

SPORT SCIENCE & MANAGEMENT
SS1021 INTRODUCTION TO SPORT MANAGEMENT

Academic Year	2024-25	Semester	1
Course Coordinator			
Course Code	SS1021		
Course Title	Introduction to Sport Management		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

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 relate 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 this course, you should be able to:

1. explain the concepts and major theories of sport management and the career opportunities in the sport industry.
2. discuss the three sectors of sport: public, people and private sectors.
3. grasp and apply mainstream management concepts and perspectives (e.g., marketing, human resources, event management and organisational theories).
4. explain the research process and trends in sport management.

Course Content

The following topics will be covered:

1. Sport Management: A Panorama
2. Sport Event Management
3. Sport Marketing
4. Organisational Theories
5. Human Resources Management
6. Facilities Management

7. Other Pertinent and Emerging Areas/Topics (e.g., Leadership, Strategic Management, Governance, Three Sectors in Sport, International Sport and Sport Globalisation)

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	
Competence	√
Cognitive agility	

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Global Perspective	Intermediate
2. Critical Thinking	Intermediate
3. Project Management	Intermediate
4. Collaboration	Intermediate
5. Learning Agility	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Individual Assignment	1, 3	30%	Individual	Appendix 1
2. Group Presentation	1, 3, 4	20%	Team	Appendix 2
3. Final Examination	1, 2, 3	50%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each in-class discussion, where you have the opportunity to reflect on 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	Tutorials will: <ul style="list-style-type: none"> - Give hands-on practical learning to support key theories and

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

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Beech, J. & Chadwick, S. (Eds.). (2004). *The business of sport management* (2nd ed.). Harlow: Financial Times/Prentice Hall. ESSENTIAL
2. Pedersen, M., Parks, J. B., Quarterman, J., & Thibault, L. (Eds.). (2011). *Contemporary sport management* (4th ed.). Champaign, IL: Human Kinetics.
3. Taylor, P. (Ed.). (2011). *Torkildsen's sport and leisure management* (6th ed.). Abingdon: Routledge.
4. Watt, D. C. (2003). *Sport management and administration* (2nd ed.). Abingdon: Routledge.
5. Research Articles Published in Three Mainstream Sport Management-Specific Journals:
 - *Sport Management Review*: <https://www.tandfonline.com/journals/rsmr20>
 - *European Sport Management Quarterly*: <https://www.tandfonline.com/toc/resm20/current>
 - *Journal of Sport Management*: <https://journals.humankinetics.com/view/journals/jsm/jsm-overview.xml>

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. 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 class activities unless there is a valid medical reason not to do so.

(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.

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 recognise 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 [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Sport and Sport Management: A Panoramic View	1	Taylor (2011), Chapter 1
2	Sport Event Management	1, 3	Beech and Chadwick (2004), Chapter 13; Taylor (2011), Chapter 20
3	Sport Marketing	1, 3	Beech and Chadwick (2004), Chapter 6
4	Leadership	1, 3	Watt (2003), Chapter 5
5	Strategic Management for Sport	1, 3, 4	Beech and Chadwick (2004), Chapter 9; Taylor (2011), Chapter 14
6	Facility Management	1, 3	Beech and Chadwick (2004), Chapter 13
7	Sport Sectors in Singapore	2	Taylor (2011), Chapter 3, Chapter 4 and Chapter 5; Watt (2003), Chapter 3
Recess Week			
8	Organisational Theory i: Organisational Structure	1, 3	Beech and Chadwick (2004), Chapter 2, Chapter 4 and Chapter 8; Watt (2003), Chapter 8
9	Organisational Theory ii: Organisational Culture and Behaviour	1, 3	Beech and Chadwick (2004), Chapter 4
10	Human Resource Management	1, 3	Beech and Chadwick (2004), Chapter 5
11	Sport and the Law	1, 3	Beech and Chadwick (2004), Chapter 12; Taylor (2011), Chapter 19
12	Sport and Globalisation	1, 4	Beech and Chadwick (2004), Chapter 19
13	A. Course Wrap-Up and Exam Preparation; B. Group Presentations (Assignment 2)	1, 4	Not Applicable

Appendix 1: Assessment Criteria for Individual Assignment (30% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Research of the career path of successful individuals (max 50)	Provides a thorough investigation and description of successful individuals' career paths. There is a clear coherence among each step. The selection of successful individuals is adequate and reasonable.	Provides an acceptable investigation and description of successful individuals' career paths. There is a certain coherence among each step. The selection of successful individuals is relevant.	Provides relatively insufficient investigation and description of successful individuals' career paths. There is a weak coherence among each step. The selection of successful individuals is questionable.	Lacking a completed investigation and description of successful individuals' career paths. There is weak to no coherence among each step. The selection of successful individuals is unrealistic.	Failure to provide an investigation and description of successful individuals' career paths. There is an absence of any coherence in each step. The selection of successful individuals is inadequate and unfounded.
Plans to pursue the desired career in sport (max 50)	Describe a detailed roadmap with a feasible timeframe. The plan is much 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 on successful individual career paths.	Describe a less practical roadmap with a questionable timeframe. The plan is slightly related to the research on successful individual career paths.	Lacking a completed roadmap and timeframe. The plan is little related to the research of successful individual career paths.	Failure to describe a roadmap with a logical timeframe. The plan lacks relevance to the research of successful individual career paths.

Appendix 2: Assessment Criteria for Group Presentation (20% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	Information provided clearly answers the question set out. Presentation is clear, and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear, and the flow is generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of the presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (max 40)	Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with high confidence.	Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence.	Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times.	Demonstrates a weak understanding of the material. Has difficulty answering questions and lacks confidence.	Unable to demonstrate any understanding of the material. Unable to answer questions.
Use of technology (max 10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork* (max 25)	Communication is very clear and easy to understand. All members of the team	Communication is clear and easy to understand most of the time. Most members of the team	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there and difficult to understand. Most contributions	Communication is unclear and not possible to understand. No team member makes an

	make active contributions.	make good contributions.		are provided by a single team member.	active contribution.
<p>*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. Therefore, an individual's score may vary from that of the team based on feedback and observations in this area.</p>					