Sport Event Management: Applications & Principles

SPM 5107

Class # 21356 (OS07) & #17651 (SM32)

3 Credits | Fall 2024

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Course Information

INSTRUCTOR	**Dr. Cynthia Willming** Office: FLG 300 A Office Phone: 352-294-1662 **Email: willming@hhp.ufl.edu** *I welcome you to contact me via email. Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.*
OFFICE HOURS	Tuesday 2:45 pm – 4:15 pm, Thursday 4:00 pm – 4:30 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 can meet 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.
- **Lectures & Assignments:** Students will watch pre-recorded lectures and complete 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 sustainable sport events.
- Create risk management solutions to minimize, transfer, avoid, or accept risks for 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 = 5 pts	1%
2. Mid-Course Survey (1) (individual work)	10 pts = 10 pts	2%
3. Discussion Boards (4) (individual work)	10 pts each = 40 pts	7%
4. Active Shooter Certificate (1) (individual work)	75 pts = 75 pts	13%
5. Special Events Contingency Planning for Public Safety Agencies Certificate (1) (individual work)	75 pts = 75 pts	13%
6. EMBOK Sport Event Reflection Paper (individual work)	50 pts = 50 pts	9%
7. Group Work/Assignments A-F (6) (group work)	115 pts = 115 pts	20%
8. Quiz I and II (2) (individual work)	100 pts each = 200 pts	35%
	570 points possible	**100%**

LATE ASSIGNMENTS ARE NOT ACCEPTED unless in accordance with UF's Attendance Policy.

Evaluation Components 1-8

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. This survey is ANONYMOUS, and your name is not associated with any of your responses. You will earn points for this assessment 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 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 (#2 & #3) 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 each 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 for all three discussion posts.
- Refer to the grading rubric below.

Discussion Board Grading Rubric

Exceeded Expectations 10	•Posts comprehensively address the discussion with stimulating posts. •Posts in-depth, insightful reflections that demonstrate critical thinking and share real-world experiences and examples. •Well-written posts made within the required timeframe. •No grammatical or spelling errors.
Met Expectations 9-8	•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	•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	•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	•Student did not complete the discussion board question.

4. *Federal Emergency Management Association (FEMA) Certificate (online): IS-904 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. https://training.fema.gov/is/courseoverview.aspx?code=IS-904&lang=en

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.
https://training.fema.gov/is/courseoverview.aspx?code=IS-15.b&lang=en

6. *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.

7**. Group Work/Assignments A-F** (115 pts)**:** 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 areas 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 Word file as 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.

8. *Quizzes I and II* (2 x 100 points = 200 points): Each quiz consists 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. Most of your preparation for the quiz should be given to the lecture, lecture notes, and textbook but also focus on supplemental materials. Quizzes are administered online, and students have 50 minutes to complete each quiz. Make-up quizzes are NOT permitted unless absences are in accordance with UF's Make-Up 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 instructor will NOT change grades** because the student is unhappy with their academic performance.
- More detailed information regarding current UF grading policies can be found here: **https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.**

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	89.50-100%	4.0
A-		3.67
B+	86.45-89.44%	3.33
B	83.45-86.44%	3.0
B-	79.45-83.44%	2.67
C+	76.45-79.44%	2.33
C	73.45-76.44%	2.0
C-	69.45-73.44%	1.67
D+	66.45-69.44%	1.33
D	63.45-66.44%	1.0
D-	59.45-63.44%	0.67
E	0-59.44%	0

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.

COURSE INFORMATION
Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor the class to their learning style. You should note, however, that this course is not completely self- paced. As listed on the course schedule, there are select times during which course materials will be available and are due. You can view each module's lectures at any time during the dates in which that specific module is open. Please note that all evaluation components must be completed and submitted by the due date listed in the syllabus. Since we will not have in-class meeting times, it is essential for you to familiarize yourself with the course schedule and due dates.

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.
  - **The Dean of Students Office will receive alleged violations of the Honor Code regardless of the severity.**

EVALUATION/ASSESSMENT COMPONENTS
- 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).
- Discussion boards must be typed, double-spaced, use 12-point font, and Times New Roman.
- Upload Discussion Boards as **Word files** beginning with the your last name, first initial, and discussion board #.
- Points are deducted if appropriate grammar, spelling, punctuation, and sentence structure are deficient.
- Include citations if you are citing someone else's work.

- Technology problems are **NOT** acceptable excuses for late evaluation components.
- Refer to the Course Schedule and/or Canvas for due dates.
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

MAKE-UP POLICY

- **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 Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
- Acceptable reasons for an absence or failure to engage in class include:
  - o 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.
  - o 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.
  - o For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.

