

Case Studies

Background

Case studies can be the cornerstones of courses in many different disciplines of sport management including management, marketing and governance. Case studies in *Sport Management Review* are designed to facilitate the instructor's ability to bring theory to life through a detailed and in-depth portrayal of a real issue faced by a sport manager. Case studies can address issues in any level or context in sport—professional, not-for-profit, entertainment or recreation. Case studies allow instructors to facilitate the development of an astute and timely response to a particular problem, and to develop a plan for the implementation and execution of a solution. Case studies can provide a safe environment for students to explore problems and solutions.

The overriding pedagogical objectives of case studies presented in *Sport Management Review* are to provide instructors with valuable resources to sharpen student's abilities to think analytically and strategically to evaluate issues, and to draw sound conclusions about the best course of action for a manager to create a solution for implementation. Case studies act as skills-building exercises in the way that they ask students to apply key concepts and exercise judgment. In essence, case studies are designed to provide a valuable window into the experience of issues that face sport managers.

Case studies can contribute to any course learning objectives such as:

1. To develop students' capacity to think strategically about a sport organisation, its context, and its opportunities.
2. To build students' skills in analysing a variety of sports and sport contexts—in particular in a global market environment.
3. To provide students with a “hands-on” experience.
4. To acquaint students with the managerial tasks associated with a range of sport management roles
5. To develop students' powers of managerial judgment, build their skills in assessing business strategy, and improve their ability to create results-oriented action plans.
6. To make students more conscious about the importance of exemplary ethical principles, sound personal and company values, and socially responsible management practices.

What sets *Sport Management Review* case studies apart? *Sport Management Review* is one of the leading refereed journals in the field. Case studies include detailed instructions for the use of the case in the classroom, and as a written assignment. All case studies include a “Teaching Note” which details the level of study at which the case is appropriate, the discipline area for which the case is targeted, suggested theoretical background reading for application to the case analysis, and suggested activities for use in class. Many also include suggestions for online activities.

Importantly, authors have the option of providing an accompanying 10 minute podcast that can be provided as supplemental to the case. Podcast content can include:

1. Lecture regarding theoretical basis for the case study
2. Interview/information about the case problem from the focus organization/manager
3. An example of the outcomes of the issue or problem that is the focus of the case

Guide for Authors

There are a variety of ways that authors can structure their case studies and pitch the problem and context. One way is to base the problem around a character (a sport manager) whose role it is to analyse the issue and develop a strategy which will provide a solution to the issue(s) raised in the case. Another way is to present the data from an organizations' perspective and provide a narrative that leads the reader through the issues. The way in which a case is structured is largely dependent upon the issue, the context, and the data.

The key to a good case study is to provide a well-developed theoretical grounding for the case. Generally, authors have an understanding about the particular unit or class that the case is most relevant to, and then draw on the theoretical frameworks from the particular discipline area to apply to the case. The theoretical framework should be explained in ways that assist instructors to teach the theory, and then for students to apply it in order to analyse the data.

Authors are encouraged to provide suggestions for further reading about the theoretical frameworks referenced, or perhaps for general information about a particular sport context. However, the case must include data of appropriate quality and quantity so that specific issues can be analysed from the case itself.

Instructions for Authors

Case studies published in SMR are intended to be used for teaching and instruction purposes and should therefore contain two sections:

- (1) A Teaching Note for instructors that explains the basis of the case, key theoretical points, how the case can be used in a variety of teaching modes, and suggestions for further background reading; and,
- (2) The actual Case Study, which should be written in an engaging style for students that presents some form of problem, detailed analytical task, or a set of possible solutions from which students must justify their choice.

The Teaching Note and Case Study should be prepared as a single document following the standard formatting requirements for other types of SMR manuscripts (no longer than 40 double spaced pages, using one inch margins and Times New Roman 12-point font, inclusive of references, tables, figures and appendices; adherence to APA 6th Ed. Editorial guidelines), with the following important differences:

After the title page with author affiliations the document should be as follows:

- Page 2 – Abstract designed for instructors

- Page 3 - Titled Teaching Note, this part of the manuscript should explain the basis of the case, key theoretical points that can be explored through the case, how the case can be used in a variety of teaching modes (i.e. class room activity, individual or group assessment task, or online delivery, etc.) and suggestions for further background reading for both instructors and students. If there are references just for the Teaching note they should appear at the end of the teaching note section.

On a new page, but part of the same manuscript, the Case Study section should commence. There is no need to provide a further abstract. The case should be written in an engaging style for students which presents some form of problem, detailed analytical task, or a set of possible solutions from which students must justify their choice. If there are references just for the Case Study they should appear at the end of the Case Study section. Sub headings should restart in this section commencing with 1 Introduction, etc.

If authors require further information they should contact the Case Study Editor for the journal prior to submitting their manuscript.