BMA112

Introduction to Sports and Recreation Management

Semester 5, 2013 (Spring School)

THIS UNIT IS OFFERED:

By Distance Only

Teaching Team:

Dr Michael Craw

CRICOS Provider Code: 00586B
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<tr>
<th><strong>Unit Coordinator:</strong></th>
<th>Michael Craw</th>
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<tr>
<td><strong>Campus:</strong></td>
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<tr>
<td><strong>Consultation Time:</strong></td>
<td>by appointment</td>
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Unit Description

The wide range of sports and recreation businesses constitutes a multi-billion dollar industry globally. In Australia sport & recreation is a 10 billion dollar business, and according to ABS data over 275,000 people are employed in sport and/or recreation organisations.

This unit will examine and explain the business of sport & recreation by analysing the economic, legal, governance and success models in various sports and recreation organisations. The primary focus will be in an Australian context but comparative models from other countries will be contemplated as well.

We will seek to find the answers to questions such as: what lessons can these entities learn from each other? What business strategies are used to retain the profitability of community sport and recreation organisations, leagues, teams and franchises? What lessons can be drawn from those sports & recreation models? What revised models should entrepreneurs apply in order to achieve success? The Future of Australian Sport and Recreation?

Substantive instruction will be drawn from the likes of the Education models (eg., Athlete Development), Olympics, FIFA World Cup, Netball, NBL, AFL, English Premier League, various player unions, China, India, South Africa, Brazil and much more. This instruction will come in the form of Interviews with globally accepted experts in their field, and instructional lectures.

Ultimately, the goal of this unit is to equip the student with a framework and tools with which to understand and evaluate the business side of a wide range of sports & recreation ventures.

Pre-Requisite/Co-Requisite Unit(s)

None

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the Tasmanian School of Business and Economics and Economics cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td><strong>In assessing this unit I will be looking at your ability to:</strong></td>
<td>Knowledge:</td>
</tr>
<tr>
<td>To apply theories, concepts, practical principles and processes to Sports and Recreation activities</td>
<td>Identify and explain theories and concepts related to given situations in sports and recreation.</td>
<td>Discussion Board End-Semester Test</td>
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<tr>
<td></td>
<td>Describe the rules, regulations and principles associated with participating, officiating and programming sport and recreational activities.</td>
<td>Discussion Board Case Study End-Semester Test</td>
</tr>
<tr>
<td></td>
<td>Develop a sport or recreation programme for a community</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td>Lead people in recreation and leisure programmes in a safe and supportive manner.</td>
<td>Discussion Board Case Study</td>
</tr>
<tr>
<td>To analyse and recommend solutions for Sports and Recreation Management problems</td>
<td>Identify and analyse environmental influences on sports and recreation administration and sporting organisations.</td>
<td>Discussion Board Case Study End-Semester Test</td>
</tr>
<tr>
<td></td>
<td>Recommend solutions to sports and recreation administrators based on issues identified in environmental analysis.</td>
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<tr>
<td>To effectively communicate an argument supported by Sports and Recreation Management academic literature</td>
<td>Review and discuss academic journal articles, academic text material and community accepted Sports and Recreation Management literature</td>
<td>Discussion Board Case Study End-Semester Test</td>
</tr>
<tr>
<td></td>
<td>Present an argument using written expression and the language of Sports and Recreation Management.</td>
<td>Case Study End-Semester Test</td>
</tr>
<tr>
<td></td>
<td>Use and referencing of academic sources or information to support an argument</td>
<td>Case Study</td>
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Learning Expectations

On completion of this unit, students should be able to have a comprehension of the following:

1. Students will understand the concept and principles of Sports and Recreation Management. Students will investigate the impact of information technology in sports and recreation industries, the globalisation of the sports and recreation industry, law and ethics in sports and recreation organisations, education in sport, and managing diversity within sports and recreation activities.
2. Students will demonstrate how to develop recreation and leisure programs and effectively monitor and adjust activities for diverse participants.
3. Students will demonstrate an ability to undertake environmental analysis, and problem solving in a sports and recreation management context.
4. Students will demonstrate an understanding of the elements of sports and recreation organisation design, including traditional and flexible organisation models.
5. Students will be able to differentiate between transactional and transformational leadership in sports and recreation management and demonstrate an ability to lead people in recreation and leisure activities.
6. Students will demonstrate a basic understanding of human resource management in relation to sports and recreation including task design, recruiting volunteers, staffing, training, development, evaluation and motivation of personnel.
7. Students will demonstrate an understanding of the responsibilities of facility and event managers including requests for proposals, booking and scheduling events, the importance of managing ancillary services in public assembly facilities and a basic understanding of risk management.

