

SEATTLEU

SPORT BUSINESS LEADERSHIP

Professional Development Seminar SBLR 5910 Course Syllabus – Fall 2019

Course Days: Tuesday, October 8 & 22 and November 5 & 19
Class Times: 6-830pm, except for November 19th is from 6-8pm
Course Location: Garand 114

Materials: There is no text required for this course. The MSBL program has purchased a 4-year premium subscription for you to have individual access to “Work In Sports,” and we will be using their site for this course in the fall, winter and spring quarters to complete the full Professional Development Seminar. All details will be provided the first class. You will be provided with login access to the site and to your “Sports Career Gameplan” modules immediately following the October 8th class via a secure email from Work In Sports (WIS).

This syllabus is subject to change. I will always highlight any revisions and send you an update via canvas.

Instructor Information:

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<https://www.linkedin.com/in/maryleegilliland/> (Links to an external site.)

Office Hours: By appointment. I am also available before and after class.

About the Course

The sports industry today is a wide-reaching business that spans the field of play – from food and memorabilia stands at the stadium to multimedia rights and sponsorships. As much as \$620 billion is spent every year in the sports industry, which is catering to an ever-more fervent fan base. This complex business environment features numerous participants – from rights owners (clubs, leagues, federations, and athletes) to sports agencies, sponsors and broadcasters – all competing for a bigger slice of the pie. This course will encourage you to pull from the knowledge and experience you have gained as students, interns and employees, so that you can develop your professional strategic plan to be set up for success, as you enter the industry in a new position or seek to excel in your current role.

This course will help prepare you with steps you can start taking right now, in order to improve your chances of finding the right opportunity in the industry. This seminar which combines The Work In Sports “Sports Career Gameplan” modules, along with class lectures, assignments, activities, podcasts, videos, and readings, will provide you with actionable, real-world steps to help shape your professional plan.

What You Can Expect to Learn from this Course

Four significant pillars influence your chances of getting hired and being a top prospect in the sports world. We will cover the first two in the fall quarter 2019.

1. Gaining the RIGHT Experience and matching it to your career goals and opportunities
2. Building, Leveraging and Maintaining Your Network

The final two pillars will be covered in the Winter 2019-20 and Spring 2020 quarters. They are:

3. Mastering the Interviewing Process and Being Prepared for Career Success (Winter 2020)
4. Developing Your Personal Brand and Professional Skills (Spring 2020)

Further details for the first two WIS modules are in the course schedule in this syllabus, as well as on the SU WIS platform, which you will receive access to this evening at 830pm on 10/8/2019 via email.

In this course, we will explore each of these tenets, going deep into the strategies and techniques that will make a difference for you in your sports career. There will be a combination of written content, videos and podcast episodes to help you learn the subject matter. You will have assignments, worksheets, like conducting a HEAT CHECK and creating a target list for informational interviews, and quizzes after most sections. You will also receive readings, assignments and activities, including role-play exercises combined with discussion, which I will go over with you in class.

Work In Sports Information

Brian Clapp is the Work In Sports, Mentor and our main point of contact, so if you have any technical questions, or if you want to contact Brian for any reason, feel free to email him at bclapp@workinsports.com. There is information about Brian in his introduction in the first module online, and you can also visit his LinkedIn page <https://www.linkedin.com/in/bclapp/>. With regard to the online assignments, quizzes, homework, and grading, please direct your questions to me.

Learning Outcomes

Upon successful completion of this course, students will:

Learning Objectives	MSBL Learning Outcomes	Evaluation Methods
1. Identify key areas to improve your professional plan, job search and/or career growth results	Growth	Online modules, in-class discussion and assignments
2. Apply your knowledge and experience to refining your approach in internships, jobs and or searches to develop a road map for success	Content Knowledge, Analysis	Online modules, activities and assignments
3. Develop a more valuable and helpful network and learn how to leverage it	Leadership, Growth	Online modules and in-class discussion
4. Improve communications skills with supervisors, employees, co-workers/peers, clients, etc.	Communication	In-class activities, role play, readings, and discussion
5. Create a differentiating, unique and professional/personal Career Plan	Growth	Online modules, assignment and discussion
6. Understand how to deliver "elevator pitches," for diverse audiences and situations	Communication, Leadership	In-class activity, role play and assignment

7. Align your skill set with each position you seek to fill	Analysis, Synthesis	Assignment, discussion and online modules
8. Develop and leverage more meaningful mentorships	Communication, Growth	Discussion, activities and online modules
9. Learn how to improve informational interviews and develop a plan for getting meetings with the right people	Communication, Growth, Leadership	Online modules and in-class activities
10. Understand how to manage conflict resolution within different levels of a business	Communication, Leadership	In-class discussion, role play and activities

MSBL Learning Outcomes

Content Knowledge

Apply sport management specific content knowledge to find solutions to complex organizational issues.

