

**Sports Management and Leadership Camp
(5-years, June 2015-current)**

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Key words: *Sports Management, Money, Leadership Development*

Funding Sources:

The project funding came from the following sources: Curriculum and Instruction and Health and Physical Education budget, Mayor Summer Youth Program (EMPLOY) and Shelby County Schools Student Services (student summer program) for high school participants.

Project Cost and Budget Narrative:

Budget Total:		\$ 15,683.00
The 4-week budget includes funds for the following		
Speaker/Presenter Honorarium		
Teacher Stipends	4	\$ 5,500.00
College Intern Stipends	4	\$ 1,450.00
Transportation	6	\$ 894.00
Meals/snacks	88	\$ 4,500.00
Injury medical Supplies & materials	88	\$ 1,600.00
Student CPR/AED Certification	25	\$ 1,124.00
Notebooks and journals	88	\$ 65.00
Staff Shirts	12	\$ 200.00
Awards & Recognition		\$ 350.00

Project Description:

Shelby County Schools Health, Physical Education and Lifetime Wellness (HPELW) department will introduce students to the increasing career options in the sports industry, a \$250 billion-a-year business that continues to be one of the fastest growing fields in the world. Students will go behind the scenes to learn how events on the field or on the court, in the front office and behind the camera are intricately linked to boardrooms, retail locations and homes around the country.

This exciting summer pre-college program for high school students exposes them to the sports industry and introduces students to the wide range of career opportunities in the field of sport management. Further, the camp provides students with hands-on insights regarding working in various secondary, collegiate and professional sports related areas. Additionally, students are typically engaged in academic programming, FAFSA completion, resume building and composing a personal statement prior to beginning daily sessions, workshops or projects.

This Sports Management Camp is open to Shelby County Schools students in grades 9-12, with priority enrollment given to at-risk and low-income students.

At the heart of the camp is a leadership curriculum designed to build concrete leadership skills that will help students to succeed. Interactive lectures and small-group workshops provide students the opportunity to build upon their strengths and minimize their weaknesses.

Leadership topics tailored to the Sports Management program include:

- Personality Styles/Group Dynamics
- Conflict Resolution
- Negotiation
- Public Speaking
- Intrapersonal Communication
- Interviewing Skills

Access plus Increased Effort

Improving educational opportunities to shrink income and graduation disparities depends on increasing at-risk student access to non-traditional resources and opportunities. The Sports Management and Leadership Development Camp program structures expanded learning opportunities (ELOs) within the summer sessions. (Harris, Laura; Princiotta, Daniel, 2009) Imbedded in the six-week summer program are volunteer and work-based opportunities that are centered around sports/athletics related concepts which require the students' full participation in hands-on demonstration and training sessions.

Work-based Learning

Stone (2004) in his research suggests several dropout prevention program techniques that are designed to keep students in school: career guidance, work-based learning, career pathways, and tech prep. Schargel & Smink (2001). A body of work and program database generated by the National Dropout Prevention Center infers that making the most of wider communities, which includes linking with the wider community through systemic renewal, community collaboration, career education and school-to-work programs, and conflict resolution and violence prevention programs that enhance effective interpersonal skills, serves as an effective dropout prevention tool.

For the purpose of this program, the Sports Management & Leadership Development Camp's implementation methodology highlighted the work-based learning strategy aligned with a short-termed introductory cluster of career pathways process.

This camp is a paid six-week work-based training program where students participate in various weekly hands-on projects, workshops, certifications and communications skills to gain an interest and perspectives in selecting a career and remaining in school.

Sports management aligned workshops, projects, training and certifications included in the camp are as follows:

- Financial Management
- Social/Emotional Challenges of Sports
- Nutrition and Fitness
- Sports Broadcasting,
- Communications
- Legal Needs, Contracts and Negotiation
- Rehabilitative techniques
- Health Science,
- Analytics & Statistics
- NCAA Rules and Regulations
- Sports Psychology
- Branding
- Media

Sports Management and Leadership Development Camp learning activities from 2015-2020.

Listed below are activities and educational exposure provided at the Sports Management & Leadership Camp over the past 5 years.

