Course Number and Prefix: 40276 - SES 584-900  
Title: Sport Administration for Sports Coaches (3 Credit Hours)  
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Course Description: This class is designed as an introductory graduate level management course for coaches and prospective sport managers, and encompasses both theory and practice. Emphasis will be on learning and applying management, communication, and public relations principles as they are practiced in a coaching context. In this course we will seek to enhance the development of leadership and critical thinking skills necessary for success in the athletic workplace. The content focuses on the challenges that coaches may face stemming from organizational issues, complex environmental conditions, new technological developments, and increasingly diverse workforces. Critical issues related to the management functions of planning, organizing, staffing, evaluating, and leading in a sport organization will be highlighted. The goal of the course is to strengthen the skill set needed to analyze, diagnose, and respond to both fundamental and complex problems found in sport organizations. It also provides opportunities for you to enhance your communication and interpersonal skills, both of which are essential to effective management and to success in the sports coaching workplace.

National Standards for Sport Coaches: This course meets the following Performance-Based Standards for Sports Coaches (NASPE, 2006): Domain 2, Safety and Injury Prevention: Standards 5, 6; Domain 7, Organization and Administration: Standards 30, 31, 32, 33, 34, 35, 36

Learning Outcomes: At the completion of the course the student will be able to:
1. Demonstrate comprehension of the foundational principles of management theory and practice as they relate to sport organizations.
2. Recognize that coaches need to know about technology, organizational structure and culture, administrative policy and procedure, and human behavior in order to be effective leaders and decision-makers.
3. Manage an appropriate organizational budget.
4. Explain the principles of effective personnel selection, evaluation, retention, and/or dismissal policies.
5. Demonstrate the ability to effectively communicate with various constituents by developing a communication and public relations strategy.
6. Recognize how effective risk management will minimize personal and institutional liability.
7. Refine the ability to analyze and problem solve via a variety of applied management exercises and apply these skills to specific problems found in sport organizations.

Required Reading
1. Readings will be posted on the Blackboard course shell. There is no single text that covers the breadth of material required for this class; therefore, supplemental readings will be used to augment the above texts. Refer to the course schedule for more specific information on the assigned readings.
Outline of Course Content
The content of this course will cover three (3) modules. Each module contains a number of units and provides students with theoretical, empirically-based, and practical components directly related to management principles applicable to sports coaching.

Module I – Team Management and Leadership: approximately 3 weeks
Unit 1 - Pre-season Strategic Planning / Budgeting
Unit 2 - In-Season Planning and Decision Making
Unit 3 - Post-Season Evaluation and Long-Term Planning
Unit 4 - Leadership and Personnel Management

Module II – Liability and Risk Management: approximately 1 week
Unit 5 - Fundamentals of Risk Management

Module III – Marketing and Public Relations: approximately 2 weeks
Unit 6 - Crisis Communication
Unit 7 - Promotion and Marketing
Unit 8 - Fundraising

Course Requirements
Time Commitment: Although this course is entirely online it is not self-paced. You are expected to participate in various ways each week according to the due dates noted in the Course Schedule.

Critical Thinking: The major purposes of this course are to provide the rationale, skills and knowledge with which to improve coaching management through developing and implementing effective coaching and management behaviors and practices.

The following are some of the essential factors that constitute evidence of critical thinking, and will inform an assessment of your performance in all areas of the course.

- Accurate and precise understanding of course topics: Posing questions that address the basic information contained in the readings (e.g., identify key beliefs and values espoused by the author).
- Engagement with assigned readings, videos, and class discussions. How do the readings, assignments, and discussions connect with the topic at hand? In addition, for the associated readings, you must pose questions that are textually implicit, thereby requiring analysis and interpretation of specific parts of the readings and text. For example, “What led the author to conclude that these specific strategies and techniques constitute effective coaching or management?” In terms of critical thinking, you must focus on understanding the reasons underlying someone’s particular beliefs or values related to coaching, including their own.
- “Deep thinking” concerning the intersections of the material: How do one’s observations and experiences connect with class materials? Do these observations and teaching experiences confirm or contradict what is read and discussed? For instance, are there any emerging theoretical or practical tools for evaluating effective coaching? For the associated readings, another level of questioning is appropriate here; that is, much more open-ended questions that frequently go beyond the readings. Such questions are intended to provoke a discussion of an abstract idea or issue, or perhaps an ethical dilemma. For example, is it even ethical that coaches teach values and that the programs choose which values to teach? The student must now ask whether the evidence or reasons offered in support of beliefs and values is adequate and justified. Further, students must state and defend their own views, supported by reasons and evidence.
Methods of Evaluation

