



**SPORT SCIENCE & MANAGEMENT  
SS1102 INTRODUCTION TO SPORT MANAGEMENT**

<b>Academic Year</b>	2019/20	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS1102		
<b>Course Title</b>	Introduction to Sport Management		
<b>Pre-requisites</b>	None required		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Total hours: 39 Lecture: 26 Tutorial: 13		

**Course Aims**

The course introduces you to the field of sport management. Definitions and disciplinary foundations of sport management will be presented. Basic concepts of each sub-discipline will be introduced. Further, you will be given the opportunity to examine the current developments in sport management and related these trends to your career development. Essential topics in this course include definitions of sport management, careers in sport management, essential skills and roles of the sport manager, management functions, areas of study in sport management, and current trends in sport management.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Explain the concepts and major theories of sport management and the career opportunities in sport industry.
2. Discuss the three sectors of sport: public, people and private sectors.
3. Discuss the application of marketing strategies and sponsorships in sport industry.
4. Explain the internal aspects, functions and processes of sport organisations
5. Describe the functions of human resource management in sport
6. Discuss the importance of the sports goods retail sector and its managerial issues.
7. Discuss the sociological aspects of youth sport and the development of community sport.
8. Explain the history and expansion of international sport and globalisation.
9. Explain the research process and trends in sport management

**Course Content**

1. Sport Management concepts, theories and current sport industry.
2. Three Sectors in Sport: Public, People, and Private Sectors
3. Sport Marketing
4. Sport Sponsorship and Endorsement
5. Sport Organisational Behaviour
6. Sport Human Resource Management
7. Sport Retailing and Merchandising

8. Sociological Aspects of Youth Sport
9. International Sport
10. Research in Sport Management

**Assessment (includes both continuous and summative assessment)**

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Individual Assignment	1, 4, 5, 6	A1, B1, , B2, E1	20%	Individual	Appendix 1
2. Group Project	2, 3, 6, 9	A1, A3, B1, B5, C1, C2, D1	20%	Team	Appendix 2
3. Participation	1-9	C1, E1	10%	Individual	Appendix 3
4. Examination	1-9	A1, A2, B1	50%	Individual	
Total			100%		

Graduates of the SSM programme should show:

**Competence**

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

**Creativity**

B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems

B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
<b>Communication</b>	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
<b>Civic-Mindedness</b>	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

### Formative feedback

Feedback for learning will be verbal provided during each in-class discussion where you have the opportunity to reflect the depth and width of your thinking and learning. Generic verbal and written feedback will be provided to the class for the individual assignment, group project and examination.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and

	theories and support understanding of key concepts
Tutorials	<p>Tutorials will:</p> <ul style="list-style-type: none"> <li>- Give hands-on practical learning to support key theories and information provided in class</li> <li>- Provide tasks for you to utilise what they recently learned to solve specific problems.</li> <li>- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning</li> </ul> <p>Allow opportunity for verbal feedback from instructor to you on discussion results and theory application</p>
Online Learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and tutorials.

## Reading and References

### Required Textbook

Pedersen, P. M., & Thibault, L. (2014). *Contemporary Sport Management* (5th ed.). Champaign, IL: Human Kinetics.

### Suggested Textbooks

Beech, J. & Chadwick, S. (2013). *The Business of Sport Management* (2nd ed). Pearson Education Ltd.

Masteralexis, L. P., Barr, C. A., & Hums, M. A. (Eds). (2012). *Principles and practice of sport management* (4th ed). Sudbury, MA: Jones and Bartlett Publishers.

Nagel, M. & Southall, R. (2011). *Introduction to Sport Management*. Kendall Hunt.

Parkhouse, B. L. (2005). *The management of sport: Its foundation and application* (4th ed). McGraw-Hill.

Trenberth, L. & Hassan, D. (2012). *Managing Sport Business: An Introduction*. Routledge.

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all lecture and tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and activities.

### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

### (4) Policy for Late Assignment

1. All assignments should be emailed prior the scheduled due date/time.
2. Any assignment not submitted on time will be considered late. For each day that an assignment is late, **20%** will be deducted from the overall point total for a given assignment.
3. The first **20%** deduction will be taken on the day an assignment is due. Deductions will be taken for each calendar day that an assignment is not turned in, and will continue until the assignment is submitted or the possible point total reaches zero.
4. Those of you who have an excused absence that is university or work related for the date an assignment is due are responsible for making the necessary arrangements with the instructor for submitting the assignment **prior to** your absence.
5. Excused absences that are emergent in nature must be documented upon a your return to class in order to make arrangements for submitting an assignment after the due date.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

**Course Instructors**

Instructor	Office Location	Phone	Email

**Planned Weekly Schedule**

Week	Topic	Course LO	Readings/ Activities
1	Introduction to Sport Management	LO1	Chapter 1 & 3
2	Three Sectors of Sport: Public	LO2	Chapter 2
3	Three Sectors of Sport: People and Private	LO2	Chapter 4
4	Sport Marketing	LO3	Chapter 10 & 12
5	Sport Sponsorship and Endorsement	LO3	Chapter 9
6	Organisational Behaviour in Sport	LO4	Chapter 5
7	Human Resource Management in Sport	LO5	Chapter 5 & supplement reading
8	Mid-term		
9	Sport Retailing and Merchandising	LO6	Chapter 13
10	Youth Sport and Sociology	LO7	Chapter 6 & 18
11	International Sport	LO8	Chapter 19
12	Research in Sport Management	LO9	Chapter 20
13	Presentation and Revision	LO4, 5	

## Appendix 1: Assessment Criteria for Individual Assignment: Career Path

The assessable components include the following:

### Assessment Rubrics

<b>Assessment Components</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Research of the career path of successful individuals (50%)	Lacking of a completed investigation and description of successful individuals' career paths . There are weak to none linkage among each steps. The selection of successful individuals is unrealistic.	Provides relatively insufficient investigation and description of successful individuals' career paths . There are weak linkage among each steps. The selection of successful individuals is questionable.	Provides an acceptable investigation and description of successful individuals' career paths . There are some linkage among each steps. The selection of successful individuals is relevant.	Provides a thorough investigation and description of successful individuals' career paths . There are clear linkage among each steps. The selection of successful individuals is adequate and reasonable.
Plans to pursue the desired career in sport (50%)	Lacking of a completed roadmap and timeframe. The plan is little related to the research of successful individual career paths.	Describe a less practical roadmap with a questionable timeframe. The plan is slightly related to the research of successful individual career paths.	Describe an acceptable roadmap with a feasible timeframe. The plan is somewhat related to the research of successful individual career paths.	Describe a detailed roadmap with a feasible timeframe. The plan is much related to the research of successful individual career paths.
Total (100%)				

## Appendix 2: Assessment Criteria for Group Project: Marketing Campaign Evaluation

The assessable components include the following:

### Assessment Rubrics

<b>Assessment Components</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Sport event and Marketing activity description (40%)	Provides inadequate and partial description about the sport event and its marketing activities.	Provides an acceptable but limited description about the sport event and its marketing activities	Provides a completed and relevant description about the sport event and its marketing activities	Provides a thorough, appropriate, and organized description about the sport event and its marketing activities.
Evaluation of the marketing campaign (35%)	Applies unrelated theories for evaluation.	Applies related theories for evaluation.	Applies relevant theories for evaluation.	Applies appropriate theories for evaluation
Recommendations (25%)	Lacks clarity of ideas	Exhibits rudimentary development of ideas	Develops ideas but may be limited in depth	Exhibits ideas that are developed in depth.
Total (100%)				

Each group member's score may vary according to observations, the group feedback, and individual's contribution to the group's final product and one another's learning.



### Appendix 3: Assessment Criteria for Class Participation

The assessable components include the following:

#### Assessment Rubrics

##### CLASS PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Class Participation (10)</b>	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.