

# Managing Organizations in Sport

SPM4154 UFO

Class # 21455 (section S012)

3 Credits | Spring 2023

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## Course Information

### INSTRUCTOR

**Dr. Cynthia Willming**

Office: FLG 310

Office Phone: 352-294-1662

Preferred Method of Contact: [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)

*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.*

### OFFICE HOURS

Mondays & Wednesdays (11:30 am - 12:30 pm & by appointment)

### MEETING TIME/LOCATION

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

## COURSE DESCRIPTION

- Managerial principles and techniques are discussed applicable to a multitude of sport organizations. It addresses the four functions of management, strategy, organizational structure, resource management, and leadership theories.

## PREREQUISITE KNOWLEDGE AND SKILLS

- MAN 3025 and SPM 2000 with minimum grades of C.

## REQUIRED AND RECOMMENDED MATERIALS

- **Required Textbook:** Lussier, R. and Kimball, D. (2020). 3<sup>rd</sup> Edition. Applied Sport Management Skills. Champaign, Illinois: Human Kinetics. **ISBN:978-1-4925-7015-8**
- 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:

- Describe the role managers play in the proper functioning of sport organizations.
- Explain the four functions of management in sport organizations.
- Apply management skills to practical sport settings.
- Evaluate current issues facing managers in sport organizations.
- Develop real-word strategies for planning, organizing, leading, and controlling sport organizations.

## Grading

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

Evaluation Components	Points Per Component	% of Total Grade
Syllabus Quiz/Assignment (1)	5 pts each = 5 pts	5/484 = 1%
Midcourse and End of Course Survey (2)	10 pts each = 20 pts	20/484 = 4%
Honorlock Quizzes (2)	100 pts each = 200 pts	200/484 = 41%
Play Posit Interactions	229 pts = 229 pts	229/484 = 47%
Discussion Boards (3)	10 pts each = 30 pts	30/484 = 7%
	<b>484 points possible</b>	<b>100%</b>

**Assignments** – The assignments for this course consist of a syllabus quiz, midcourse survey, end of the course survey, and Playposit interactions. These assignments are located in CANVAS and are due on specified dates. The Playposit interaction questions are multiple choice, true/false, fill-in-the-blank, and matching. These questions are from the textbook. The assignments are not meant to be a primary study tool for preparing for quizzes. The function of the assignments is to get students familiar with the textbook, and to ease students into answering management questions about sport. It is not prudent to complete assignments at the last minute.

- **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).

**Honorlock Quizzes I and II** – 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 using Honorlock and students will have 50 minutes to complete the quiz. **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

**Discussion Boards** – Some interactions for this course will emerge through online discussions with other students and the professor. Discussion boards will 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**.
- Include a Word Count in every discussion post.
- Points are deducted from discussion boards if you do not write at least 100 words.
- Refer to the grading rubric below.

#### **Discussion Broad Grading Rubric**

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

## 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.
- 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	484-433	89.50-100%	4.0
A-			3.67
B+	419-432	86.45-89.44%	3.33
B	404-418	83.45-86.44%	3.0
B-	385-403	79.45-83.44%	2.67
C+	371-384	76.45-79.44%	2.33
C	356-370	73.45-76.44%	2.0
C-	337-355	69.45-73.44%	1.67
D+	322-336	66.45-69.44%	1.33
D	308-321	63.45-66.44%	1.0
D-	288-307	59.45-63.44	0.67
E	0-287	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](mailto:willming@hhp.ufl.edu)
  - From: [name@ufl.edu](mailto:name@ufl.edu)
  - Subject: First and last name, course prefix and number, and course section and number.  
Example: Sally Gator, SPM 4154, section XXXX, & class number XXXXX
  - Dear Dr. Willming,  
My name is Sally Gator, and I am a student in your SPM 4154 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](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](http://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 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.

## 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](mailto:christinewegner@ufl.edu)
  - Dr. Cyntrice Thomas, SPM Graduate Coordinator, [cthomas10@ufl.edu](mailto:cthomas10@ufl.edu)
  - Dr. Cynthia Willming, SPM Undergraduate Coordinator, [willming@hhp.ufl.edu](mailto: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](mailto: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](http://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](http://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.ulib.ufl.edu/ask>. Various 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://scrc.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 13<sup>th</sup>-17th: Spring Break (Monday, Wednesday, & Friday)

