

Sport Event Management

SPM 5107 Online Residential & SEM

Class # 20335 & 20334

3 Credits | Spring 2023

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Course Information

INSTRUCTOR	Dr. Cynthia Willming Office: FLG 310 Office Phone: 352-294-1662 Email: willming@hhp.ufl.edu <i>Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.</i>
OFFICE HOURS	Mondays & Wednesdays 2:45 pm - 3:45 pm or by appointment.
MEETING TIME/LOCATION	This course does not have scheduled meeting times. Assignments and quizzes are due on scheduled dates and times. Access the course through Canvas on UF e-Learning (https://elearning.ufl.edu/) and the Canvas mobile app by Instructure.

COURSE DESCRIPTION

- Introduces students to the planning and management of national and international sport events through the strategic and systematic process of event management, exploring the phases and structural domains associated with the model.

PREREQUISITE KNOWLEDGE AND SKILLS

- Class standing of 7 or 8.

REQUIRED AND RECOMMENDED MATERIALS

- Greenwell, C., Danzey-Bussell, L., & Shonk, D. (2020). Managing Sport Events (2nd Edition). Human Kinetics: Champagne, IL. **ISBN: 978-1-4925-7095-0**
- This course will be participating in the **UF All Access** program this semester. Students will have two options to gain access to the required textbook when classes begin. Students will have a choice to “Opt-In” to access the textbook through a link provided in CANVAS for a reduced price and pay for the textbook through their student account. Students who do not choose this option will be able to purchase a standalone code through the UF Bookstore. Both options provide access to the same online materials.

MATERIALS AND SUPPLY FEES

There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** This course consists of asynchronous lectures, readings, and discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:
 - Broadband connection to the Internet and related equipment (Cable/DSL modem)
 - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.
- **Honorlock for Quizzes I and II:** The Quizzes will utilize Honorlock proctoring. Prior to taking quizzes, you will need the following:
 - Government issued photo ID (or Student photo ID).
 - Working camera and microphone.
 - Stable internet connection. Google Chrome browser (<https://chrome.com>).
- **Lectures & Assignments:** Students will watch pre-recorded lectures and complete weekly assignments and discussions based on assigned due dates. Students should read the textbook prior to watching the lectures.

COURSE LEARNING OBJECTIVES:

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

- Apply the event management process to sport events.
- Develop leadership behaviors to successfully manage diverse populations.
- Create risk management solutions to minimize, transfer, or avoid risks related to sport events.
- Respond appropriately to managerial challenges facing sport event managers.

Grading

The table below provides an outline of the assessments for this course.

Evaluation Components	Points Per Component	Grade
1. Syllabus Quiz (1) (individual work)	5 pts each = 5 pts	1%
2. Mid-Course Survey (1) (individual work)	10 pts each = 10 pts	2%
3. Discussion Boards (4) (individual work)	10 pts x 4 = 40 pts	7%
4. Active Shooter Certificate (1) (individual work)	75 pts each = 75 pts	13%
5. Special Events Contingency Planning for Public Safety Agencies Certificate (1) (individual work)	75 pts each = 75 pts	13%
6. Honorlock Quizzes I and II (2) (individual work)	100 pts each = 200 pts	35%
7. EMBOK Sport Event Reflection Paper (individual work)	50 pts = 50 pts	9%
8. Group Work/Assignments A-F (5) (group work)	115 pts each = 115 pts	20%
	570 points possible	100%

Individual Assignments/Quizzes:

- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF’s Attendance Policy.
- Submit assignments using **Word** and name the file as follows: Last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).

1. **Syllabus Quiz** (5 points): Read the syllabus and take the quiz under the appropriate link.

2. **Mid-Course Survey** (10 points): The mid-course survey is designed to assist the instructor in gathering information to inform my instruction and course design. Please answer the questions from the survey. You will earn points for this assignment based on the completion of the survey rather than the content of your answers.

3. **Discussion Boards** (4 x 10 points = 40 points): Some interactions for this course will emerge through online discussions with other students and the professor and build on weekly readings. Discussion boards will involve students posting one response (#1) to the prompt on specified days and times and two additional responses (#1 & #2) to two other students’ posts on specified days and times, totaling three posts per discussion board. Ensure you post to students who have NOT received responses from other students. This way every student will have a response from another student.

