Seattle University
Center for the Study of Sport and Exercise

SADL 518: Sport Event Planning
Fall 2012

CONTACT INFORMATION

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Office Hours: W: 3:30-5:30 and by appointment
Class Time: W: 6:00-8:00 PM (meets every other week)
Location: PIGT 208

COURSE INFORMATION

Course Materials

There are two required books for the class.

[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

Course Description and Overview

In this course students will learn about sport event management from the broadest perspective as well as engage in the preliminary aspects of successfully executing a sports event. After completing this course students will be able to identify and understand traditional and niche sport, recreation and tourism events; prepare and present bid proposals for events, engage in a process of event selection, write clear mission, vision, values and goals for the event, develop preliminary budget, establish event critical dates calendar, and provide a coherent overview of the proposed event and next steps for implementation in a production meeting. This course is a prerequisite for SADL 508.

This course focuses on the overall event planning process including the first stages of event planning. It is an experiential course that allows students to put the readings, personal experience, and insights gained collectively into action plans. For these reasons, class sessions will be

primarily a mix of student presentations, work groups, and discussions. Students are expected to come to class ready to apply the insights from the readings to our real work of planning and executing a sport event, which will occur in the winter and spring quarters.

LEARNING OBJECTIVES

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

Objective	Learning Outcome	Evaluative Tool
1. Demonstrate knowledge of sport event management components		
a. Understand and articulate the major phases of event planning, which include development, operational planning, and implementation phases	Content Knowledge, Discovery and Critical Thinking, Communication	Class participation, discussion, production meeting
b. Understand and apply the concepts for consideration of an event proposal	Content Knowledge, Discovery and Critical Thinking, Communication	P.A.P.E.R. test
c. Understand and articulate the bidding and /or proposal process for sport events	Content Knowledge, Discovery and Critical Thinking, Communication	Class participation, RFP/Bid/Budget presentation
2. Demonstrate ability to prepare a preliminary budget for a sport event	Content Knowledge, Discovery and Critical Thinking, numerancy, Communication	RFP/Bid/Budget presentation
3. Demonstrate ability to "brand' an event	Content Knowledge, Discovery and Critical Thinking, Communication	Document with mission, vision, values and goals for the event. Brand Map: contains three major points
4. Develop skills for being a reflective event manager		
a. Develop an avenue for reflection that emphasizes building knowledge experientially	Content knowledge, communication, citizenship, diversity and social justice	Class discussion, journal writing
b. Develop ways to assess current knowledge, identify gaps, and seek advice	Lifelong learning	Class participation, journal writing, sport event manager interview
5. Demonstrate effective leadership and team skills needed to convert goals into action	Content knowledge, communication, communicate, citizenship, lifelong learning, diversity and social justice	Class participation, journal writing, consideration of CSR goals for event, production meeting

CLASS PARTICIPATION & ASSIGNMENTS

Class Participation (200 pts total, 40 pts for each class)

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: excellent (40-36), adequate (35-31), below expectations (30-16), and failure to contribute (15- you get some points just for showing up).

Excellent 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.

Adequate 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 operating at an undergraduate level.

Failure to contribute 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.

Journal Writing: (100 pts.)
You are expected to keep a journal for the duration of this course. You should do this in a Word doc as you will keep it until the event is completed. 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 12 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).

P.A.P.E.R. Test: (100 pts.)
Students will complete this assignment either in groups or pairs. Please follow the guidelines for completing a P.A.P.E.R. test. You will find these guidelines in the Supovitz text. Please bring 7 hard copies to class.

Interview Event Manager: (50 pts.)
Contact a sport event manager or person who helps run sport events. Set up a time when you can interview them. You may do this in phone or in-person, but you will find that in-person is usually much more insightful. Your task is to try to 'fill in' your knowledge gaps as much as possible. Try to ask questions about events in which you are interested. Using your own experiences and insights gained from the readings,

generate a set of open-ended questions (not yes-no questions) to follow as you conduct your interview. Note that you will share your insights in class in addition to writing a reflection on your findings as one of your journal entries.

RFP/Bid/Budget Presentation (100 pts.)
There is no set format for this presentation. You must synthesize the material you read and prepare a sport event proposal that you will present to the class. This should be a PowerPoint. You are to decide which components to include in the presentation based on your readings and knowledge of what you think the proposed event will entail.

Final Presentation 'Production Meeting': (100 pts.)
Final presentation that includes major points from all the documents produced in class. Final details TBA.

COURSE OUTLINE & SCHEDULE

CLASS SCHEDULE*

Wednesdays Section-01 Dates	**Topic**	**Readings**	**Important Class Details** *** While these assignments are due in class, they are also due on Angel 24 hrs prior to class**
Unit 1 **Sept. 19**	Introduction to Sport Event Management Introduction to experiential learning	1. M&A: Ch. 1, 2, 11 2. SUP: Introduction	**DUE:** 1st Journal entry: a. Summary of personal experiences with sport event management. b. Write down your goals for this course- you may think long-term (through the spring event) **In Class:** 1. Introduction to course 2. Discuss agreements 3. Share personal experiences and goals 4. Brainstorm events
Unit 2 **Oct. 3**	P.A.P.E.R. test	1. SUP: Play 1	**DUE:** 1. P.A.P.E.R. test* (pairs assignment) 2. Interview with sport event manager 3. Journal writing: reflection on insights gained from Event Manager Interview **In Class:** 1. Review P.A.P.E.R. tests 2. Share interview insights 3. Narrow to 2 events
Unit 3 **Oct. 17**	Event Bids Request for Proposal (RFP)	1. M&A: Ch. 9 2. SUP: Play 2, 3, and p. 81-94 of Play 4	**DUE:** 1. Bid/RFP/Budget presentation* (groups) **In Class:** 1. Present Bid/RFP/Budget 2. Event Selection
Unit 4 **Oct. 31**	Establishing the Event Committee Establishing the Brand for the event	1. M&A: Ch. 3 2. SUP: p. 122-129	**DUE:** 1. Journal Entry: brainstorm mission, vision, goals, values, key ideas for a quality statement and organizational chart **In Class:** 1. Draft Event Mission, Vision, Values, Goals, QS and Org chart, CSR 2. Brand mapping
Unit 5 **Nov. 14**	Planning the Planning: Critical Dates Calendar Quality Events	1. M&A: Ch. 10 2. SUP: Play 5	**DUE:** 1. **Journals** turn in to Angel or give to me in class **In Class:** 1. Refine/integrate/ draft critical dates calendar
Final Presentation **Nov. 28**	Production Meeting	None	**DUE:** Production Meeting* After production meeting, course evaluations.

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

COURSE WEBSITE

Angel Resources and Turning in Assignments:

The syllabus, course materials and PowerPoints are/will be on Angel. **Note:** if you have a MAC with an operating system older than 10.6.3 (Snow Leopard), then please email your assignments directly to me (Dr. Nicole Melton). Should you not have access to a computer or the Internet, please see Dr. Melton to discuss alternatives.

GRADING

Letter grades will be assigned according to the distribution table below:

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 & 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 **6 days** of class and be in the classroom from **6:00-8:00pm**. 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 pro-active 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 academic integrity policy document for additional information: https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

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 and update Angel with PowerPoints etc. on a weekly basis. Be sure to check both 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.