Leadership

Demonstrate socially responsible leadership grounded in the principles of diversity and inclusion, ethical decision making, and sustainable business practices.

Analysis

Exhibit the ability to gather relevant information and critically examine the information through multiple analytical approaches.

Synthesis

Display an ability to synthesize information and devise viable solutions in complex organizational contexts.

Growth

Develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

Communication

Demonstrate exemplary communication both individually and in groups across written, oral and presentation platforms.

Course Assignments

Work In Sports Modules

Online Modules with videos, podcasts and worksheets - 400 pts total (100 points for each set of modules assigned to be completed every two weeks). Online quizzes need to be completed at the end of each module prior to the start of class. Worksheets and in-class activities will be completed in class, but prepared by students prior to class.

Written Assignments

Current Trend – Opinion Piece – 200 pts

This will be a 400-500 word opinion piece on a recent trend in sports' business. This paper will support your work throughout the Professional Development seminar, as it will give you more knowledge about a current trend in sports' business to utilize in networking, interviews and conversations to help advance your growth and career. For a full description of the assignment and the review process, see canvas.

Your Growth Plan – 200 pts

You will create a "career plan" that incorporates the work you do throughout this Professional Development Seminar to create your path to successfully achieving your career goals. This will include discussions in class, online modules and assignments, as well as draft reviews. See canvas for the assignment details.

Homework and Class Participation

Homework, In-Class Activities and Discussions - 200 pts total. This course covers a significant amount of content through the online modules, readings, podcasts, and writing assignments. Much of the learning comes from pre-class preparation, in-class exercises, including role play and discussion. Students are all in different stages of their careers, so class time is used to share growth objectives, career plans and strategies to help each student learn from one another, as well as interact through in-class and out-of-class exercises to develop professional skills to support their growth.

Overall Course Total: 1000 pts

Grading

Letter grades will be assigned according to the distribution table (below). Final grades will be posted on SU Online by 6pm on December 18, 2019. 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. It should represent the student's best efforts. When APA formatting is assigned, it should adhere to APA guidelines for citations and references.

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

There will be a total of 1000 points to earn this quarter. The breakdown of points allocated for Work In Sports modules, assignments and class participation are as follows:

Work In Sports Modules	400
Homework & Class Participation	200
Assignment 1 – Opinion Piece	200
Assignment 2 – Career Plan	200

SU Mission and 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 and well-being 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.

Academic Resources

Library and Learning Commons

- <http://www.seattleu.edu/learningcommons/>
- This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab

Academic Policies

Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Accommodations and 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 this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located 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, <https://www.seattleu.edu/caps/> for assistance, support and advocacy. This service is free and confidential.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students: <https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf>.

Office of Institutional Equity and Anti-Discrimination Statement

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies.

Canvas

Additional required readings, case studies, videos, and podcasts will be assigned and other optional resources will be available on Canvas. Course materials will be organized by date/week in each module. The Work In Sports modules are provided online, and I will refer to the syllabus schedule for all assigned online work.

Attendance

Students are expected to attend all required class sessions and be in the classroom during scheduled class hours. Please notify Mary Lee Gilliland (via phone or email) prior to the class, if you will not be in attendance due to unforeseen circumstances. Per Maylon Hanold, the MSBL Director, due to the number of classes, if you will miss more than one class, you will need to advise Mary Lee in advance and connect directly with Maylon Hanold to discuss your absence. It is likely you will have to drop the class, if you cannot attend at least 3 out of 4 classes each quarter of the seminar. Make-up work for missing a class will be determined on a case-by-case basis and may require an additional assignment. Being pro-active and a high degree of personal responsibility are expected.