TECHNOLOGY PROBLEMS

- Technology is **NOT** an acceptable excuse for any late work.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF's policy.
- Students needing technical assistance should contact the Help Desk at 352-392-HELP (4357).
- After contacting the Help Desk with technical problems, ensure you receive a ticket number with the time, date, and explanation of the problem from the UF Help Desk and email this to your professor within 24 hours.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE unless in accordance with UF policy.**

COMMUNICATION AND QUESTIONS

- Students are responsible for using a UF email account (e.g., john.doe@ufl.edu) and should use this email for all university-related correspondence.
- The instructor may not read emails from or send emails to non-UF email addresses (e.g., john.doe@hotmail.com).
- *Email should include:*
  - o *To: willming@hhp.ufl.edu*
  - o *From: UFL email address only*
  - o *Subject: Course number and prefix and first and last name*
    - ▪ *Example: SPM 5107 Alberta Gator*
  - o *Dear Dr. Willming,*
    - ▪ My name is Alberta Gator, and I am a student in SPM 5107. I have read the syllabus, referred to the Canvas website, reviewed class notes, and asked other students about _____, but I am unable to find the information. My question is…
    - ▪ Thank you,

▪ Alberta Gator

ACCOMMODATING STUDENTS WITH DISABILITIES

- If you have a disability or suspect you might, it is important to take proactive steps to ensure you receive the necessary support and accommodation to succeed in your academic endeavors. The Disability Resource Center (DRC) at the university provides assistance and accommodation to students with disabilities, ensuring equal access to education opportunities. To initiate the process, you can begin by visiting the DRC's Get Started page at https://disability.ufl.edu/students/get-started/, calling them at 352-392-8565, visiting on online https://accessibility.ufl.edu/), or by visiting the Dean of Students Office in person on campus. This office will guide you through the registration process and assist you documenting your disability. This initial step is crucial as it allows the university to better understand your specific needs and provide appropriate accommodation. Once you are registered with the DRC, provide me with your letter of accommodation within the first two weeks of the semester. This letter outlines the accommodation you are eligible for based on your documented disability. By providing this letter early in the semester, I can ensure that these accommodations are implemented effectively and that you receive the support necessary to excel in this course. Please rest assured that it is my goal to support your success in this course by providing the tools and accommodation needed to accommodate your unique circumstances. I am committed to fostering an inclusive and supportive learning environment where all students can thrive academically.

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.
- **Providing Constructive Feedback**
  - Teaching is fundamental to the University of Florida. We appreciate your confidential feedback, which improves learning and is also used for Faculty development and evaluation.
  - Research shows that we may evaluate identical course content and teaching differently based on unintentional stereotypes, such as professor age, gender, nationality, race, title, or other characteristics. For example, ***women and people of color may be rated lower even when no actual differences exist.***
  - Please keep this in mind and focus evaluations on course content (assignments, readings, in-class materials) and not unrelated matters (instructor's appearance).
- **Use the following guidelines to provide your instructor with constructive feedback:**
  - Be respectful—Your evaluation is a medium for professional communication. Derogatory or offensive language is inappropriate and unhelpful.
  - Focus on course substance—Comments about clothing, hairstyle, etc., are unhelpful.
  - Be clear and specific—Think about activities and content (assignments, lectures, discussions). Provide examples and constructive suggestions.
- 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/.
- After final grades are submitted at the end of the term, evaluation results are shared with the instructor and administrators. Therefore, keep in mind that you are communicating directly (though anonymously) with the instructor – they see the evaluation results (without your identity).

CHANGING NAME DISPLAY IN CANVAS
- 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.

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 the 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."

GRADE APPEAL
Should you want to contest a grade, you will have up to three (3) days after a posted grade to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale.

COPYRIGHT STATEMENT
- Course material is copyrighted and is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.

- Content includes syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, additional problem sets, and other content. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

DISCLAIMER
- This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance student learning opportunity. Such changes will be communicated clearly.

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:** 988
- **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.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

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 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 about assignments because this might cause you to miss the 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.
- 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

- Labor Day: Monday, September 2
- Homecoming: October 18
- Veteran's Day: November 11
- Thanksgiving Break: November 25-29

Complete list available here: https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/2024-2025_Approved_Calendar_Catalog.pdf

Weeks & Dates	Modules &Topics	Readings	Assignments Due
	Module 1		
#1 8-22 to 8-23	Module 1 *Event Terminology*	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.	**Due: Fri, Aug 23 at 11:59 pm** • Syllabus Quiz
	Module 2		
#2 8-26 to 8-30	Module 2 **Sport Events as Projects** *Project Management*	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 59th Grand Prix 2012 in Macau. Asia Pacific Journal of Sport and Social Science. Vol. 5 (3), pages 187-201.	**Due: Wed, Aug 28 at 11:59 pm** • Discussion Board #1: Post #1 **Due: Fri, Aug 30 at 11:59 pm** • Discussion Board #1: Response Post #1 & Response Post #2