- Post injury treatment
- CPR/AED training
- Financial responsibilities of professional athletes
- Nutrition and fitness for female and male athletes
- Asthma/ Heat Stroke/Heat Exhaustion Awareness

- Communication techniques and tips
- Media exposure
- Prosthetics and Orthotics
- Mental Health (Dealing with Athletic injuries, and the Stress of dealing with the hype)
- Why Do I need an Agent?
- Domestic Violence in Sports
- Marketing and ticket Sales
- Academic and NCAA DI, DII & DIII rules for high school/college athletes
- Facilities Design and Maintenance
- Olympic Training vs practice
- Developing immobilization techniques Post Injury
- Prosthetics & Orthotics
- Money Smart
- Sports Legal Ease
- Risk Management
- Dinner Etiquette
- International Sports Management- Global Perspective
- Biomechanics
- Sports Analytics
- Start Up Costs for a Rookie
- Know your personality style
- Conflict resolutions- “Think twice before you react!”
- Uniform Design, logo and branding
- Media and drones filming

Extended Learning

Field trips provide participants with first-hand experiences related to the topic or concept being discussed in the summer program. They provide unique opportunities for learning that are not available within the four walls of a classroom. (Myers and Jones) 200

The “Behind-the Scene Tours” were an integral part of the Sports Management & Leadership Development Camp. Students were able to visit and interact with sites around Shelby County and the Mid-South cities. These trips were designed as both sight-seeing tours and exclusive educational trips, specifically tailored to the area of Sports Management and Leadership Development:

- University of Memphis (Football and Volleyball facilities and programs)
- Auto Zone Stadium, Red Birds/901 Memphis Soccer program development
- WMBC Sports News-broadcasting
- Rhodes College (Athletic Physical Therapy Facilities and practices)
- Union University (Sports Management and Marketing Program)
- Human Kinetics (Prosthetics)
- Campbell Clinic

Cross-Peer Mentoring

With a focus on peer support, the cross-age mentoring process allowed for twelfth and tenth graders and ninth and eleventh graders to guide and support the social skills, expectations and sense of self-worth of camp participants (Karcher, 2005).

The cross-peer mentoring process was vital in establishing and supporting student participants with project assistance, assessments, and reflections needed for establishing student accountability, progress and participant attendance.

Staffing Pattern:

Camps were staffed with four (4) teachers, four (4) college interns, two (2) District HPELW staff. The staff also included 10 volunteer presenters and 3 paid medical trainers.

Population Served:

- A total of eighty-eight high school students participated in the summer program.
- Students were selected through MPLOY Memphis summer youth program and Shelby County Schools summer program.
- Students were selected according to their interest in sports or health related science.

Project Origination:

A departmental meeting was held regarding summer camp plans for at-risk high school students. Avenues around Sports and its related areas became the focus of the conversation. A committee of teachers/coaches and the HPELW team was formed to research and brainstorm the idea of a Sports Management & Leadership camp, its goal, needs, desired population, facility usage, funding sources, student engagement, nutrition, teacher and community involvement and college student stipends.

Issues Addressed:

This project's main purpose was designed to address and improve student behavior and attendance by looping summer employment with related career-to college opportunities and student-to-student mentoring responsibilities.

Desired Outcomes and Measurable Objectives:

Students will provide a power point presentation of one of more introduced career areas with information around training, certification, cost, risks, employment status, and area for future growth.

Through the assistance of volunteer presenters, graduating students participated in a summer internship program aligned to one of the career focus areas:

- Media in sports reporting
- Radio broadcasting
- Graphic design and marketing
- Prosthetics and Orthotics
- Ticket Sales and Marketing-Red birds
- Golf course Design

Grades 10-11 students who completed a prior six-week summer program can return the following Summer to work as Elementary Skill Development Camp interns.

- Students will apply their knowledge and skills to volunteer to work with Shelby County Schools K-5 Let's Move Olympics and/or Middle/High School Health and Fitness Challenge.

- Students will apply or discuss NCAA Division I, Division II and Division III rules and regulations with self, family and friends.
- Students will receive First Aid/CPR training and certification.
- Students will receive first-hand training regarding treatment of sports injuries.
- Students will be able to network with professionals in the Sports Management related areas.

Strategies and/or Interventions of the Project:

The project fell under one of the basic core strategies as a Summer Enrichment Strategy and Safe Learning Environment (National Dropout Prevention Center, 15 Effective Dropout Prevention Strategies. 2019). Although the summer enrichment strategy was the main strategy used to develop the program, other strategies were used to help create an effective camp. One of the other strategies used was implementing a key component from the foundational strategies, Safe Learning Environment. The committee wanted to ensure that the sports management camp was safe, welcoming and provided a caring environment that supported high risk students. It was very important that students felt valued, had a voice and participated in a safe space. Strategies used in this project included recruiting students that had a common interest in sports/athletics and related allied health fields.