- Each of the three posts per discussion board must be between **100 to 200 words**.
- Points are deducted from discussion boards if you do not write at least 100 words.
- Include a Word Count in every discussion post.
- Refer to the grading rubric below.

Exceeded Expectations 10	<ul style="list-style-type: none">● Posts comprehensively addresses the discussion with stimulating posts.● Posts in-depth, insightful reflections that demonstrate critical thinking and shares real-world experiences and examples.● Well-written posts made within required timeframe.● No grammatical or spelling errors.
Met Expectations 9-8	<ul style="list-style-type: none">● Posts are on topic and contain original content.● Posts elicit reflections from and/or build on ideas from others, showing evidence of knowledge and understanding of content with occasional examples.● Posts use complete sentences and rarely have grammatical errors.
Emerged Toward Expectations 7	<ul style="list-style-type: none">● Posts are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others.● Examples might be made but may be irrelevant or unclear how they connect with course content.● Posts may contain multiple grammatical and spelling errors.
Below Expectations 6	<ul style="list-style-type: none">● Posts do not contain enough reference back to the original topic or may not address the issue at hand successfully.● Little evidence of knowledge or understanding of course content is shown and examples are missing.● Posts contain incomplete sentences and/or may not adhere to Standard English and grammar.
Cannot Judge 0	<ul style="list-style-type: none">● Student did not complete the discussion board question.

4. **Federal Emergency Management Association (FEMA) Certificate (online): IS-107 Active Shooter: What You Can Do Certificate** (75 points): Given the climate of gun related incidences in our society, the Active Shooter Training prepares you to respond to a potential active shooter situation in a variety of settings, including sport events.

5. **Federal Emergency Management Association (FEMA) Certificate (online) S-15.b Special Events Contingency Planning for Public Safety Agencies** (75 points): The safety of event attendees, stakeholders, and surrounding communities are primary concerns for sport event planners whether before, during, or after events. Event managers must identify, mitigate, and respond to risks or safety concerns and this is accomplished through risk management or contingency plans strongly influenced by public safety officials.

6. **Honorlock Quizzes I and II** (2 x 100 points = 200 points): Each quiz will consist of 50 questions, 2 points per question, totaling 100 points. Questions will be multiple choice, true/false, fill-in-the-blank, and short answer. Students are not permitted access to any kind of materials, notes, or interactions with others during the quizzes. The course instructor generates quiz questions. The majority of your preparation for the quiz should be given to the lecture notes and textbook but also focus on supplemental materials. Quizzes will be taken online through Honorlock, and students will have 50 minutes to complete each quiz. Make-up quizzes are NOT permitted unless absences are in accordance with UF's Make-Up Policy.

7. **EMBOK Sport Event Reflection Paper** (50 points): The successful planning and management of sport events requires the application of functions and sub-functional areas represented in the Event Management Body of Knowledge.

8. **Group Work/Assignments A-E**: Assignments are designed to introduce you to event management terminology, event management phases, steps within the phases, and application of the event management phases. The assignments will assist you in developing skills that are essential to the successful planning and management of sport events, but these skills are also transferable to other lines of business outside of the sport industry.

- The instructor will assign you to a group by the second week of class. If you have not been assigned to a group, please contact the instructor immediately.
- Submit assignments using Word.
- Name the file as follows: Last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, and quizzes. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. Grades ending in .5 will be rounded up. The grading scale is strictly enforced and unchangeable. The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance. Asking the instructor for extra credit or special exceptions to these grading policies will be interpreted as an Honor Code violation (i.e., asking for preferential treatment) and will be handled accordingly. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	510-570	89.50-100%	4.0
A-			3.67
B+	493-509	86.45-89.44%	3.33
B	476-492	83.45-86.44%	3.0
B-	453-475	79.45-83.44%	2.67
C+	436-452	76.45-79.44%	2.33
C	420-435	73.45-76.44%	2.0
C-	396-419	69.45-73.44%	1.67
D+	379-395	66.45-69.44%	1.33
D	362-378	63.45-66.44%	1.0
D-	339-361	59.45-63.44%	0.67
E	0-338	0-59.44%	0