		https://www.tandfonline.com/doi/pdf/10.1080/21640599.2016.1232339?needAccess=true or PDF.	
#3 9-3 to 9-6	Module 2 **Sport Events as Projects** *Event Management*	*Grabher*, *G.*, & *Thiel*, *J.* Projects, people, professions: Trajectories of learning through a mega-event (the London 2012 case). *Geoforum* (*2015*). https://www.researchgate.net/publication/302559036_Projects_people_professions_trajectories_of_learning_through_a_mega-event_the_London_case or PDF. Julia Rutherford Silvers – EMBOK and Event Management https://www.embok.org/juliasilvers/embok.html	**Due: Fri, Sept 6 at 11:59 pm** • A. Sport Event Title & Description *(group work)*
	Module 3		
#4 9-9 to 9-13	Module 3 **Event Management: Initiate** *Mission Statement* *SMART Goals* *Data Collection*	Chapter 2 Event Conceptualization 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.	**Due: Fri, Sept 13 at 11:59 pm** • *B. SMART Goals (group work)*
#5 9-16 to 9-20	Module 3 **Event Management: Initiate** *SWOT, 5Ws* *Stakeholders*	Chapter 2 Event Conceptualization 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.	**Due: Fri, Sept 20 at 11:59 pm** • *C. 5Ws (group work)*
#6 9-23 to 9-27	Module 3 **Event Management: Initiate** *Market Segmentation*	Chapter 6 Event Marketing 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	**Due: Wed, Sept 25 at 11:59 pm** • Discussion Board #2: Post #1 **Due: Fri, Sept 27 at 11:59 pm** • Discussion Board #2: Response Post #1 & Response Post #2
	Module 4		
#7 9-30 to 10-4	Module 4 **Event Management: Planning** *Organizational Structure* *Work Breakdown Structure (WBS)* *Gantt Chart* *Critical Path Analysis*	Ch 10 Event Staffing 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. Ahmadya, G., Mehrpourb, M., & Nikooraveshb, A. (2016). Organizational Structure. Procedia –	**Due: Fri, Oct 4 at 11:59 pm** • *D. Gantt Chart (group work)*

		Social and Behavioral Sciences, 230, pages 455 – 462. https://reader.elsevier.com/reader/sd/pii/S187704 2816311582?token=1C878E86DA47440768B FC885B7E1E946B95D81ED68BA48A9D5104 9873ED803B9E40DADA190DBE453B1BC2C E095CDFC4F or PDF. 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. 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.	
#8 10-7 to 10-11	Module 4	Quiz I	**Due: Fri, Oct 11 at 11:59 pm** • **Quiz I**
#9 10-14 to 10-18	Module 4 **Event Management: Planning** *Leadership Theories Emotional Intelligence*	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/l eadership-competency-profile1.pdf or PDF. 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/2577188 22_Project_Managers'_Emotional_Intelligence_-_A_Ticket_to_Success or PDF. Trivellas, P. & Drimoussis, C. (2013). Investigating Leadership Styles, Behavioural and Managerial Competency Profiles of Successful Project Managers in Greece. Social and Behavioral	**Thurs, Oct 17 at 11:59 pm** • *Mid-Course Survey (individual work)* • *EMBOK Sport Event Reflection Paper (individual work)*

		Sciences, Vol 73, pp. 692-700. https://www.researchgate.net/publication/257718791_Investigating_Leadership_Styles_Behavioural_and_Managerial_Competency_Profiles_of_Successful_Project_Managers_in_Greece or PDF.	
#10 10-21 to 10-25	Module 4 **Event Management: Planning** *Volunteer Recruitment Training Evaluation Recognition*	Ch 10 Event Staffing 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 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 Noordegraafl, 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/Mueberra_Celebi/publication/276083410_The_challenges_of_the_volunteerism_process_during_international_sport_organizationsevents/links/56d5aefb08aee1aa5f73070e/The-challenges-of-the-volunteerism-process-during-international-sport-organizations-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.	**Due: Wed, Oct 23 at 11:59 pm** • Discussion Board #3: Post #1 **Due: Fri, Oct 25 at 11:59 pm** • Discussion Board #3: Response Post #1 & Response Post # • *Federal Emergency Management Association (FEMA)IS-15.b Special Events Contingency Planning for Public Safety Agencies Certificate (individual work)*
	Module 5		
#11 10-28 to 11-1	Module 5 **Event Management : Execute** *Logistics, Site Plan, Suppliers F&B, Security,*	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, Nov 1 at 11:59 pm** • *E. Site Plan (group work)*

	Crowd Management, Emergency Plan, & Communication		
#12 11-4 to 11-8	Module 5 **Event Management: Execute** *Risk Management Risk Assessment* *Other Responses to Risk*	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 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	**Due: Fri, Nov 8 at 11:59 pm** *F. Risk Assessment Plan (group work)*
#13 11-12 to 11-15	Module 5 **Event Management: Execute** *Contracts Insurance*	Ch 8 Contract Considerations	**Due: Fri, Nov 15 at 11:59 pm** *IS-904 Active Shooter: What You Can Do Certificate (individual work)*
#14 11-18 to 11-22	Module 5 **Event Management: Execute** *Sustainability Economic Environmental Social*	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.	**Due: Wed, Nov 20 at 11:59 pm** - Discussion Board #4: Post #1 **Due: Fri, Nov 22 at 11:59 pm** - Discussion Board #4: Response Post #1 & Response Post #2

		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	
#15 11-25 to 11-29		**Thanksgiving Break**	**Thanksgiving Break**
	Module 6		
#16 12-2 to 12-4	Module 6	Quiz II	**Due: Wed, Dec 4 at 11:59 pm**

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