Expectations

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Occupational Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf.
**Learning Resources**

**Prescribed Text**

None.

Supplemental readings may be provided.

**Recommended Texts**


Apart from books, you will find it valuable to get into the practice of reading relevant articles. The following academic journals, magazines and newspapers are only a selection of what is available. Reading widely will be advantageous.

**Sports, Business and Management** (An International Journal)
**Sports Management Education Journal** (North American Society of Sports Management)
**The Sports Management Review** (Sports Management Association of Australia & New Zealand)
**European Sports Management Quarterly** (European Association for Sports Management)

**Academy of Management Review**
**Applied Research in Coaching and Athletics**
**European Journal of Sports Management**
**International Journal of Sports Management**
**International Journal of Sports Management and Marketing**
**International Journal of Sports Marketing and Sponsorship**
**Journal of Consumer Research**
**Journal of Issues in Intercollegiate Athletics**
**Journal of Leisure Research**
**Journal of Management**
**Journal of Management Education**
**Journal of Organisational Behavior**
**Journal of Sports Behavior**
**Leisure Studies**
**Sports Marketing Quarterly**

**Journal articles**


**Useful Websites**

http://www.easm.net European Association for Sports Management  
http://www.smaanz.org Sports Management Association for Australia and New Zealand  
http://www.worldsportsmanagement.org World Sports Management Association

**Other useful websites**

The NCAA website [http://www.ncaa.org](http://www.ncaa.org)  
ESPN Sports Business [http://www.espn.com](http://www.espn.com)
My Learning Online (MyLO)

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See Learning Online at http://uconnect.utas.edu.au/ for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The Tasmanian School of Business and Economics has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a word document from the Tasmanian School of Business and Economics website at http://www.utas.edu.au/mgmt/student.htm.

Privacy Policy and Notice

The Tasmanian School of Business and Economics takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy. If you have any concerns about your privacy in MyLO please contact the coordinator of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website at http://www.utas.edu.au/coursesonline/privacy.htm.

Details of Teaching Arrangements

This unit comprises a mixture of online interactions with the Unit Coordinator, flexible learning resources and an online component of study delivered via NEW MyLO (the UTAS learning management system).

MyLO-based learning materials

Study materials and resources for this unit will be provided through MyLO. Students will have access to the following:

- PowerPoint slides from the online lectures.
- Interviews from MyMedia but available from MyLO
- Recorded audio and PowerPoint presentation from lectures (refer to the last page of this Unit Outline for study schedule details).
- A Study Guide,
- Additional readings may be required and can be found within each week’s ‘Resources’ folder in MyLO.
- Discussion areas where students can interact with each other. (Details are provided in the Study Guide.)

Note that not all the study materials and resources will be available at the start of the semester, with materials usually made available on a week-by-week basis.
**Communication, Consultation and Appointments**

**Communication:** You will be responsible for checking the NEW MyLO Announcements and your UTAS email regularly for messages and unit updates.

MyLO is used extensively for this unit:
- Online assessments
- Submission and return of marked assignments
- Messages and updates are provided regularly throughout the semester on NEW MyLO Announcements and UTAS email
- Discussion Board

**Consultation:** By appointment.

**Assessment**

**Assessment Schedule**

In order to pass this unit you must achieve an overall mark of at least 50 marks of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value (Marks)</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Item 1 – Discussion Board Participation</td>
<td>35</td>
<td>See study Schedule</td>
<td>Minimum 2 posts per week. No maximum</td>
</tr>
<tr>
<td>Assessment Item 2 – Case Study</td>
<td>35</td>
<td>See study Schedule</td>
<td>No more than 7 pages not including references, cover page and title page</td>
</tr>
<tr>
<td>Assessment Item 3 – End Semester Test</td>
<td>30</td>
<td>See study Schedule</td>
<td>6 hours 2 essay questions and 2 short answer questions</td>
</tr>
</tbody>
</table>

**Word Limit:** The page count does not include such items as headings, in-text references, quotes and executive summaries. It does not include the reference list at the end of the assignment or appendices.