GRADING RUBRIC

- **A & A- Outstanding:** The work far surpasses the assignment requirements, it is well organized, analytical rather than descriptive, and includes excellent grammar.
- **B+, B, & B- Very Good:** The work exceeds the minimal requirements of the assignment, it is organized, descriptive rather than analytical, and includes good grammar.
- **C+, C, & C- Average:** The work may not meet all criteria of the assignment, organization is below average, the work is far too descriptive, and includes poor grammar.
- **D+, D, & D- Below Average:** The work barely meets minimum criteria.
- **E Fail:** The work does not meet the minimum criteria.

Course & University Policies

ATTENDANCE POLICY

You are NOT physically required to be on UF's campus to complete this online course. However, you are required to complete the assignments, discussions, and quizzes on time.

PERSONAL CONDUCT POLICY

Professional behavior is expected from all students. This includes respect and consideration for the ideas and beliefs expressed by all students. It is important for students to practice civil discourse as uncomfortable or challenging topics might unfold through discussions.

- **Adherence to the UF Student Honor Code**
 - Students are expected to exhibit behaviors that reflect highly upon themselves and the University of Florida.
 - UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

- Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor.
- The instructor will determine sanctions for first-time violators.
- **The Dean of Students Office will receive alleged violations of the Honor Code regardless of the severity.**

Please use respectful language in person and through email correspondence.

- ***Email should include:***

- To: willming@hhp.ufl.edu
- From: name@ufl.edu
- Subject: First and last name, course prefix and number, and course section and number.
Example: Sally Gator, SPM 5107, section XXXX, & class number XXXXX
- Dear Dr. Willming,
My name is Sally Gator, and I am a student in your SPM 5107 course. I have read the syllabus, referred to the CANVAS website, reviewed class notes, and asked another student about _____, but I am unable to find the information. My question is....
Thank you,
Sally Gator

ASSIGNMENTS

- Assignments must be typed, double-spaced, use 12-point font, Times New Roman, and 1-inch margins.
- Upload only **WORD documents** to CANVAS following APA guidelines: (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).
- Points are deducted for inappropriate grammar, spelling, punctuation, sentence structure, and lack of citations.
- Technology problems are not acceptable excuses for late assignments or missed exams.
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.
- Refer to the Course Schedule in the syllabus or Canvas for assignment due dates.

MAKE-UP POLICY

- A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation for the student's absence in class. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Alternatively, in the case of illness and family emergency other forms of documentation such as a medical appointment notice or funeral notice are acceptable. For UF related excused absences such as athletics, conference attendances emails, and letters from team officials and other academic supervisors are acceptable.
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policies. Acceptable reasons for make-up quizzes, assignments, discussions, and other work in

this course are consistent with UF's Attendance Policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- Acceptable reasons for an absence or failure to engage in class include:
 - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
 - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
 - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
 - The university recognizes the right of the instructor to make attendance mandatory and **require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class**. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

TECHNOLOGY PROBLEMS

- Technology is not an acceptable excuse for late work including assignments and quizzes.
- Reminder: **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF's Attendance Policies.
- Students needing technical assistance should contact the Help Desk at 352-392-HELP (4357).
- After contacting the Help Desk, ensure you receive a ticket number with the time, date, and explanation of the problem for your records.

TESTING WITH HONORLOCK

Prior to test start of using Honorlock, you will need the following:

- Government issued photo ID (or Student photo ID).
- Working camera and microphone.
- Stable internet connection.
- Google Chrome browser (<https://chrome.com>).

During the test: The online testing environment should mimic an in-class testing environment. The following guidelines apply:

- Testing Area:
 - Sit at a clean desk or table (**not on a bed or couch**).
 - Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student.
 - Clear your desk or table of all materials.
 - If prompted to do a room scan, be sure to include your work area. Make sure to do a complete 360-degree rotation of your room and then show your workspace. Partial scans and/or failure to show your workspace may be flagged during the proctoring review.
 - Make sure your laptop is fully charged and keep the charger within arm's reach.

