Due Rough draft of event schedule due. Prepare surveys Meeting minutes: Sarah |
| Unit 8 May 22 | Event Evaluation | SUP: Play 15 | Committee Report 8 Due Mock run-through of event. Final schedule of events due. Final Survey completed Meeting minutes: Scott |
| May 25 | CAP HILL SOCCER JAM!!! | | |
| Unit 9 June 5 | Event Evaluation and Reflection | Case Study 3 | Analyze data and complete final evaluation Case Study 3 Due Reflection Paper Due: SSS Practice |

| Unit 10 Finals Week | Event Evaluation and Reflection | No new readings | Final Presentation of Event Journal Due |
|------------------------|---------------------------------|-----------------|--|
| | | | |

^{*} I reserve the right to modify this syllabus at any time.

Course Details

Grading

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm June 13.

| J 1 | |
|-----------------|--------------|
| 93.33% + = A | 76.67+% = C+ |
| 90.00+% = A- | 73.33+% = C |
| 86.67 + % = B + | 70.00+% = C- |
| 83.33+% = B | 60.00+% = D |
| 80.00+% = B- | 00.00+% = F |

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. Now that you are in your 2nd year, you are expected to take initiative and apply concepts in thoughtful ways. Please feel free to contact me should you have questions regarding these expectations.

SU Mission and Professional Accountability

Mission Statement:

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- Care
 - We put the good of students first.
- Academic Excellence
 - We value excellence in learning with great teachers who are active scholars.
- Diversity
 - We celebrate educational excellence achieved through diversity.
- Faith
 - We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- Justice
 - We foster a concern for justice and the competence to promote it.
- Leadership
 - We seek to develop responsible leaders committed to the common good.

Attendance

Students are expected to attend all classes and be in the classroom from **6:00-9:00pm**. Please notify Dr. Nicole Melton (via phone, text or email) prior to the class if you will not be in attendance due to unforeseen

circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being proactive and a high degree of personal responsibility are expected.

Accommodations & Student Services

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; http://www.seattleu.edu/student/counsel/index.asp] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; http://www.seattleu.edu/registrar/page.aspx?ID=87

Questions and Out-of-Class Communication

Please direct questions to Dr. Nicole MElton via email. I will communicate with the class through your SU email. Please be sure to check your email regularly. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, please turn off and put away all cell phones and PDAs prior to class and refrain from texting, emailing or web surfing during class. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor know prior to class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.