Students were paid during this summer program. Another strategy used was to offer internships to students through the diversified career paths. Additional strategies included having diverse speakers and fieldtrips that were linked to sports, management and allied health fields.

Results (Outcomes and Achievements):

The outcomes for this project were that students were provided hands-on insights regarding working in the areas of secondary, collegiate and professional athletics, students participated in various weekly hands-on weekly workshops that helped them gain an interest and perspective on Financial, Social/Emotional Challenges of Sports, Nutrition and Fitness, Sports Broadcasting, Communications, Finance and Legal Needs, Rehabilitative Techniques, Facilities Management, Health Science, Statistics, and Facilities Management career paths.

Based on their outstanding participation in their career choices, several graduating students in the Sports Management and Leadership Development camp received college internships and partial academic scholarships.

Participating students volunteered with the set-up, marketing, design and implementation of the District's K-5 Let's Move Olympic. This activity showcases approximately 600 elementary students in grade level skill development, competition, and activities.

The Memphis Sports Hall of Fame has offered to assist with the program continuation.

Project Timeline:

The timeline for this project was 11 months. Table 1 describes the project timeline with activities by month.

Table 1. Sports Management and Leadership Development Camp

Timeline	Activity
	The timeline of the project began in August and continued through June.
August	Planning began with getting approval for the camp at the beginning of the school term.
September	HPELW team formulated a draft proposal for approval.
October	Approval was granted.
November	A departmental meeting was held regarding summer camp plans for at-risk high school students. Avenues around sports and related areas became the focus of the conversation.
December	A committee of teachers/coaches and the HPELW team was formed.
January	The committee of teachers/coaches and the HPELW team researched and brainstormed the idea of a Sports Management camp, its goal, needs, desired population, funding sources, teacher and community involvement.
February	Committee began compiling thematic schedules, speakers and setting up field trips.
March	Committee continued compiling thematic schedules, speakers and setting up field trips.
April	Confirming schedules and speakers; securing buses
May	Staff Orientation; Camp Registration
June	Camp Orientation and Camp; Adjust camp schedule as necessary
July	Camp Orientation and Camp; Adjust camp schedule as necessary

Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:

The Sports Management and Leadership Development Camp provided students with an opportunity to be motivated and involved in post-secondary education opportunities as well as career path options. Students were able to link their attendance and identified career choices with the need for high school graduation.

Special Conditions, Expertise, and/or Skills Required to Carry Out Project:

The project needed expert staff that related to youth and had connections to the camp themes. We also need sustainable resources and financial donations in order to minimize program costs and provide stipends for the students. Some of those items included in-kind donations of the facility, speakers/presenters, and food.

Current Status of Project:

In the upcoming summer, the Sports Management and Leadership Development Camp will focus

on implementing a sport official training academy with certifications for students ages 18-19 (e.g. volleyball, basketball, soccer, baseball and softball).

Role in Project as a NDPS Certification Program Participant:

My role in the project was planning and development. I helped with the initial phase of working with my teammate to draft the initial proposal and selecting committee members. I facilitated committee meetings, selected personnel for staffing, followed up with correspondence regarding needs for the camp, ordered materials for the camp, made reservations, and assisted with scheduling of presenters. I invited other colleagues to be a part of the committee as partners in the planning process.

Lessons Learned:

Planning is critical to the success of your project. Being able to adjust due to conflicting schedules or changes in scheduling is equally important. Engagement and student buy-in is a must for the program to be successful. Real life and/or relatable experiences from the staff and presenters provide another dimension to the program. Always be prepared to make changes to accommodate your top administration. In the future we would like to partner with surrounding collegiate programs regarding their sports management related programs.

Advice for Dropout Prevention Practitioners about the Project:

Be sure to take the time to plan out all logistics when transitioning and transporting students throughout the day. Community partnerships provide a wealth of in-kind support for the success of your projects. Internal and external organizations could have restrictions that impact your desired outcome for your project. Other summer programs will determine size of group participation (e.g. AAU, sport training, Summer School, Freshman Orientation).

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