**Assessment Overview**

The aim of these assessment items is for you to develop the skills to competently serve as a sports and recreation management professional in today’s competitive and very dynamic sports and recreation administration environment.

**Assessment Item 1 – Discussion Board Participation (DB)**

**Task Description:** To participate in Online Discussion (using MyLO’s Discussion Board facility). As a participant in DB you will contribute topic-specific content commentary as noted in the UNIT STUDY SCHEDULE which is located on the last page of this unit outline. You will post a minimum of two (2) times in each of the sessions earmarked for DB participation. All students are encouraged to participate more than twice a session. DB topics are listed on the Study Schedule (see last page).
**Task Length:** Each post is to be no more than a short paragraph in length. Why? The most valuable comments in Discussion Board are succinct, presenting analysis of thinking and interesting idea/s. ... maybe new knowledge (evaluation)!

**Session times:** Thursday Noon to Friday (next day) at noon. (Asynchronous participation.)

**Value:** 35 marks Total (5 marks per session x 7 sessions). See DB Assessment Rubric on page 22.

**Task Detail:**

**As the Discussion Board Participant**

Respond to the Moderator’s question at least once. Respond to other participant posts at least once. Minimum Responses = 2.

Regarding follow up to interrogate the question asked, you may need more than the ‘at least once’ posts identified above. Some posts will ‘push your sports button’ and may require many posts.

Posting more than the minimum two times per week is strongly encouraged.

You should participate in healthy investigative debate in the interests of your learning. Do not use ‘text speak’ or other language that might be considered offensive in any Discussion Board posts. All communication must be of an undergraduate Academic level = demonstrated analysis of a line of enquiry, possible evaluative too.

Engagement into participants’ posts helps explore various lines of enquiry with more rigour. (This open-ended line of enquiry/ approach is a reasonably subjective way to expose you to areas of your interest.)

**Navigation (to get started)**

Navigate your way to the Discussion Board facility in MyLO from the UTAS website’s Home Page. The Instructor is responsible for establishing the Protocols. Specific directions concerning the DB operations are available in MyLO.

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**Assessment Item 2 – Case Study**

**Task Description:** The Future of Australian Sport/Recreation Case Study

**Length:** No more than 7 pages plus a 1 page letter

**Due Date/ Time:** Friday February 7th 2014 by 2pm

**Submission:** Submit in electronic form only. Use the DROP BOX in MyLO

**Value:** 35 Marks

**Task Detail:** Your task is to read the full case description titled the Future of Australian
Sport: megatrends shaping the sports sector over coming decades (ASC, 2013), which is found in the assessment folder in MyLO and available at this link:

Using the a CSIRO’S Future of Australian Sport; Megatrends shaping the sports sector over coming decades (April, 2013) as your guide, complete the following tasks:

1. Choose a sport or recreation organisation of choice (only one please).
2. In reasonable terms redesign a chosen sport or recreation entity (or part of it) considering the following:
   a) investigating your ways to improve upon participation and enjoyment,
   b) ways to promote cultural integration,
   c) identify community building opportunities,
   d) how you market it and why change must occur, and
   e) where possible reveal a unique competition or activity in your sport or recreation entity that is not already offered by the sport or recreation organisation.
3. In brief describe a leadership model you would you believe should be used in your organisation redesign? Justify your answer.
4. Identify a minimum of three immediate impacts as a result of the redesign?
5. Write a letter to the sport or recreation organisation you choose arguing why the entity should look to redesign given the future in sport in Australia. (Include the letter in your Case Study only. Please do not send it to the sport or recreation organisation)

You are required to reference and use Sports and Recreation Management literature in completing tasks 2, 3 and 4. Please cite at least two (2) references per task.