- The following items/actions are not permitted:
 - No writing visible on desk or walls.
 - No websites other than Canvas and the Honorlock proctoring extension should be used or open while taking a proctored exam.
 - Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
 - Make sure music/televisions are not playing in the background.
 - Communication or receiving assistance from others is not permitted during a proctored assessment. Exceptions: contacting Honorlock support or your institution's help desk.
 - No other persons except the test-taker should be in the room during testing.
 - Using a phone or any other electronic device, other than your test-taking device, is not permitted.
 - Remain visible in the web camera during the entire duration of the exam. Your face should be centered in the screen at all times.
 - Leaving the room during the testing period is not permitted.
 - You must not take the computer into another room to finish testing (exam must be completed in the same room the "Exam Environment View" is completed in).
 - Headphones or smart watches are not permitted.
 - Dual monitors are not permitted.
- Questions? Contact Honorlock support at (844) 243-2500

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, online <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please contact me via email or in person during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in this course.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll,

please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.
- For suggestions or concerns related to IDEA, please reach out to any of the following:
 - Dr. Christine Wegner, SPM IDEA Liaison, christinewegner@ufl.edu
 - Dr. Cyntrice Thomas, SPM Graduate Coordinator, cthomas10@ufl.edu
 - Dr. Cynthia Willming, SPM Undergraduate Coordinator, willming@hhp.ufl.edu

IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures but NOT other students in the course. Recordings are strictly controlled and must be (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.
- Students may NOT publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or instruct enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.
- A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- **Publication without permission of the instructor is prohibited.** To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 998
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Numerous ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help with brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Tips For Success

- Schedule "class times" for yourself. It is important to do the coursework on time each week.
- Read ALL of the material contained on the CANVAS site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print the Course Schedule located in the Course Syllabus and check off things as you go.
- Ask for help or clarification of the material if you need it.
- Do not wait to ask questions because this might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you will need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 16th: Martin Luther King, Jr. Day (Monday)
- March 13th-17th: Spring Break (Monday, Wednesday, & Friday)

Weeks & Dates	Modules & Topics	Readings	Assignments Due
#1 1-9 to 1-13	Module 1 <i>Event Terminology</i>	Course Syllabus & Canvas Chapter 1 Understanding the Sport Event Industry Gammon, Sean (2011) Sports events: Typologies, people, and place. In: The Routledge Handbook of Events. Routledge, pp. 104-118. http://clok.uclan.ac.uk/4988/13/Gammon01.pdf or PDF.	
#2 1-16 to 1-20	Module 2 Sport Events as Projects <i>Project Management</i>	Martin Luther King, Jr Holiday – Jan 16 Munteanu, S. Project and Sport Events Management. Review of International Comparative Management. (1). 441-446. http://rmci.ase.ro/no12vol1s/Vol-12_No-1S_Article-68.pdf Sousa, M. et. al. (2016). Models for Project Management in 2016 Olympic Games, International Journal of Economics and Statistics, Vol 4, pages 32-38. http://www.naun.org/main/NAUN/economics/2016/a122015-167.pdf or PDF. Jinquan, Z. (2016). Special Event Project Management and Marketing: A Case Study of the 59 th Grand Prix 2012 in Macau. Asia Pacific Journal of Sport and Social Science. Vol. 5 (3), pages 187-201. https://www.tandfonline.com/doi/pdf/10.1080/21640599.2016.1232339?needAccess=true or PDF.	Martin Luther King, Jr Holiday – Jan 16 Due: Wed, Jan 18 at 11:59 pm <ul style="list-style-type: none"> • Discussion Board #1: Post #1 Due: Fri, Jan 20 at 11:59 pm <ul style="list-style-type: none"> • Discussion Board #1: Response Post #1 & Response Post #2 • Syllabus Quiz
#3 1-23 to 1-27	Module 2 Sport Events as Projects <i>Event</i>	<i>Grabher, G., & Thiel, J.</i> Projects, people, professions: Trajectories of learning through a mega- event (the London 2012 case). <i>Geoforum</i> (2015). https://www.researchgate.net/publication/30	Due: Fri, Jan 27 at 11:59 pm <ul style="list-style-type: none"> • A. Sport Event Title & Description (<i>group work</i>)