Discussion Board/DEJA Postings 100 points
Cases, Quizzes & Worksheets 200 points
  Case (50 points)
  Worksheet (50 points)
  Quizzes (100 points)
Budget Exercise* (Partner/s project) 100 points
Final Exam 100 points
TOTAL 500 points

*Team and Group Projects: Over the last two decades there has been a dramatic increase in the use of teams and groups within organizations. Some studies indicate that more than 80% of organizations employ multiple types of workplace teams (Hansen et al., 2006). Learning how to work effectively in teams is thus an increasingly important skill. For this reason, the budget exercise will be a partner/team project. Specific details for each assignment will be posted on the Blackboard site. The budget assignment must be completed with a partner/s; all other assignments must be completed individually.

Discussions/DEJA (Double Entry Journal & Application) Postings: Students will be expected to participate in the course through the discussion boards and a DEJA journal on the topics introduced and associated with the management of sports coaching. As graduate students, you are expected to show initiative and leadership throughout the course, particularly through involvement in the discussion board and DEJA assignment, addressing topics as they relate to the management of sports and coaching. You will be required to post in 5 graded discussion board topics related to course content and respond to other students’ discussion topics as well as upload 5 DEJA journal entries. Each post (discussion board and DEJA assignment) will be worth 10 points for a total of 100 points.

Case Study Analysis: You will be required to complete a content-related case analysis that consists of analyzing and applying course concepts to a sport related problem or issue. The case study is intended as an opportunity for you to demonstrate your understanding and ability to apply course material. The case will include questions and require you to apply the unit’s material to past, current or hypothetical coaching and/or management situations. The case study is worth 50 points.

Quizzes and Worksheets: For some units, content mastery is primary, for other units, the application of content to coaching and management contexts is most important. Therefore, quizzes will be used to test content mastery and worksheets/vignettes will be used to assess your ability to apply content to a specific context or situation. The point values for the quizzes and worksheets are identified above.

Budget Project: High school, collegiate and youth sports coaches are often responsible for managing the team’s/organization’s finances. Based on the course material, you will work with a partner to manage a collegiate athletic department budget and bring it from a deficit balance to a positive balance. This is the major project in this course. The budget project is worth 100 points.

Final Exam: The final exam will be comprehensive and seeks to test your mastery of, and ability to apply the course content. The final exam is worth 100 points.

Determination of Final Grade: Foremost in the determination of the final grade is the quality of your work. The University of Northern Colorado’s grading scale will be used in assigning final grades. Please note that the University’s incomplete policy stipulates that an instructor may give a grade of incomplete only if a student cannot take a final exam (or equivalent) because of hospitalization or a death in the family. The School of Sport and Exercise Science adheres to this policy. The number of points earned out the total possible will determine your final grade.

Grading Scale: A = 100-90%; B = 89.99-80%; C = 79.99-70%; D = 69.99-60%; F = below 59.99%
Library Utilization
You are encouraged to use the Michener Library and the online library catalog to supplement assigned readings and to complete assignments. The online library portal provides access to the catalogs of several research libraries, the UnCover serials database, and several information databases. The online library holdings can be accessed from all computers with Internet access. SBRnet (Sports Business Research Network), Business Periodicals Index, Infotrac General Businessfile ASAP, First Search’s ABI, and Dialog@CARL are also good sources for identifying information related to the sport industry. Note: links to the Michener Library and all databases are found via the online Sport Administration Research Guide (http://libguides.unco.edu/SportAdmin).

Student Expectations and Course Policies
Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

1. **Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort. This includes giving input and feedback in the online discussions and team projects, as well as producing graduate level work. Do what you have to do to be ready.

2. **Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is okay not to know, but it not okay to continue not knowing.) It also means doing the reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

3. **Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another’s sharing is respected and where differences of opinion and healthy debate are prized.

**UNC’s Policies:** UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Services for Students with Disabilities
The Sport and Exercise Science program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. If you have a disability and need accommodations, you should contact Disability Support Services at 970-351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Students are encouraged to work together and share knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. Students are expected to adhere to the highest standards of academic honesty. If plagiarism (utilizing the ideas of or information obtained from another person without giving credit to that person) or another act of academic dishonesty occurs, UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Notes
- You are responsible for all tasks and for being prepared for class activities.
- All work must be your original work specifically prepared for this class.
- The instructor reserves the right to penalize late work, and refuse to accept late work.
- UNC’s policies and recommendations for students’ rights and responsibilities will be followed.