In writing the case study, you are required to follow accepted academic style guide referencing, which is Harvard Style guide.

Submitting the assignment
All students must submit an electronic copy of their case study.

A UTAS Business School Title Page and Cover Page must be attached. The electronic copy should be submitted through the MyLO Dropbox.

The case study must be submitted by 2.00pm on Friday February 7th.

Content page is required. Cover, references and content page are not counted in your 7 page case study. Use 11 Font /Calibri or Times Roman. Single spacing.

Please note that that rubric will be used to assess your case study. It is available on page 7 of this unit outline.
<table>
<thead>
<tr>
<th>Case Study Grading Rubric BMA 112</th>
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<tbody>
<tr>
<td><strong>Undergraduate Award Scale:</strong></td>
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<tr>
<td>0.00 – 49.99</td>
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<tr>
<td><strong>Undergraduate Marks Score:</strong></td>
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<tr>
<td><strong>%</strong></td>
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<tr>
<td><strong>Clear explanation of key strategic issues</strong></td>
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<td>20%</td>
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<td></td>
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<tr>
<td><strong>Valid arguments; analysis with relevant supportive detail</strong></td>
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<td>20%</td>
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<td><strong>Appropriate analysis, evaluation where possible, for the specific organisation identified</strong></td>
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<td>20%</td>
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<tr>
<td><strong>Conclusions and recommendations are congruent with strategic analysis</strong></td>
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<tr>
<td>20%</td>
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<td></td>
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<tr>
<td><strong>Proper organization, professional writing, and logical flow of analysis. Harvard Style guide formatting</strong></td>
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<tr>
<td>20%</td>
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Assessment Item 3 – End-Semester Test

**Format:** Section A: Three (3) Essay Questions – Choose two (2)
Section B: Four (4) Short Answer – Choose two (2)

**Task Length:** Section A: no more than 600 words for each of the two chosen
Section B: no more than 200 words for each of the two chosen

**Duration:** No more than 6 hours

**Date and Time:** Wednesday 5th February, 2014 3pm until 9pm

**Value:** Total Value = 30 marks

**Format:** The final assessment will be ‘open book’ and comprise (2) sections. The TEST will be made available in MyLO from 3pm until 9pm. TEST Answers will be typed into the Cells provided under each question in MyLO. PLEASE MAKE IN-ADVANCE ARRANGEMENTS TO TAKE THE TEST DURING THE IDENTIFIED DATE AND TIME PERIOD.

Section A will require students to attempt two (2) Essay questions (for a total of 20 marks).
Section B requires students to attempt two (2) short answer questions (for a total of 10 marks).
[Note: Assessment Rubric provided with TEST Paper]

Duration: THREE (3) hours
Date and Time: February 5th, 2014 3pm – 9pm

**Supplementary Assessments:** Except in special circumstances and on the recommendation of the unit coordinator or the Head of School, a student who fails will not be granted a supplementary assessment

**Special Consideration and Student Difficulties**

If a student is experiencing difficulties with their studies or assignments have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the Current Students homepage at http://www.utas.edu.au/students/index.html.

Should a student require assistance in accessing the Library, visit their website for more information at http://www.utas.edu.au/library/.

Students who have completed their mid semester and final assessments and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the mid semester and final assessments. Forms should be submitted directly to the relevant school, accompanied by
appropriate supporting documentation, as soon as possible after the completion of the mid semester and final assessments. Granting of special consideration is at the discretion of the lecturer and school.

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated – that is, it must have no notes written in it. Students must request permission from the Student Centre in order to use a bilingual dictionary.

**Submission of Coursework**

**Lodging Coursework**

All Coursework must have the Tasmanian School of Business and Economics Assignment Cover Sheet inserted as the first page of the assignment (not as a separate file). The Sheet is available as a blank template from the Tasmanian School of Business and Economics website: [http://www.utas.edu.au/mgmt/student.htm](http://www.utas.edu.au/mgmt/student.htm). Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most ‘perfect’ of systems, items sometimes go astray.

