

George Mason University
College of Education and Human Development
Sport Management
Sport and Recreation Studies

SPMT 480.001 – Special Topics in Sport Management: Leadership and Management in Professional Sports

SRST 598.001 – Special Topics in Sport and Recreation Studies: Leadership and Management in

Professional Sports

3 Credits, Summer 2019

M-F 8:00 a.m.-12:00 p.m. Peterson Hall 1111 – Fairfax Campus

June 17, 2019 – June 28, 2019

May 20, 2019 - August 10, 2019 (online)

Faculty

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Prerequisites/Corequisites

SPMT 480: None

SRST 598: Graduate standing or permission of instructor

University Catalog Course Description

SPMT 480: Selected topics reflecting interest in specialized areas of sport management announced in advance. Offered by Recreation, Health & Tourism. May be repeated within the degree for a maximum 6 credits.

SRST 598: Focuses on projects related to sport and/or recreation studies. Offered by Recreation, Health, & Tourism. May be repeated within the degree for a maximum 6 credits.

Course Overview

Topics related to sport management/sport and recreation studies. In particular, seven (7) topics will be covered in class:

1. *Principles of Sports Leadership*

Leadership is a critical element to success in any field, and sports are no different. We will discuss in class the basic elements of good leadership that are exhibited by Coaches and General Managers of sports teams. We will also discuss how to develop leaders.

2. *Developing Teamwork*

In sports, it is critical for all members of the team to understand their role on the team and the importance of their ability to work together towards a common goal of winning the

game. In the class, we will show how a sports team can achieves this. Also, how this can be applied to any organization.

3. *Motivation*

It is easy to say that a company will only hire “self-motivated” individuals, but that is not always the case. Furthermore, those who are “self-motivated” are human and will still need motivation at times. In sports, you likewise try to recruit only “self-motivated” individuals, but you do not always end up with an entire team of them. We will discuss how to motivate both individuals and the organization.

4. *Media Relations and Crisis Management*

A big part of sports is media relations. Everything done in professional sports – and to some extent, college and high school sports – is covered extensively by TV, radio, Internet, and print media. It is critical in sports to be able to deal with the media on a daily basis. We will discuss in class the principles of media relations that will help the students have guidelines to deal with the media. In sports, when a crisis occurs with a team or player, it rarely escapes the news. In class, we will discuss how to deal with a crisis internally, as well as externally (with the media).

5. *Hiring and Evaluations*

We will discuss the characteristics to look for in hiring the coach/leader of an organization and how they can be evaluated.

6. *Dealing with Different Situations*

I have picked six common situations that happen in sports and will discuss how to handle each situation. These six situations are: Newly-named coach; Extended losing streak; Extended winning streak; Sustaining a winning streak; Sustaining success after a big season; and Rebounding from a poor season.

7. *Interviewing*

We will discuss how to interview for a job.

Course Delivery Method

This course will be delivered using lecture, discussion, and group work formats, and will require active participation of all students.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. learn about different aspects of operating a sports team;
2. apply principles of leadership exhibited by coaches and general managers;
3. gain knowledge about practical leadership and teamwork development;
4. study aspects of motivation, media relations, and crisis management;
5. identify evaluative criteria for assessing coaches and managers to be hired;
6. acquire competence in dealing with a variety of coaching/team scenarios; and

7. prepare for the professional sport interviewing process. .

Professional Standards [for graduate students] [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from
<http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Readings to be provided by the instructor.

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).

- **Assignments and/or Examinations**

Topic Papers (n=7). Topic papers: should be 1-2 pages (2-4 pages for graduate students) (double-spaced) in length and cover each of the below listed topics:

Tentative Due Dates:

Leadership – June 20
Developing Teamwork – June 24
Motivation – June 24
Media Relations – June 25
Crisis Management – June 25
Newly Hired – July 1
Evaluations – July 1

Undergraduates will write 1-2 page papers relating each of the following topics to the programs they are working in: Leadership, Developing Teamwork, Motivation, Media Relations, Crisis Management, Taking Over a New Position and Situations (choose one). Graduate students papers will be in the 2-4 page range. Each paper is worth 10 % of the grade.

- A. Your writing should be organized. The main point of your argument should be evident, and there is logic in going from A to B.
- B. You have justified your arguments using class material. Remember, you are trying to convince your audience as to the “correctness” of your position. They will be skeptical, and the burden is on you to show proof.
- C. You have synthesized the discussions to create your own ideas.
- D. You offer some implications of your analysis. Try to go beyond the obvious here; but remember, solutions must be critically sound, and there are often tradeoffs involved for any prescription.

- **Attendance**

Attendance will be mandatory. However, it is fully understood that severe illness can make it impossible at times for the student to attend class. It is, therefore, requested that the student clear (or report) any absence with the instructor (just like on a sports team). Remember, executives, managers and negotiators don’t “cut” work or preparation time. The reason for the required class attendance is that most of the course material is being presented in the lectures. Class participation will count for 30 % of the final grade.

- **Policy on Class Participation**

Students will be given outlines of the class lectures before the topics will be discussed in class. They are to study these outlines and be prepared to discuss any of the points in the outlines and how they relate to the sports world.

Clearly, much learning is derived from fellow students’ contributions to class discussions and a failure to fully prepare for class should be construed as breaking a contract with them. Further, late arrivals and early departures are disruptive to the atmosphere we will be trying to create and should be avoided.

No cell phones, BlackBerry devices, or other means of electronic communications are allowed during class. Violation of this rule could lead to a lowering of the class participation grade by the professor. Furthermore, they must be turned completely off prior to entering the classroom.

The use of laptops is prohibited in class.

- **Grading**

- Attendance and Class Participation – 30%
- Topic Papers – 70% [7 Papers @ 10% each]

Class attendance is mandatory.

Grading Scale (Undergraduate)

A+ = 98 – 100	B+ = 86 – 89	C+ = 76 – 78	D = 60 – 69
A = 94 – 97	B = 82 – 85	C = 72 – 75	F = 0 – 59
A- = 90 – 93	B- = 79 – 81	C- = 70 – 71	

Grading Scale (Graduate)

A = 94 – 100	B+ = 88 – 89	C = 60 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 59
	B- = 80 – 83	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

June 17 - Class Organization; Principles of Sports Leadership/Profiles on Leaders/Developing Leaders

June 18 – Motivation

June 19 - Developing Teamwork

June 20 - Media Relations

June 21 - Crisis Management

June 24 - Taking over a new Position

June 25 - Situations

- Dealing with the following situations: Extended Losing Streak, Extended Winning Streak, Coming off a Successful Season, Coming off a Poor Season

June 26 – Interviewing for a Job

June 27 - Hiring and Evaluating Staff

June 28 - Recap

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

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://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of

the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