	<i>Management</i>	<p>2559036 Projects people professions trajectories of learning through a mega-event the London case or PDF.</p> <p>Julia Rutherford Silvers – EMBOK and Event Management https://www.embok.org/juliasilvers/embok.html</p>	
#4 1-30 to 2-3	<p>Module 3 Event Management: Initiate <i>Mission Statement SMART Goals Data Collection</i></p>	<p>Chapter 2 Event Conceptualization</p> <p>Kriemadis, T. (2009). Strategic Planning in University Athletic Departments in the United Kingdom. The Sport Journal., pages 1-14. http://thesportjournal.org/article/strategic-planning-in-university-athletic-departments-in-the-united-kingdom/ or PDF.</p>	<p>Due: Fri, Feb 3 at 11:59 pm</p> <ul style="list-style-type: none"> • <i>B. SMART Goals (group work)</i>
#5 2-6 to 2-10	<p>Module 3 Event Management: Initiate <i>SWOT, 5Ws Stakeholders</i></p>	<p>Chapter 2 Event Conceptualization</p> <p>Comana, A. & Ronenb, B. (2009). Focused SWOT: diagnosing critical strengths and weaknesses. International Journal of Production Research Vol. 47, No. 20, pages 5677–5689. https://en-coller.tau.ac.il/sites/nihul_en.tau.ac.il/files/RP_145_RonenBoaz.pdf or PDF.</p>	<p>Due: Fri, Feb 10 at 11:59 pm</p> <ul style="list-style-type: none"> • <i>C. 5Ws (group work)</i>
#6 2-13 to 2-17	<p>Module 3 Event Management: Initiate <i>Market Segmentation</i></p>	<p>Chapter 6 Event Marketing</p> <p>Schmid, B., Kexel, C., & Djafarova, E. (2016). Multidimensional Sports Spectators Segmentation and Social Media Marketing. World Academy of Science, Engineering and Technology International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, Vol:10, (8). Pages 2657-2660. https://pdfs.semanticscholar.org/292d/2875c28e4d5273493ea06295e8d36879b1c0.pdf</p>	<p>Due: Wed, Feb 15 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board #2: Post #1 <p>Due: Fri, Feb 17 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board #2: Response Post #1 & Response Post #2
#7 2-20 to 2-24	<p>Module 4 Event Management: Planning <i>Organizational Structure Work Breakdown Structure (WBS) Gantt Chart Critical Path Analysis</i></p>	<p>Ch 10 Event Staffing</p> <p>Kenley, R. & Harfield, T. (2014). Reviewing the IJPM for WBS The Search for Planning and Control. Procedia – Social and Behavioral Sciences, (119), pages 887-893. https://reader.elsevier.com/reader/sd/pii/S1877042814021909?token=5BE773366A84D0AA8F0FD6BC4418FC6ECF599336C5F1177D15AAF7789A09C395CC2D7473CD79A7D84690B42C271EE89D or PDF.</p> <p>Ahmadya, G., Mehrpourb, M., & Nikooraveshb, A. (2016). Organizational Structure. Procedia – Social and Behavioral Sciences, 230,</p>	<p>Due: Fri, Feb 24 at 11:59 pm</p> <ul style="list-style-type: none"> • <i>D. Gantt Chart (group work)</i>