- Assignments must be submitted: (1) electronically through the relevant assignment drop box in MyLO;
- All assignments must include the tutor’s name on the assignment Cover Sheet when they are submitted. If this is not done the assignment will not be accepted and therefore will not be marked.
- All coursework must be handed in by 2.00pm on the due date.

**Requests for Extensions**

**Written Coursework**: Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be made in writing to the unit coordinator prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought. Late assignments which have not been granted an extension will, at the lecturer’s discretion, be penalised by deducting ten per cent of total marks for each full day overdue. Assignments submitted more than five days late will normally not be accepted by the unit coordinator.

**Faculty of Business Late Assessment Policy**


**Academic Referencing and Style Guide**

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources. The first is the Tasmanian School of Business and Economics Guide to Writing Assignment, which can be accessed from the following site - : [http://www.utas.edu.au/mgmt/student.htm](http://www.utas.edu.au/mgmt/student.htm). The guide provides students with useful information about the structure and style of assignments in the Tasmanian School of Business and Economics.
The second is the *Harvard Referencing System Style Guide*, which can be accessed from the UTAS library (http://utas.libguides.com/content.php?pid=27520&sid=199808). The Harvard Referencing System will be used in all School of Business units, and students are expected to use this system in their assignments.

**Academic Misconduct and Plagiarism**

*A cademic misconduct* includes cheating, plagiarism, allowing another student to copy work for an assignment or an mid semester and final assessments, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/.

*Plagiarism* is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.utas.edu.au/tl/supporting/academicintegrity/index.html.

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
The Program of Study

It is important for you to note that active participation in these tutorials is a crucial as preparation for all aspects of this unit. These tutorials are designed to enhance these skills and abilities in the Sports and Recreation Management field.

**Week 1 / Module One: Sports Leagues and Teams**
Where is the Money? We will examine the structure of sports leagues and teams including a broad overview of the legal and financial structures. The lecture will also provide an introduction to the revenue generators and revenue distribution models so that students will be able to analyse a variety of sports business enterprises; for example, we will study Australian, U.S. and European league-governance including promotion & relegation. Specifically, a case study of the AFL and team sponsorships will be used to engage the students into real time developments within the sports business industry. The important role of revenues from media rights fees will be introduced and more closely examined later as a primary financial driver. Other revenue generating streams such as ticket sales and sponsorships may be discussed as well.

**Week 2 / Module Two: the Australian Sports Commission II: Globalisation, Leadership and Ownership**
This lecture will focus on the globalisation of leagues, leadership and ownership. We will begin by looking at the popularity of leagues and begin a discussion on the largest sports leagues, teams and events. We will analyse the globalisation of labour markets and revenue sources with the case of leagues in Australia.

Beyond globalisation, we will examine ‘leadership’ and ‘ownership’ in the Australian Sports Commission examining integration strategies that have been developed to promote sport and recreation participation.

**Week 3 / Module Three: Economic Drivers I: Media rights**
This week will focus on the revenue sources that flow from the playing of sports events as well as ancillary activities. This includes the traditional radio and television sources as well as the ever growing and emerging new media sources.

We will begin by taking a step back to the first live televised sporting events in the early 20th century to progress through the evolution of broadcasting to today.

We will also pay some attention to the rapid growth of media rights fees and include examples such as the NCAA TV deals, Channel 7 Olympics deal and Channel 9 Cricket. Beyond the revenues that flow from these sources we will also examine how the use of and partnering with these media outlets have evolved from an initial fear of cannibalising the live gate to current issues about the delivery of "free" content and the impact on the ever-changing sports business model.
**Instructional Lecture**

**Discussion Board – Asynchronous participation**

**Week 4 / Module Four: Stadiums**
The focus for this week will be on these facilities as both revenue and economic impact generating facilities. Is there a formula used to plan for the development of sports infrastructure? We will focus on stadiums and delve into the history of the construction of well known and lesser known sports venues, their economic effect and community impact.

