



Teaching Philosophy

As a teacher, I would say that I am passionate, and guide my students on how to be successful in the sport industry at a local, national and international level. I do that by adding to my lectures insights from my practical experiences as a professional athlete and as a coach of volleyball academies. As part of my teaching strategy, I motivate students to build relationships with sport organizations around the area of the institution I work in. I do this by adding to my courses curriculum assignments that inspire students to reach out to sport entities and volunteer, create a network, but also conduct research and analyze sport organizations' business plan and present their work in class. In Fall semester 2018, I helped my graduate students to develop their research ideas. Specifically, under my guidance two of my students of the M.A. in Sport Management program were accepted to present their research in North American Society for Sport Management (NASSM) conference 2019 which constitutes one of the most prestigious conference of sport management in the world. In addition, I am confident in my ability to provide quality teaching in the courses offered within your program. Courses I have been teaching for the Fall semester 2018 and for the Spring semester 2019 as a visiting Professor at The Citadel, and as an instructor while I was pursuing my doctoral degree at the University of Florida include but not limited to *Introduction in Sport Management, Social and Cultural Aspects of Sport, Sport Ethics and Leadership, Sport Marketing (included sport advertising, promotions & sales, sponsorship and public relationships), Sport Finance and Economics, Governance in Sport Organizations and Event Management and Sport Facility Design & Management, Sustainable Development in Sport, Research Methods, and Sport Consumer Behavior.*

My teaching style is personable, interactive and I am always striving to have students implement my courses' key learning outcomes. Specifically, a tactic that I use is to inspire students to examine the materials in depth and to motivate them to be creative and to learn how to educate themselves outside from the classroom and school. I carefully select videos and class activities to illustrate concepts that are both informational and interesting. I make sure that all materials provided are totally understood from all students the same. For example, with respect the students with learning disabilities I fit all my lectures in a way that the information communicated is perceived equally from everyone in the class. I incorporate my own research into class discussions, so students can see how researchers use the concepts and theoretical frameworks we are discussing in class and I teach them how to apply them in practice. I utilize my professional network at every opportunity to increase students' awareness of the local, the national and global sport industry.

Overall my teaching philosophy is guided by four key elements: (1) interactive teaching methodology, (2) development of critical thinking skills, (3) applying sport management curriculum to real life, and (4) delivering information in an impactful and memorable way. This philosophy builds on my academic background and the leadership positions I was involved during my time in professional sport. My method for enacting this philosophy includes assigning seminal readings, using abbreviated lectures, using weekly discussion boards where students express their opinions about the readings with their classmates and group class activities in order to achieve the first key element. For developing student's critical thinking and implement the second key element, I incorporate in my lectures social and psychological theories. Then, I provide students with in-class activities where they apply theoretical concepts through case studies and real-life examples. Another tactic I use for developing students' critical thinking is argumentative analysis where students have to evaluate findings and results of specific assigned readings and articles. The goal of these assignments is for students to examine if the findings have been accurately interpreted by the authors and used valid conclusions. Correspondingly, students can develop their own point of

view and argue with the writer's thesis by using relevant facts from published reliable sources. The third element of my teaching philosophy is implemented through the practice of experiential learning. Specifically, in order to achieve the third element, I include in my courses, scheduled field trips to sport organizations and sport venues. The field trips provide the opportunity to my students to be exposed to the real sport setting environment and see how sport facilities and venues are functioning in practices, walk into the offices and locker rooms of the sport organizations, and meet the experts who work for the sport industry. Also, during the field trips, I arrange short lectures with the professionals on the field who discuss, illustrate real-life examples and answer my students' questions. Another characteristic of my third element is that I motivate my students to volunteer and involve in service-learning projects and events outside of campus. Finally, my four-key element is implemented by bringing to my classes guest speakers from the local and the global sport industry. For the local speakers, I usually invite former athletes that are currently pursuing a professional career as coaches or as sport agents. For the global perspective, I have a number of guest lectures in my courses which I implement through Skype. Most often, the international individuals that talk to my students are non-American sport business professionals, such as owners of sport facilities, sport teams, executives of sport events and also individuals that have contributed to sport for development in youth, professional and recreational levels.

Cordially,

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A handwritten signature in black ink, reading "S. Triantafyllidis". The signature is written in a cursive, flowing style with a large, decorative flourish at the end.