**Annette Caldwell Simmons School of Education and Human Development**
Department of Applied Physiology and Sport Management

**APSM 3340 Applied Management Skills**
**Course Syllabus**

**Instructor:** Michael Stone, PhD
**Telephone:** 214-768-1035
**E-Mail:** mhstone@smu.edu
**Office Hours:** By Appointment

**Required Texts:**

Lussier, Robert N. and Kimball, David C. (2009), *Applied Sport Management Skills,* Human Kinetics, Champaign, Illinois: Thomson South-Western

Street and Smith's *Sports Business Journal. (A six week subscription can be ordered via the following link http://FORMSsportbusinessDaily.com/candu/subscribe/2146*

**Course Description:**

The course presents and in-depth analysis of the relationship of sports/fitness and management. The study includes sporting goods manufacturers, fitness centers, broadcast entities, high school, NCAA and professional sport organizations. The study includes the functions of planning, organizing, leading and controlling as they relate to the management of a sport organization. In addition, the course involves the development of a group-created SWOT analysis and formal presentation.

**Course Objectives:**

Students will:

- Recognize the functional areas of business and management within the fitness, amateur and professional sport industries.
- Identify the unique aspects of sport business operations
- Describe the challenges confronting managers of sport organizations and develop alternative means of meeting those challenges
- Utilize SWOT analysis techniques in evaluating sport organizations
- Develop a management approach that has the greatest chances for successful group performance
- Identify and apply superior management skills and techniques in addressing sport organization challenges
- Devise strategic initiatives and tactics to improve an individual's performance

**Course Requirements:**

**Attendance and Participation:** Students are expected to attend class on a regular basis and complete assigned readings in a timely manner. Students will be given ample opportunities to participate in class discussions and are encouraged to do so. Attendance and participation in class will enter into final evaluation of a student's performance in the course and will account for 5% of the student's final grade.

**Team Project:** Students will be placed in teams to develop a **comprehensive** SWOT analysis of a sport organization of their choosing. The analysis must be submitted in written form and include charts, graphs, tables and appendices appropriate to the topic. Written analyses and power points are due at the time of the oral presentation (@45 minutes) of the analysis. Students will evaluate the relative contribution of fellow team members in producing the SWOT analysis and those evaluations will form a partial basis for individual grades on the project. Overall grade on the project will be based on quality of the written and oral presentations and peer evaluations.

**Weekly Assignments:** During the course of the semester students will be asked to complete quizzes associated with articles that appear in the *Sports Business Journal*.

**Mid-Term Exam:** The mid-term exam will be based on textbook readings, class discussions and lecture materials.

**Final Exam:** The final exam will be based on textbook readings, class discussions, assigned industry readings and lecture materials.

**Grading Criteria:**

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| Class attendance and participation | 5% |
| Team Project | 25% |
| SBJ Quizzes | 10% |
| Mid-term Exam | 30% |
| Final Exam | 30% |
| | 100% |

**Re-Grade Policy:** Students wishing to have the credit awarded on an assignment or test reconsidered, have the option to do so. Re-grade requests must be made within one class period of the return of the test or assignment to the student. The full test or assignment will be re-graded and the results, either positive or negative, will be binding. Re-grade requests not made within one class period of student receipt will not be considered.

**Attendance Policy:** Deduction of percentage points on the overall grade (up to a maximum of 5%) for unexcused absences will occur according to the following scale:

**0-**2 Absences =0points; 3-4 Absences = 3 points; 4 or more Absences= 5 points.

GRADE SCALE:

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|---|---|
| 94-100 = A | 90-93 = A- |
| 87-89 = B+ | 84-86 = B |
| 80-83 = B- | 77-79 = C+ |
| 74-76 = C | 70-73 = C- |
| 67-69 = D+ | 64-66 = D |
| 60-63 = D- | Below 60 = F |

**Requests for Help:** Students should feel free to talk with the instructor and/or email the instructor regarding any course assignment. Such requests should be made in a timely fashion.

**Request for Grades of Incomplete:** Consult the University Catalog for policies relating to Incomplete Grades.

**Disability Accommodations:** Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities, (214-768-4557) to verify and establish eligibility for such accommodations (see University policy No. 2.4).

**Religious Observance:** Student wishing to be absent in order to observe religious holidays/events should notify their professor in writing at the beginning of the semester in which the absence will occur (see University Policy No. 1.9).

**Excused Absence for University Extracurricular Activities:** Students participating in an officially sanctioned and scheduled University extracurricular activity should notify their professor in writing at the beginning of the semester and should discuss, in advance, acceptable ways of making up any missed work during their absence. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or assignment to determine a means of making-up the missed examination/assignment (University Undergraduate Catalog).

**Research Papers Rubric**:

| **Criteria** | **4 points** | **3 points** | **2 points** | **1 point** |
|---|---|---|---|---|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |