



# Management of the Olympic Games Functional areas

SPM6606 | 3 Credits | Spring 2025

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## Course Info

**Title: Management of the Olympic Games Functional Areas**

### INSTRUCTOR

**Name & Credentials: Kyriaki Kaplanidou, PhD**

**Department of Sport Management**

Email: [kkaplanidou@ufl.edu](mailto:kkaplanidou@ufl.edu)

Preferred Method of Contact: Direct Email or via Canvas email

**Interim Dept Chair: Dr. Yong Jae Ko, [yongko@ufl.edu](mailto:yongko@ufl.edu)**

### OFFICE HOURS

Virtual Office: Please contact me to make an appointment.

### MEETING TIME/LOCATION

This course does not have scheduled meeting times. Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

## COURSE DESCRIPTION

This course provides a roadmap for the management of large-scale sport events such as the Olympic Games.

## PREREQUISITE KNOWLEDGE AND SKILLS

Prerequisite: 7HH or 8HH standing.

## REQUIRED AND RECOMMENDED MATERIALS

S. Frawley, D. Adair (2013), (eds.) *Managing the Olympic Games*. Springer.

## COURSE FORMAT

This course will consist of pre-recorded lectures and interviews, readings, and discussions. Students should read all textbook and reading materials before watching lectures and interviews. After completing the readings students should watch pre-recorded lectures and interviews to complete weekly discussions based on assigned due dates. Key assignments part of the course need to be completed on time. Students should be self-directing and are responsible for adhering to all posted due dates on syllabus. To complete this course, students need basic understanding of how to operate a computer, how to use word processing software, power point and Zoom.

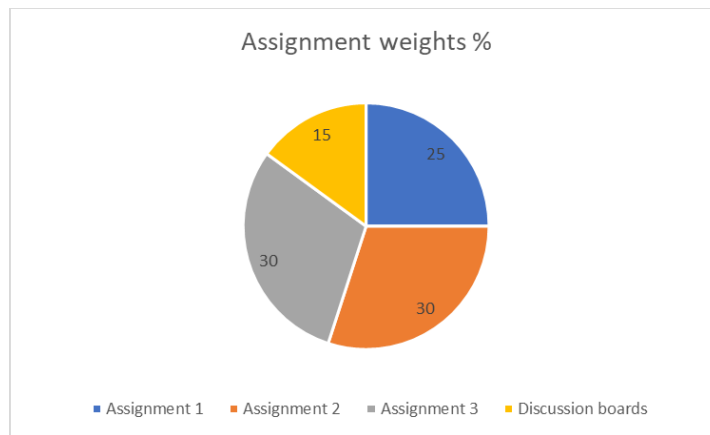
## COURSE LEARNING OBJECTIVES

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

- Research and analyze the Olympic movement’s international and national governing bodies structure
- Examine the various roles and responsibilities of the key stakeholders in international sport
- Analyze the 7-year evolution and development process undertaken to organize Olympic Games Committees
- Deconstruct and differentiate between functional areas and their role in delivering the event within an organizing Committee for the Olympic Games
- Demonstrate the application of mega event sport management course concepts in a local sport organization
- Research and examine the various career paths of interest within USA sport governing bodies

## EVALUATION SCHEME

Assignment details- more on canvas	% breakdown
<p><b>Assignment 1: Sport Organization structures assignment</b> (individual assignment/essay): You will be assigned a sport organization. You will have first to describe the organization and their mission and vision. You will also have to describe their organizational structure in your paper and provide an organizational chart. You can contact the sport organization to make sure your organizational chart is true to what you reported. You will have to comment on how this organizational structure helps with their mission. How would you improve the structure of the organization? Explain how and make sure you provide specific recommendations about restructuring it. If there is no need for restructuring in your opinion, then please explain why this is the case. In any case you will have to justify your position. You will have to write a 7-page paper and create a presentation to share with the class by posting it on the pertinent discussion board. You will have to comment on two other students’ presentations.</p>	25
<p><b>Assignment 2: Functional area case study analysis assignment</b> (individual assignment/essay): You will be assigned a specific functional area of the Olympic Games. Research all aspects that go into the formation and organization of that functional area to achieve a successful sport event delivery. Identify the importance (or not) of that area for sport event delivery. Justify your position. You will have to write a 7-page paper and create a presentation to share with the class by posting it on the pertinent discussion board. You will have to comment on two other students’ presentations.</p>	30
<p><b>Assignment 3: Applying Olympic knowledge to local sport events assignment</b> (individual assignment/essay): You will have to identify a sport event in a commonly agreed region that attracts large number of spectators and participants, and you have to describe how an event such as the Olympic Games teaches you how to manage such an event in your area. You will have to interview the sport event manager to get details on this event and how it is managed to achieve success. Which position attracts you to work in this event and why? You will have to write a maximum 7-page paper and create a presentation to share with the class by posting it on the pertinent discussion board. You will have to comment on two other presentations.</p>	30
<p><b>Online discussion boards</b> (10 discussion boards beyond the assignment discussion boards)</p>	15
Total	100



### DISCUSSION BOARDS

There are Discussion Board Assignments that are due as outlined on the schedule. During the week they are due, you have to **submit them by 11:00 p.m. on Thursdays**. Discussion threads should build on the weekly readings and be reflective of both the articles and course concepts. There will be additional instructions on the course website regarding the post expectations and deadlines.

### GRADING

The grades are formed on calculation of assignment weights. The grades on canvas are not representing your final grade. (There will be no rounding of the grades, no exceptions). The final grade will be assigned according to the following grading scale:

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

## WEEKLY SCHEDULE (Tentative and could be changed due to schedule conflicts)

Module	Topic	Reading code (see <a href="#">last page</a> for reference list of all reading codes) and other class content	Discussion boards and assignments due
<b>MODULE 1</b>	<b>UNDERSTANDING THE ORGANIZATION AND STRUCTURE OF THE OLYMPIC GAMES AND THEIR STAKEHOLDERS</b>		
Topic 1 Jan 13-19	Organization theory and the management of sport organizations	Slack & Parent, Chapter 1, <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=6bs9-i2bD3cC&amp;oi=fnd&amp;pg=PR7&amp;dq=sport+organizations+organization+structure&amp;ots=tfau5zu5Kw&amp;sig=Ofst3Ug2qgl78DU3H4z184_hjYE#v=onepage&amp;q=sport%20organizations%20organization%20structure&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=6bs9-i2bD3cC&amp;oi=fnd&amp;pg=PR7&amp;dq=sport+organizations+organization+structure&amp;ots=tfau5zu5Kw&amp;sig=Ofst3Ug2qgl78DU3H4z184_hjYE#v=onepage&amp;q=sport%20organizations%20organization%20structure&amp;f=false</a>  Fort, R. (2000), European and North American Sports Differences (?). Scottish Journal of Political Economy, 47: 431–455. doi:10.1111/1467-9485.00172	Discussion board 1a, 1b due by Thursday 11 pm
Topic 2 Jan 20-26	The structure of the Olympic Games, national sport organization and International Sport	<b>From required textbook: Chapter 2.</b> <b>Parent, M. Olympic Games Stakeholder Governance and Management</b>  <b>From required textbook: Chapter 6,</b> <b>Frawley S., Toohey K., Taylor T., Zakus D. (2013) Managing Sport at the Olympic Games.</b>  General info: <a href="https://en.wikipedia.org/wiki/Sports_in_the_United_States#Organization_of_American_sports">https://en.wikipedia.org/wiki/Sports_in_the_United_States#Organization_of_American_sports</a>	Discussion board 2a, 2b due by Thursday 11 pm
Topic 3 Jan 27-Feb 2	Stakeholder theory	Friedman, M., Parent, M. & Mason, D. Building a framework for issues management in sport through stakeholder theory. European Sport Management Quarterly. 4(3), 170-190.  Read: WHAT TOKYO TAUGHT US: ORGANIZING THE FIRST-EVER POSTPONED OLYMPICS	Discussion board 3 due by Thursday 11 pm
Topic 4 Feb 3-9	Project management approach to the Olympic Games; The functional areas of the Games	D Gargalianos, K Toohey, DK Stotlar (2015). Olympic Games Complexity Model (OGCM), <i>Event Management</i> 19 (1), 47-55  Sousa M.J., Lima F., Martins J. (2016) Project Management in 2016 Olympic Games. In: Rocha Á., Correia A., Adeli H., Reis L., Mendonça Teixeira M. (eds) <i>New Advances in Information Systems and Technologies. Advances in Intelligent Systems and Computing</i> , vol 444. Springer, Cham  Emery, P. (2010). Past, Present, Future major sport event management practice, the practitioner perspective. <i>Sport Management review</i> , 13, 158-170.  <b>Watch:</b> the incredible logistics of the Tokyo 2020 Olympics- the host city contract and the Olympic village project <a href="https://www.youtube.com/watch?v=B3FKtBNEBRc">https://www.youtube.com/watch?v=B3FKtBNEBRc</a>	<b>Assignment 1 (paper and power point) DUE by 11 pm Friday Jan 31</b>  <b>Commentary on two other presentations DUE Sunday Feb 2, 11 pm.</b>
<b>MODULE 2</b>	<b>ANALYZING THE FUNCTIONAL AREAS OF THE OLYMPIC GAMES</b>		
Topic 5 Feb 10-16	Sport Competition functional areas	Listen to Guest speaker interview: General Manager of Athens 2004 Sports Department	Discussion board 4 due by Thursday 11 pm
Topic 6 Feb 17-23	Venue operations	<b>From required textbook: Chapter 7: Managing Olympic Venues</b>  Stamatakis et al, Venue Contingency planning  VENUE DELIVERY MANUAL: PYEONGCHANG 2018 / THE PYEONGCHANG ORGANISING COMMITTEE FOR THE 2018 OLYMPIC AND PARALYMPIC WINTER GAMES, retrieved from <a href="https://library.olympic.org">https://library.olympic.org</a>  Watch video: <a href="https://architectureofthegames.net/2020-tokyo/tokyo-2020-video-venue-master-plan-april-2019/">https://architectureofthegames.net/2020-tokyo/tokyo-2020-video-venue-master-plan-april-2019/</a>	
Topic 7 Feb 24-March 2	Marketing	Article: “Research gives NBCUniversal breakdown of Olympic tastes”  <b>From required textbook: Chapter 10: Burton, Rick, Investigating Olympic Sponsorship: A Contemporary Review of Selected Activation and Achievement,</b> In: Frawley S., Adair D. (eds) <i>Managing the Olympics.</i> Palgrave Macmillan, London	Discussion board 5 due by Thursday 11 pm

Topic 8 March 3-9	Transport	<b>From required textbook: Chapter 8. Kassens-Noor, Eva Managing Transport during the Olympic Games</b>	Discussion board 6 due by Thursday 11 pm
Topic 9 March 10-16	Security and Risk Management	Jennings, W. and Lodge, M. (2011), Governing Mega-Events: Tools of Security Risk Management for the FIFA 2006 World Cup in Germany and London 2012 Olympic Games. Government and Opposition, 46: 192–222. doi:10.1111/j.1477-7053.2010.01336.x  Security in Rio- OCOG document	Discussion board 7 due by Thursday 11 pm
<b>March 16-23</b>		<b>SPRING BREAK</b>	
Topic 10 March 24-30	Media and communications	From required textbook: Chapter 9. Solberg & Gratton: Broadcasting the Olympics.  Watch interview with Stratis Telloglou, Manager broadcasting and media Rio 2016	Discussion board 8 on interviews due by Thursday 11 pm
Topic 11 March 24-30	Procurement and logistics	Interview with Mr. Simos Vrachnos Section Manager for Procurement  Ioannis Minis, Marion Paraschi, Apostolos Tzimourtas, (2006) "The design of logistics operations for the Olympic Games", International Journal of Physical Distribution & Logistics Management, Vol. 36 Issue: 8, pp.621-642, <a href="https://doi.org/10.1108/09600030610702899">https://doi.org/10.1108/09600030610702899</a>	
Project 2 due March 31-April 6		<b>Assignment 2 due</b>	<b>Assignment 2 (paper and power point) DUE by 11 pm Friday April 4.</b>  <b>Commentary on two other presentations DUE Sunday April 6, by 11 pm.</b>
Topic 12 April 7-13	International relationships with NOC/IF	Lectures based on a) Chappellet, L. The international Olympic Committee and the Olympic System: the governance of world sport, Routledge, London, UK. (chapters 3,4)	
Topic 13 April 7-13	People Management- Workforce and Olympic Volunteers	Read: -Special Olympics Volunteer guide -Tokyo master: People management plan- recruit, train, integrate- Case study pp. 99-100 - <a href="https://tokyo2020.org/en/games/plan/data/GFP-EN.pdf">https://tokyo2020.org/en/games/plan/data/GFP-EN.pdf</a>  <a href="https://tokyo2020.org/en/special/volunteer/schedule/">https://tokyo2020.org/en/special/volunteer/schedule/</a>	Discussion board 9 due by Thursday 11 pm
Topic 14 April 14-20	The image of the city and the Games	<b>Athens 2004 report on image and identity</b>  <b>Manager Athens 2004 Games, image and identity Department:</b> guest interview (read interview text).	Discussion board 10 due by Thursday 11 pm
Topic 15 April 14-20	Accreditation	<b>Listen to Guest speaker interview: Manager, Athens 2004 Accreditation Department</b>	
Topic 16 April 21-23		<b>Assignment 3 due</b>  There is also an extra credit assignment due the last day of classes. The extra credit will apply 0.1% to your overall grade.	<b>Assignment 3 DUE/discussion on presentations</b>  <b>Assignment 3 (paper and power point) DUE by 11 pm Monday April 21</b> <b>Commentary on two other presentations DUE Wednesday April 23 by 11 pm.</b>

	<p>Optional to review but highly encouraged</p> <p>Opening and Closing ceremonies</p> <p>The Paralympic Games</p>	<p><b>From required textbook: Chapter 11: Adair, Daryl, Olympic Ceremonial, Protocol and Symbolism</b></p> <p><u>Watch video:</u> Testimonials from participants in London 2012 opening ceremony- Dr. Chatziefstathiou.</p> <p><b>Technical Manual on Managing the Paralympic Games pp 1-22, &amp; pp. 112-198 (chapter 4)</b></p>	<p>Class wrap up and teaching evaluations</p>
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## COURSE & UNIVERSITY POLICIES

### Statement of University’s Honesty Policy (use of copyrighted materials and unethical exam behaviors)

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click [here](#) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If any student has a need for a special accommodation, please let me know within the first week of class to ensure any necessary accommodations.

### ONLINE Class Demeanor Expected by the Professor

You are expected to upload your posts on time and complete your assignments on time. If you are late posting for any reason, please let the instructor know as soon as possible. Please be familiar with all the due dates and be respectful of those assignments that require your post by a certain date so another student can respond.

### Late assignment policy

Late assignments will be accepted with a penalty of 10% per calendar day late which means that after 10 days from the due date the assignment will receive no points.

## Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> . Please let the instructor know as soon as possible if you are not able to meet a deadline.

## Inclusivity statement

The following statement reflects my beliefs and was adopted by the UF Center of Teaching Excellence: “Inclusive teaching provides a learning experience that allows students from all backgrounds, learning styles and abilities to be successful. Inclusive teaching strategies contribute to an inclusive learning environment in which all students feel equally valued. Inclusivity in the classroom implies that the classroom environment is one in which all students feel that their contributions and perspectives are equally valued and respected (Cal Poly).” Source: <http://teach.ufl.edu/resource-library/inclusivity-in-the-classroom/>

## Teaching 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/> .

## Campus Resources

**Campus Resources:** Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center website](#).

**University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

**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 Resources



**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#)

## In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (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. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach 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, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest 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.