Course Schedule

Overview (See Canvas for details and access to articles and resources, outside of the Work In Sports, Career Sports Gameplan site. ***See below: Red denotes something is due before or in class.**

Module	Topics	To Do Before Class	In-Class Key Activities
10/8	<ul style="list-style-type: none"> -Sports Career Game Plan -Gaining the right experience -Internship / Job strategy -Applying what you have learned 		<ul style="list-style-type: none"> -Introductions -Your Plan -Work In Sports Overview -Assignments, Worksheets and Structure -Key Goals & Outcomes -Look ahead over the next 2 weeks – what to do and what will be due -Elevator pitch discussed for next in-class activity: Create 3 different scenarios where you would need to be prepared to give your elevator pitch (include person or people you would be with/encounter and where you would need 3 different elevator pitches, based on the scenario/situation)
10/22	<ul style="list-style-type: none"> -Additional experience to gain -How to best leverage the experience and education you have -Who are you? Elevator speech for different situations (Role Playing) -Your Heat Check (Preview of where headed with HC and Growth/Career Plan) -Professional Skills 	<ul style="list-style-type: none"> -SCGP 1.0-1.3 -Gaining the Right Exp.2.0-2.1H -Sports Internship/Job Worksheet -Prepare Elevator Pitch scenarios -Readings, related to what you are learning in class, on canvas posted in modules 	<ul style="list-style-type: none"> Due by class time: SCGP & WIS 1.0-2.1H completed online -Due in class: Bring SI/Job Worksheet to class for discussion and activity -Due in class – 3 different scenarios for 3 different elevator pitches (see above in class 10/8 for details) -Look ahead to next 2 weeks and what you will work on before 11/5 -Assignment 1 given in class

			-Assignment 2 discussion
11/5	<ul style="list-style-type: none"> -Building your Network and Utilizing your Network -Networking Skills and Role Play -Communication Plan to Grow Network and Connections -Leveraging and Maximizing Mentorships -Skill Development & Matching with needs, goals and positions 	<ul style="list-style-type: none"> -Gaining...(Contin.) 2.2-2.5B – Be sure to complete these WIS modules before class on 11.5 -Building & Maintaining Your Network 3.0-3.1G and Follow Up Plan Checklist -See Asst 1 instructions on canvas to prepare what is due in class 11.5 -See Asst 2 instructions on canvas to prepare outline before 11.5 class -HW3 on canvas before 11.5 class – Followup from our Role Play last class -Work on your Heat Check worksheet, which will contribute to your Career Plan assignment -Readings, related to what you are learning on canvas, posted in Week 2 module 	<ul style="list-style-type: none"> -Due by class time: WIS 2.2-3.1G completed online -Due in class: HW 3 – See canvas for details -Due in class: Topic and Main Resource for Asst 1 – Opinion Piece -Due in class: Bring your WIS Heat Check worksheet (WIS 2.4B-2.5B) to class for activity -Due in class: Bring your 3.1G Follow Up Plan Checklist to class for discussion -Due in class: Bring your Asst 2 – Growth Plan “To Dos” and Outline – see Asst on canvas for details -Role Play and Discussion related to online modules and assignments -Skill development and communication discussion, as well as activities
11/19	<ul style="list-style-type: none"> -Informational Interviews -Strategic Approach to Events & Conferences -Challenging Communications & Conflict Resolution -Working successfully with Managers, Direct Reports and Other challenging situations and relationships to successfully manage 	<ul style="list-style-type: none"> -Building...(Contin.) 3.1H-3.3C, Career Fair/Conf. Checklist and Additional Networking Podcasts (Use your judgment on where to spend your time on WIS modules). Focus on what will help you the most with your current career goals and what links with your career growth plan. Podcasts are long, so no need to listen to all of them – pick what most valuable to you -Readings, related to what you are learning on canvas, posted in Week 3-4 Module (to read before Nov. 19th class) -Asst 1 due on canvas before class on 11.19 (Send to me prior, if you would like me to review and provide feedback) -Asst 2 draft will be due for review in class 11.19 (I am providing feedback by the evening of 11.11). Be sure to bring your draft to go over in class on the 19th 	<ul style="list-style-type: none"> Due by class time: WIS 3.1H-3.3C Due by class time: Asst 1 - Opinion Piece on canvas Due in class: Bring your WIS Career Fair/Conf. Checklist for discussion Due in class: Assignment 2 draft for feedback. Final Career Plan due by 11:59pm on 11.30 via canvas -Communication Discussion -Discuss and wrap up your work this quarter, next steps and looking forward to the winter quarter Pro Dev Seminar -Gain feedback from students on WIS modules and seminar for further development and improvement -In your corner re: Your Careers -MLG Tradition in every final class