<b>Week</b>	<b>Dates</b>	<b>Readings</b>	<b>Assignments &amp; Discussion Boards</b>
		<b>MODULE 1</b>	
#1	1-9 to 1-13	Course Introduction & Ch. 1: Managing Sports	<p><b>Due: Fri, Jan 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Self-assessment 1.1 What are Your Management Traits?</li> <li>• Management Skills</li> <li>• Management Functions</li> <li>• Differences Between Management Levels</li> </ul>
		<b>MODULE 2</b>	
#2	1-16 to 1-20	Ch. 2: The Sport Industry Environment: Globalization, Ethics, and Social Responsibility	<p><b>Due: Wed, Jan 18 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #1: Post #1</li> </ul> <p><b>Due: Fri, Jan 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Internal Environment</li> <li>• External Environment</li> <li>• Self-Assessment 2.1 Sport Ethics</li> <li>• Ethical Approach</li> <li>• Social Responsibility</li> </ul> <p><b>Due: Fri, Jan 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #1:</li> <li>• Response Post #1 &amp; Response Post #2</li> <li>• Course Orientation Quiz</li> </ul>
		<b>MODULE 3</b>	
#3	1-23 to 1-27	Ch. 3: Creative Problem Solving and Decision Making	<p><b>Due: Fri, Jan 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Making Decisions</li> <li>• Self-Assessment 3.1 What is your Decision-Making Style?</li> <li>• Classify the Problem</li> <li>• Using Groups to Generate Alternatives</li> <li>• Selecting a Quantitative Technique</li> </ul>
		<b>MODULE 4</b>	
#4	1-30 to 2-3	Ch. 4: Strategic and Operational Planning	<p><b>Due: Fri, Feb 3 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Self-Assessment 4.1 Are You an Effective Planner?</li> <li>• Corporate Growth Strategies</li> <li>• Self-Assessment 4.2 Do you Have Entrepreneurial Traits?</li> <li>• Adaptive Strategies</li> <li>• Product Life Cycle</li> <li>• Functional Strategies</li> </ul>
		<b>MODULE 5</b>	
#5	2-6 to 2-10	Ch. 5: Organizing and Delegating Work	<p><b>Due: Fri, Feb 10 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• The Organizing Function</li> <li>• Self-Assessment 5.1 What are your Personal Priorities?</li> <li>• Mid-Course Survey Quiz</li> </ul>
		<b>MODULE 6</b>	

#6	2-13 to 2-17	Ch. 6: Sport Culture, Innovation, and Diversity	<b>Due: Fri, Feb 17 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Variables of Change</li> <li>• Self-Assessment 6.1 Attitudes About Women in the Workplace</li> <li>• Sexual Harassment in the Workplace</li> </ul>
		<b>MODULE 7</b>	
#7	2-20 to 2-24	Ch. 7: Human Resources Management	<b>Due: Wed, Feb 22 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Discussion Board #2: Post #1</li> </ul> <b>Due: Fri, Feb 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Legal or Illegal Questions</li> <li>• Self-Assessment 7.1 Are you Ready for a Sport Management Position?</li> </ul> <b>Due: Fri, Feb 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Discussion Board #2: Response Post #1 &amp; Response Post #2</li> </ul>
		<b>Honorlock QUIZ I</b>	
#8	2-27 to 3-3	Review for Quiz I  Quiz I Chapters 1-7	<b>Due: Fri, Mar 3 (8:00 am to 11:59 pm) One 50-minute sitting</b>
		<b>MODULE 8</b>	
#9	3-6 to 3-10	Ch. 8. Behavior in Organizations: Power, Politics, Conflict, and Stress	<b>Due: Fri, Mar 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Self-Assessment 8.1 Your Big Five Personality Profile</li> <li>Activity: Using Power</li> <li>• Self-Assessment 8.3 How Political Are You?</li> <li>• Activity: Political Behavior</li> <li>• Activity: Selecting Conflict Management Styles</li> <li>• Self-Assessment 8.4 What is Your Stress Personality Type</li> <li>• Activity: Stress Management Techniques</li> </ul>
#10	3-13 to 3-17	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
		<b>MODULE 9</b>	
#11	3-20 to 3-24	Ch. 9. Team Development	<b>Due: Fri, Mar 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Self-Assessment 9.1 Are you an Individual or Team Player?</li> <li>• Activity: Is it a Group or Team?</li> <li>• Activity: Roles</li> <li>• Activity: Group Process</li> <li>Activity: People Who Sabotage Meetings</li> </ul>
		<b>MODULE 10</b>	
#12	3-27 to 3-31	Ch. 10. Communicating for Results	<b>Due: Fri, Mar 31 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Activity: Communication Flow</li> <li>• Activity: Choosing Channels</li> <li>• Self-Assessment 10.1 Are You a Good Listener?</li> <li>Activity: Identifying Response Styles</li> </ul>
		<b>MODULE 11</b>	

#13	4-3 to 4-7	Ch. 11. Motivating to Win	<b>Due: Fri, Apr 7 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Activity: Performance Equation</li> <li>• Self-Assessment 11.1 What Motivates You?</li> <li>• Self-Assessment 11.2 Which Acquired Needs Drives You?</li> <li>Activity: Motivation Theories</li> </ul>
		<b>MODULE 12</b>	
#14	4-10 to 4-14	Ch. 12: Leading to Victory	<b>Due: Wed, Apr 12 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Discussion Board #3: Post #1</li> </ul> <b>Due: Fri, Apr 14 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Self-Assessment 12.1 Are You a Theory X or Y Leader?</li> <li>• Activity: Grid Leaders</li> <li>• Activity: Contingency Leaders</li> <li>• Activity: Continuum Leaders</li> </ul> <b>Due: Fri, Apr 14 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Discussion Board #3: Response Post #1 &amp; Response Post #2</li> </ul>
		<b>MODULE 13</b>	
#15	4-17 to 4-21	Ch. 13 Controlling	<b>Due: Fri, Apr 21 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• End of Course Survey</li> </ul>
		<b>Honorlock QUIZ II</b>	
#16	4-24 to 4-26	Review for Quiz II Chapters 8-13  Honorlock Quiz II Chapters 8-13	<b>Due: Wed, Apr 26 (8:00 am to 11:59 pm) One 50-minute sitting</b> <ul style="list-style-type: none"> <li>• Quiz II</li> </ul>
		<b>END</b>	

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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