**Special Guest Interview**

**Instructional Lecture**

**Discussion Board – Asynchronous participation**

**Week 5 / Module Five: Player Salaries, Unions and Sports Agents**
The largest figures on the expense side of the sports business ledger are player salaries. This lecture focuses on salaries as well as the key proponents of those salary increases. Sports agents and unions are key stakeholders in the sports business industry. Agents source and manage talent while unions use collective bargaining to champion for an organisation of the economic system that favours salary increases. We will analyse the impact these stakeholders have had on the industry in different regions in the world and use case examples (including player lockouts for example) from the past. Students will have the opportunity to compare and contrast examples of this topic from around the world.

**Special Guest Interview**

**Instructional Lecture**

**Discussion Board – Asynchronous participation**

**Week 6 / Module Six: The Olympics and the FIFA World Cup**
We will take a close look at the Olympics history and economic impact. What goes into planning and executing the Olympics? We will analyse the 4-year cycle that businesspersons and athletes take to prepare for the Olympics. We will also examine ideas about the economic impact of these games on the host country’s and the world’s economy. Similarly, the FIFA World Cup, by many measures, is the world’s biggest sports event. We will discuss the role of World Cup plays on the world’s business environment using the following lenses to analyse the tournament: fans, countries, players, media, host country, retailers and of course FIFA.

**Special Guest Interview**

**Instructional Lecture**

**Discussion Board – Asynchronous participation**

**Week 7 / Module Seven: Sports & Recreation as a school based policy-of-success: Athlete Development strategies used to fight obesity**
How do educators as sport and recreation leaders develop, implement and execute athlete development learning and performance strategies at a policy level? We will examine the penetration levels of the various sports offered in years 11 and 12 and their intended impact for lifelong healthy lifestyle.

**Special Guest Interview**

**Instructional Lecture**

**Discussion Board – Asynchronous participation.**
Rubric for Asynchronous Discussion Board (DB) Participation

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the UNIT BMA 112. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. Use the following feedback to improve the quality of your discussion contributions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 2 Points</th>
<th>Good 3 to 4 Points</th>
<th>Excellent 5 Points</th>
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</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Participates less than 2 times per DB session.</td>
<td>Participates 2 times per DB session.</td>
<td>Participates 3-4 times per DB</td>
<td>Participates 5 times or greater per DB Session</td>
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<tr>
<td>Initial response to Instructor’s line of enquiry</td>
<td>Posts no response.</td>
<td>Posts superficial thought and preparation; doesn’t address all aspects of the line of enquiry</td>
<td>Posts well developed response that addresses all aspects of the line of enquiry: lacks full development of concept/s.</td>
<td>Posts well developed response that fully addresses and develops all aspects of the line of enquiry</td>
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<td>Follow-Up Postings</td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
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<tr>
<td>Content Contribution</td>
<td>Posts information that is incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
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<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
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<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganised or ineffective content that may contain multiple errors, misleading or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
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Examples of postings that demonstrate higher levels of thinking:

- “Some common themes I see between your experiences and our support materials are….“ (analysis)
- “The body of knowledge should be assessed by these standards ….” (evaluation)
# Study Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
<th>Topic</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>December 2 – 6</td>
<td><em>Sports Leagues and Teams</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<td>3</td>
<td>December 16 - 20</td>
<td><em>Media rights</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>4</td>
<td>December 21 – January 3, 2014</td>
<td><em>Break Period</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><em>Compliments of the Season</em></td>
<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>5</td>
<td>January 6 - 10</td>
<td><em>Stadiums</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>6</td>
<td>January 13 - 17</td>
<td><em>Player Salaries, Unions and Sports Agents</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>7</td>
<td>January 20 - 24</td>
<td><em>The Olympics and the FIFA World Cup</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>7</td>
<td>January 28 - 31</td>
<td><em>Sports &amp; Recreation as a school based policy-of-success: Athlete Development strategies used to fight obesity</em></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<td><strong>THURSDAY NOON UNTIL FRIDAY NOON</strong></td>
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<tr>
<td>TEST Week</td>
<td>DUE: Wednesday Feb. 5th 2014. 3pm until 9pm</td>
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<td><strong>DUE:</strong></td>
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<td><strong>DUE:</strong> <strong>Friday Feb. 7th 2pm.</strong> Use MyLO DROP BOX for submission</td>
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