

SPORT SCIENCE & MANAGEMENT
SS2330 HUMAN RESOURCE MANAGEMENT IN SPORT

Academic Year	2025-26	Semester	2
Course Coordinator			
Course Code	SS2330		
Course Title	Human Resource Management in Sport		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

Managing human resources well is vital to any organisation. You will examine the different functions of human resource management, such as recruiting, training and assessing personnel of the organisation. In particular, given the importance of volunteers in sports organisations, the course will also examine human resource practices specific to this segment.

Intended Learning Outcomes (ILO)

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

1. understand and apply the concept of human resources in sport and recreation.
2. analyse a profession and its attributes along with leadership and the different leadership theories.
3. explain the various attributes of jobs and their motivational properties and the process through which people are matched with jobs via recruiting, hiring, and training.
4. interrogate the process of performance appraisal and the reward system in sport organisations and distinguish three different types of organisational justice.
5. define the concept of job satisfaction, analyse and apply various facets of satisfaction, and how organisational commitment might contribute to job satisfaction.

Course Content

The following topics will be covered:

1. Human Resources in Sport and Recreation
2. Job Design and Staffing
3. Performance Appraisal and Reward System
4. Job Satisfaction and Commitment
5. Leadership

NTU Competencies & Graduate Attributes

NTU Competencies

Character	
Competence	√
Cognitive agility	√

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Building inclusivity	Advanced
2. Collaboration	Intermediate
3. Developing people	Intermediate
4. People orientation	Advanced

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Group Assignment	1-5	20%	Team	Appendix 1
2. Individual Assignment	1-5	20%	Individual	Appendix 2
3. Class Participation	1-5	10%	Individual	Appendix 3
4. Final Examination	1-5	50%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during lectures and group discussions.

During the completion of the Group Assignment, you will be provided with verbal feedback as a group pertaining to your assessed performance. Generic verbal and written feedback will be provided to the class for the test. Individual feedback will be provided for the assignment.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	<ul style="list-style-type: none">• Lectures will provide information for key learning concepts and theories and support understanding of key concepts.• Class discussions will engage you in a deeper understanding of the theories and applying them in real-life contexts.• Video clips will provide an alternative mode of instruction.• Case studies will help demonstrate the application of the theories in real-life contexts.
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 laboratories.
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Reading and References

NIE Research and Publications

Nil

Other Readings and References

Required Textbook

1. Chelladurai, P. (2017). *Human resource management in sport and recreation* (3rd ed.). Champaign, IL: Human Kinetics.

Recommended References

2. Ch'ng, A. & Koh-Tan, A. (2006). *Managing sport: Concepts and issues of non-profit organisations*. Singapore: Pearson/Prentice Hall.
3. Lussier, R.N. & Kimball, D. (2004). *Sport Management*. Ohio: South-Western Thomson Learning.
4. Parks, J. B., Quarterman, J. & Thibault, L. (2007). *Contemporary sport management* (3rd ed.). Champaign, IL: Human Kinetics Publishers, Inc.
5. Slack, T. & Parent, M. M. (2006). *Understanding sport organizations: The application of organization theory* (2nd ed.). Champaign, IL: Human Kinetics.
6. Wosley, C., Minten, S. & Abrams, J. (2012). *Human Resource Management in the Sport and Leisure Industry*. Oxon: Routledge.

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, 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	Introduction: Significance of Human Resources	1	Chapter 1
2	Volunteers, Professionals and Professionalism	1, 2	Chapter 2
3	Volunteers, Professionals and Professionalism	1, 2	Chapters 3-4
4	Humans as clients I	1, 2	Chapters 5-6
5	Humans as Clients II	1, 2, 5	Chapters 7-8
6	Humans as Clients III	1, 2, 5	
7	Humans as Clients IV	2	Chapter 12
Recess Week			

8	Job Design and Staffing	3	Chapters 10-11
9	Job Design and Staffing	4	Chapters 13-14
10	Performance, Appraisal and Reward System	4	Chapter 9
11	Performance, Appraisal and Reward System	5	Chapters 16-17
12	Performance, Appraisal and Reward System	2, 4, 5	
13	Case Study	2, 4, 5	

Appendix 1: Assessment Criteria for Group Assignment (20% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application of the theories.	Able to provide good examples of the application of the theories.	Able to provide some examples of the application of the theories.	Able to provide a limited number of examples of the application of the theories.	Unable to provide examples on the application of the theories.
Organisation and language (10)	The report is well-organised, and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised, and the arguments flow well. There are a few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are several mistakes in terms of grammar or formatting but remain understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting, and it is difficult to comprehend the report.

Team members are assessed on their contribution to the team's final submission and one another's learning. Hence, individual scores may vary according to feedback or observations.

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

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application of the theories.	Able to provide good examples of the application of the theories.	Able to provide some examples of the application of the theories.	Able to provide a limited number of examples of the application of the theories.	Unable to provide examples on the application of the theories.
Organisation and language (10)	The report is well-organised, and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised, and the arguments flow well. There are a few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are several mistakes in terms of grammar or formatting but remain understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting, and it is difficult to comprehend the report.

Appendix 3: Assessment Criteria for Participation (10% Final Grade)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	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.