

SPORT SCIENCE & MANAGEMENT
SS2332 MANAGEMENT OF SPORT ORGANISATIONS

Academic Year	2025-26	Semester	2
Course Coordinator			
Course Code	SS2332		
Course Title	Management of Sport Organisations		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

The course provides fundamental organisational theories and their application to sport organisations. It presents a broad understanding of management issues in sport organisations. You will learn how to employ the theories to examine the various aspects of the management of sport organisations.

Intended Learning Outcomes (ILO)

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

1. explain the basic concepts of organisational theories and organisational behaviour.
2. ascertain the issue of organisational structure.
3. identify the impact of strategy, culture and power on organisations.
4. understand the impact of emerging trends and other pertinent elements (e.g., inter-organisational relationships/conflict and organisational innovation/change) on sport organisations.

Course Content

The following topics will be covered:

1. Sport Organisations: An Overview and Organisational Theories
2. Organisational Structures
3. Organisational Strategies
4. Organisational Culture
5. Power and Politics in Sport Organisations
6. (Inter)Organisational Relationships/Conflict
7. Other Trendy and Noteworthy Topics (e.g., Organisational Change and Governance)

NTU Competencies & Graduate Attributes

NTU Competencies

Character	
Competence	√
Cognitive agility	√

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Collaboration	Intermediate
2. Global Perspective	Intermediate
3. Critical Thinking	Intermediate
4. Decision Making	Basic
5. Problem-Solving	Basic

Assessment (includes both continuous and summative assessment)

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

Formative Feedback

Feedback for learning will be verbally provided during each in-class discussion and tutorial session, where you can 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 information provided in class.- 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.
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Reading and References

NIE Research and Publications

Nil

Other Readings and References

Required Textbooks:

1. Johnson, G., Scholes, K., & Whittington, R. (2010). *Exploring corporate strategy – Texts and cases* (9th ed.). Essex: Financial Times/Prentice Hall.
2. Slack, T., & Parent, M. M. (2006). *Understanding sport organisations: The application of organisation theory* (2nd ed.). Champaign, IL: Human Kinetics.

Other Recommended Reading Sources:

1. Chappelet, J.-L., & Mrkonjic, M. (2013). *Basic indicators for better governance in international sport (BIGIS): An assessment tool for international sport governing bodies*. IDHEAP Working Paper, Lausanne: Swiss Graduate School of Public Administration.
2. Chelladurai, P. (2006). *Human resource management in sport and recreation* (2nd ed.). Champaign, IL: Human Kinetics.
3. Ch'ng, A., & Koh-Tan, A. (2006). *Managing sport: Concepts and issues of non-profit organisations*. Singapore: Pearson/Prentice Hall.
4. Daft, R. L. (2013). *Organisation theory & design* (11th ed.). Nashville, TN: South-Western.
5. Huczynski, A. & Buchanan, D. A. (2007). *Organisational Behaviour* (6th ed.). Hoboken, NJ: Prentice-Hall.
6. Lussier, R. N. & Kimball, D. C. (2009). *Applied sport management skills*. Champaign, IL: Human Kinetics.
7. Parks, J. B., Quarterman, J., & Thibault, L. (2007). *Contemporary sport management* (3rd ed.). Champaign, IL: Human Kinetics.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all lectures and laboratory classes 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 for following 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 Organisations: An Overview and Organisational Theories	1	Slack and Parent (2006), Chapter 1
2	Organisational Structure	1, 2	Slack and Parent (2006), Chapter 4
3	Design Options in Sport Organisations	1, 3	Slack and Parent (2006), Chapter 5
4	Strategic Management for Sport Organisations	1, 3	Johnson, Scholes and Whittington (2010), Chapter 2 and Chapter 3; Slack and Parent (2006), Chapter 6
5	Organisational Culture	1, 3	Slack and Parent (2006), Chapter 14
6	Tutorial: Assignment 1 Support	1, 2, 3	Not Applicable
7	Group Presentations (Assignment 1)	1, 2, 3	Not Applicable
Recess Week			
8	Power and Politics in Sport Organisations	1, 3	Slack and Parent (2006), Chapter 10
9	Interorganisational Relationships/Conflict	1, 4	Slack and Parent (2006), Chapter 11
10	Option A: Sport Organisations and Technology Option B: Organisational Decision Making Option C: Group Debates	1, 4	Option A: Slack and Parent (2006), Chapter 9; Option B: Slack and Parent (2006), Chapter 13; Option C: Not Applicable
11	Organisational Change	1, 4	Slack and Parent (2006), Chapter 12
12	Governance	1, 4	Chappelet and Mrkonjic (2013)
13	Tutorial: Assignment 2 Support	1, 2, 3, 4	Not Applicable

Appendix 1: 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 presentation flow is sometimes unclear.	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 a high level of 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	Communication is clear and easy to understand most of the time. Most members of	Communication is unclear at times. Varied contributions of different	Communication is unclear and there and difficult to understand. Most	Communication is unclear and not possible to understand. No team member

	the team make active contributions.	the team make good contributions .	team members.	contributions are provided by a single team member.	makes an active contribution.
*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.					

Appendix 2: Assessment Criteria for Individual Assignment (30% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Salient points of the research paper (max 50)	Provide a thorough review. There is a clear linkage between the information and the question under consideration.	Provide an acceptable and relevant review. There is an appropriate linkage between the information and the question under consideration.	Provide an unclear review. There is a vague linkage between the information and the question under consideration.	Review of salient points is incomplete. Major issues are ignored.	Little or no pertinent information/review is presented. Major issues are not a feature of the literature review.
Conclusion of the literature review (max 20)	Draw sound conclusions from the articles and communicate a logical path from the conclusion to the topic.	Draw acceptable conclusions from the articles and communicate an appropriate path from the conclusion to the topic.	Draw less relevant conclusions from the articles, and communication is not connected from the conclusion to the topic.	Draw conclusions that are not justified.	No valid conclusions are included.
Application of the review findings (max 30)	Applications for practice are logical, relevant, and clear.	Applications for practice are somewhat logical, relevant and clear.	Applications for practice are included but demonstrate limited relevance or clarity.	Applications for practice are absent or illogical.	There is evidence of failure to explain the application of the review findings.