		<p>pages 455 – 462. https://reader.elsevier.com/reader/sd/pi/S1877042816311582?token=1C878E86DA47440768BFC885B7E1E946B95D81ED68BA48A9D51049873ED803B9E40DADA190DBE453B1BC2CE095CDFC4F or PDF.</p> <p>Wallace, C. (1922). The Gantt Chart: A Working Tool of Management. New York: The Ronald Press Company. *Google this book to download.* Read: Chapter 1 – The Principles of the Gantt Chart. Pages 1-8. Chapter 2 – How to Draw a Gantt Chart. Pages 9-16. Chapter 3 – The Application and Use of the Gantt Chart. Pages 17-21. Chapter 5 – The Man Record Chart. Pages 35-52. Chapter 10 – Conclusion. Pages 137-140.</p> <p>Dugalic, S. (2013). Management of activities in the opening of sporting events through the techniques of network planning. SportLogia, 9(2), 69-79. https://www.sportlogia.com/no8engl/eng2.pdf or PDF.</p>	
#8 2-27 to 3-3	Module 4 Honorlock Quiz I	<p>Study for Honorlock Quiz</p> <p>Quiz 1 – Covers weeks 1-7</p>	<p>Due: Fri, Mar 3 (8:00 am – 11:59 pm) (You will have 50 minutes to complete the quiz in canvas in one sitting.)</p>
#9 3-6 to 3-10	Module 4 Event Management: Planning Leadership Theories Emotional Intelligence	<p>R. Müller, R. Turner. (2010). Leadership Competency Profiles of Successful Project Managers. International Journal of Project Management, 28 (5) (2010), pp. 437-448. https://busm1271.files.wordpress.com/2010/05/leadership-competency-profile1.pdf or PDF.</p> <p>Obradovic, V., Jovanovic, P., Petrovic, D., Mihic, M. & Mitrovic, Z. (2013). Project Managers’ Emotional Intelligence – A Ticket to Success. Social and Behavioral Sciences, Vol 74, pp. 274-284. https://www.researchgate.net/publication/257718822_Project_Managers'_Emotiona</p>	<p>Due: Fri, Mar 10 at 11:59 pm</p> <ul style="list-style-type: none"> • <i>Mid-Course Survey (individual work)</i> • <i>EMBOK Sport Event Reflection Paper (individual work)</i>

		<p>Intelligence - A Ticket to Success or PDF.</p> <p>Trivellas, P. & Drimoussis, C. (2013). Investigating Leadership Styles, Behavioural and Managerial Competency Profiles of Successful Project Managers in Greece. Social and Behavioral Sciences, Vol 73, pp. 692-700.</p> <p>https://www.researchgate.net/publication/257718791_Investigating_Leadership_Styles_Behavioural_and_Managerial_Competency_Profiles_of_Successful_Project_Managers_in_Greece or PDF.</p>	
#10 3-13 to 3-17	No Class	SPRING BREAK	SPRING BREAK
#11 3-20 to 3-24	Module 4 Event Management: Planning Volunteers Recruitment Training Evaluation Recognition	<p>Ch 10 Event Staffing</p> <p>Koutrou, Niki. (2014). Measuring Olympic Volunteers' Motivation. Edited Volume of 12th International Conference of Olympic Research. Retrieved from: https://www.researchgate.net/publication/309704968_Measuring_Olympic_Volunteers'_Motivation</p> <p>Lee, CK, Reisinger, Y, Kim, MJ. (2014) The influence of volunteer motivation on satisfaction, attitudes, and support for a mega-event. International Journal of Hospitality Management 40: 37– 48. https://www.researchgate.net/publication/261371481_The_influence_of_volunteer_motivation_on_satisfaction_attitudes_and_support_for_a_mega-event</p> <p>Noordegraaf, M. & Celebi, M. (2015). The Challenges of Volunteering During International Sport Organizations/Events. International Journal of Human Sciences, Vol 12: 1, 1263-1279. Doi:10.14687/ijhs.v12i1.3238 https://www.researchgate.net/profile/Muerra_Celebi/publication/276083410_The_challenges_of_the_volunteerism_process_during_international_sport_organizations_events/links/56d5aefb08ae1aa5f73070e/The-challenges-of-the-volunteerism-process-during-international-sport-organizations-</p>	<p>Due: Fri, Mar 24 at 11:59 pm <i>Federal Emergency Management Association (FEMA)IS-15.b Special Events Contingency Planning for Public Safety Agencies Certificate (individual work)</i></p> <p>Due: Wed, Mar 22 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board #3: Post #1 <p>Due: Fri, Mar 24 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board #3: Response Post #1 & Response Post #2

