BMA 112 Introduction to Sports & Recreation Management analyses the business side of sports & recreation and discusses the intricacies of topics in Australian sports management, recreation management (as well as various countries' sports and recreation strategies). You will be equipped with a framework and tools to understand and evaluate the business side of these areas from a state, national and global perspective.

Workload: 5-7 hours/week  
Duration: 7 weeks + end of unit Test  
Sessions: Online.  
When: Starts on December 2, 2013 – Concludes February 7, 2014  
Break “week”: Christmas/ New-Year period  
Taught In: English  
Assessment Items: Case Study, Discussion Board Participation, End of Unit Test.

About the Unit
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?

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.

**Unit Descriptor**

**Week 1 / Module One: Sports Leagues and Teams I: Structure and Economics**
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.

Special guest interview
Instructional Lecture
Discussion Board – Asynchronous participation

**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 promote sport and recreation participation.

Special guest interview
Instructional Lecture
Discussion Board – Asynchronous 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.

Special guest interview
Instructional Lecture
Discussion Board – Asynchronous participation

**Week 4 / Module Four: Economic Drivers II: 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
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

End of Unit Test - Week of February 3rd - 7th 2014. Online only. Open book. 48 hours to answer 4 of 7 short answer questions. Short answer is defined as no more than 400 words.

Background & Pre Requisites
Year 12* or meeting the UTAS General Entry Requirements
*Must have just completed Year 12 in 2013

Access to a computer and the Internet.

Suggested Readings
The lectures are designed to be self-contained, supplemental readings will be recommended throughout the course for those who wish to delve further into particular topics.

Course Format
The course will consist of short weekly lectures associated with quizzes, exercises, case studies and a discussion board forum from time to time. All material will be available in MyLO (the UTAS online learning medium = My Learning Online).

There will be an end of unit test on the lecture segments, descriptions of different sports and recreation business concepts that have been investigated, business examples and operating models explored.

Real-world case studies will be used to illustrate concepts for the purpose of generating new thinking. Interviews’ with leading Sport and Recreation industry stakeholders will provide insights into the business of sports and recreation.
FAQ

Do I earn a University of Tasmania undergraduate degree credit upon completion of the course?
Yes.

What prerequisites will I need for this class?
There are no prerequisites for the unit.

What are the learning outcomes of this course and why should I take it?
By the end of the unit you will have a better understanding of the business of sports, sports enterprise structures and the interests of various stakeholders in the sports business industry including recreation organisations.

How much?
UTAS is providing a 100% tuition fee scholarship to all domestic students enrolled in the unit. The Student Services and Amenities fee still may apply.

How do I enrol?
New students - Complete a UTAS Administration and Enrolment form available from the Faculty of Business

Phone: 1800 030 955
Email: enquiries@business.utas.edu.au

Enrolment deadline
Friday December 6th

Who can I contact for more information?
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