		events.pdf Warner, S. Newland, B.L. & Green, C. Beyond motivation, considering volunteer management tools. Journal of Sport Management. 25, 391-407. https://journals.humankinetics.com/doi/pdf/10.1123/jsm.25.5.391 or PDF.	
#12 3-27 to 3-31	Module 5 Event Management: Execute <i>Logistics, Site Plan, Suppliers F&B, Security, Crowd Management, Emergency Plan, & Communication</i>	Ch 11 Event Services and Logistics Ch 12 Event Day Management Martella, C., Li, J., Conrado, C., & Vermeeren, A. (2017). On current crowd management practices and the need for increased situation awareness, prediction, and intervention, Journal of Safety Science. PDF	Due: Fri, Mar 31 at 11:59 pm <ul style="list-style-type: none"> • <i>E. Site Plan (group work)</i>
#13 4-3 to 4-7	Module 5 Event Management: Execute <i>Risk Management Risk Assessment Other Responses to Risk</i>	Ch 9 Risk Management and Negligence Ramón Spaaij (2016) Terrorism and Security at the Olympics: Empirical Trends and Evolving Research Agendas, The International Journal of the History of Sport, 33:4, 451-468, https://doi.org/10.1080/09523367.2015.1136290 Managing Major Events: Best Practices from the Field. (2011). Police Executive Research Forum, Washington, D.C. 20036. *Please read Chapter 9: Post-Event Litigation: Strategies to Prevent Lawsuits While Ensuring Accountability – pgs. 40-48. https://www.policeforum.org/assets/docs/Critical_Issues_Series/managing%20major%20events%20-%20best%20practices%20from%20the%20field%202011.pdf Toohey, K. & Taylor, T. (2008). Mega Events, Fear, and Risk: Terrorism at the Olympic Games,” Journal of Sport Management 22 (4), 451-469. https://opus.lib.uts.edu.au/bitstream/10453/12892/1/2007002471.pdf or PDF. Rahmat, N. et. al. (2011). Crowd Management Strategies and Safety Performance among Sports Tourism Event Venue Organizers in Kuala Lumpur and	Due: Fri, Apr 7 at 11:59 pm <ul style="list-style-type: none"> • <i>F. Risk Assessment Plan (group work)</i>

		Selangor. World Applied Sciences Journal 12 (Special Issue On Service Sector Transforms the Economy): 47-52. http://www.idosi.org/wasj/wasj12(SSTE)/8.pdf	
#14 4-10 to 4-14	Module 5 Event Management: Execute <i>Contracts Insurance</i>	Ch 8 Contract Considerations	Due: Fri, Apr 14 at 11:59 pm <ul style="list-style-type: none"> IS-107 Active Shooter: What You Can Do Certificate (<i>individual work</i>)
#15 4-17 to 4-21	Module 5 Event Management: Execute <i>Sustainability Economic Environmental Social</i>	Muller, M. (2014). After Sochi 2014: Costs and Impacts of Russia’s Olympic Games. Eurasian Geography and Economics, Vol. 55 (6), pages 628-655. http://www.tandfonline.com/doi/pdf/10.1080/15387216.2015.1040432?needAccess=true Sotiriadou, P. & Hill. B. (2015). Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. International journal of event management research, 10, pgs. 1-14. https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW Cantelon, H. & Letters, M. (2000), ‘The Making of the IOC Environmental Policy as the Third Dimension of the Olympic Movement’, International Review for the Sociology of Sport, 35/3, pp. 294–308. https://journals.sagepub.com/doi/pdf/10.1177/101269000035003004 Popi, S. & Hill, B. Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. Vol. 10 (1). 1-11. https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW	Due: Wed, Apr 19 at 11:59 pm <ul style="list-style-type: none"> Discussion Board #4: Post #1 Due: Fri, Apr 21 at 11:59 pm <ul style="list-style-type: none"> Discussion Board #4: Response Post #1 & Response Post #2
#16 4-24 to 4-26	Module 6 Honorlock Quiz II	Honorlock Quiz II covers weeks 9-15	Due: Wed, Apr 26 (8:00 am – 11:59 pm) (You will have 50 minutes to complete the quiz in canvas in one sitting.)

This course schedule is tentative and might change based on the pace of the lectures and student needs. Changes to the syllabus will be announced through Canvas. The instructor bears no responsibility of announcing the changes to each individual student.

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