UF | Sport Management
UNIVERSITY *of* FLORIDA

SPM 6606
Management of Olympic Games Functional Areas –online
Spring 2020

Instructor contact information

Name: Dr. Kyriaki Kaplanidou, Associate Professor
Virtual Office Hours: Tuesday 9-10 AM EST
Email: kiki@hhp.ufl.edu

Department Chair contact information:

Name: Michael Sagas, Ph.D.
Email: msagas@ufl.edu

Course objectives

- 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

		% breakdown
1.	**Assignment 1: Sport Organization structures assignment** (essay): Compare and contrast organizational charts for IOC, a specific NOC, a specific IF and a Sport Event Organizing Committee (e.g., Super Bowl). Identify similarities and differences between these 4 organizations in terms of their organizational structure. How does structure influence sport event management practices in your opinion? How does the identification of stakeholders help event management of a sport event? Justify your answers with examples 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.	20
2.	**Quizzes (7)**	15
3.	**Assignment 2: Functional area case study analysis 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 10 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.	25
4.	**Assignment 3: Applying Olympic knowledge to local sport events assignment** (essay). You will identify a sport event in your 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 10 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.	25
5.	**Online discussion boards** (10 discussion boards beyond the assignment discussion boards)	15
Total		100

Readings

Required text: S. Frawley, D. Adair (2013), (eds) Managing the Olympic Games. Springer

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 5:00 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 Scale

(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

Tentative* Class schedule

This schedule is tentative and it could be changed based on the pace of the lectures and assignment needs. Changes will be announced in class and the instructor bears no responsibility of announcing these changes individually.

Module	Topic	Reading code (see last page for reference list of all reading codes) and other class content	Discussion boards and assignments due
MODULE 1	**UNDERSTANDING THE ORGANIZATION AND STRUCTURE OF THE OLYMPIC GAMES AND THEIR STAKEHOLDERS**		
Topic 1	Organization theory and the management of sport organizations	Slack & Parent, Chapter1, https://books.google.com/books?hl=en&lr=&id=6bs9-i2bD3cC&oi=fnd&pg=PR7&dq=sport+organizations+organization+structure&ots=tfau5zu5Kw&sig=Ofst3Ug2qgI78DU3H4z184_hjYE#v=onepage&q=sport%20organizations%20organization%20structure&f=false Fort, R. (2000), European and North American Sports Differences (?). Scottish Journal of Political Economy, 47: 431–455. doi:10.1111/1467-9485.00172	Quiz 1
Topic 2	The structure of the Olympic Games, national sport organization and International Sport	**From required textbook: Chapter 2.** **Parent, M. Olympic Games Stakeholder Governance and Management** **From required textbook: Chapter 6,** **Frawley S., Toohey K., Taylor T., Zakus D. (2013) Managing Sport at the Olympic Games.** General info: https://en.wikipedia.org/wiki/Sports_in_the_United_States#Organization_of_American_sports Sydney OCOG structure	Discussion board 1 due by Thursday 5 pm **Zoom conference for all-to meet with each other-time and day TBD**
Topic 3	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.	Quiz 2 on video links (canvas) Discussion board 2 due by Thursday 5 pm
Topic 4	Project management approach to the Olympic Games;	D Gargalianos, K Toohey, DK Stotlar (2015). Olympic Games Complexity Model (OGCM), *Event Management* 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)	Discussion board 3 due by Thursday 5 pm **Assignment 1 DUE**

	The functional areas of the Games	New Advances in Information Systems and Technologies. Advances in Intelligent Systems and Computing, vol 444. Springer, Cham Emery , P. 2010. Past, Present, Future major sport event management practice, the practitioner perspective. Sport Management review, 13, 158-170.	<mark>**Quiz 3 on readings**</mark>
MODULE 2	**ANALYZING THE FUNCTIONAL AREAS OF THE OLYMPIC GAMES**		
Topic 5	Sport Competition functional areas	Listen to Guest speaker interview: General Manager of Athens 2004 Sports Department	Discussion board 4 due by Thursday 5 pm
Topic 6	Venue operations	**From required textbook: Chapter 7: Managing Olympic Venues** 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 https://library.olympic.org Watch video: https://architectureofthegames.net/2020-tokyo/tokyo-2020-video-venue-master-plan-april-2019/	<mark>**Quiz 4 on readings**</mark>
Topic 7	Marketing	**https://www.olympic.org/sponsors/100-years-of-olympic-marketing** **http://adage.com/article/media/marketing-winter-olympics-nbc-niche/311088/** **From required textbook: Chapter 10: Burton, Rick, Investigating Olympic Sponsorship: A Contemporary Review of Selected Activation and Achievement,** In: Frawley S., Adair D. (eds) Managing the Olympics. Palgrave Macmillan, London	Discussion board 5 due by Thursday 5 pm <mark>**Quiz 5 on readings**</mark>
Topic 8	Transport	**From required textbook: Chapter 8. Kassens-Noor, Eva Managing Transport during the Olympic Games**	Discussion board 6 due by Thursday 5 pm
Topic 9	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 <mark>Sousa & Lima, IT project Management in Olympic Summer Games: Rio 2016 Case study, 10th European Conference on Information Systems Management: ECISM 2016, retrieved from: https://books.google.com/books?hl=en&lr=&id=x5AcDQAAQBAJ&oi=fnd&pg=PA130&ots=T__nzfoFVD&sig=Z1SIvFy-r_oYi_OHT-awL70jP5A#v=onepage&q&f=true</mark>	Discussion board 7 due by Thursday 5 pm **Zoom conference for all- to meet with each other- time and day TBD**
Topic 10	Media and communications	**From required textbook: Chapter 9. Solberg & Gratton: Broadcasting the Olympics.**	**Assignment 2 DUE/ discussion on presentations**
Topic 11	Procurement and logistics,	**Interview with 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, https://doi.org/10.1108/09600030610702899	**Discussion board 8 on interview**

Topic 12	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)
		    b) Functional Area requirements
			<mark>Quiz 6 on</mark> lecture 1

Topic 13	Olympic volunteers	Read: Tokyo master: People management plan- recruit, train, integrate- Case study pp. 99-100 - https://tokyo2020.org/en/games/plan/data/GFP-EN.pdf https://tokyo2020.org/en/special/volunteer/schedule/	Discussion board 9 due by Thursday 5 pm
Topic 14	The image of the city and the Games	**Athens 2004 report on image and identity** **Manager Athens 2004 Games, image and identity Department:** guest interview (read interview text).	**Discussion board 10 on interview**
Topic 15	Accreditation	**Listen to Guest speaker interview: Manager, Athens 2004 Accreditation Department**	**Assignment 3 DUE/discussion on presentations**

| Topic 16 | Opening and Closing ceremonies | **From required textbook: Chapter 11: Adair, Daryl, Olympic Ceremonial, Protocol and Symbolism**

Watch video: Testimonials from participants in London 2012 opening ceremony- Dr. Chatziefstathiou. | Class wrap up and teaching evaluations
==Quiz 7 on readings== |
| | The Paralympic Games- | **Technical Manual on Managing the Paralympic Games pp 1-22, & pp. 112-198 (chapter 4)** | |

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 Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office at http://www.dso.ufl.edu/drc/ . The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. If any student has a need for a special accommodation, please let me know within the first week of class to insure any necessary accommodations.

Online Class Demeanor Expected by the Professor (timely posts, professional language)

You are expected to be on time with your online posts. In all online posts please use professional language. You will be asked to evaluate strengths and weaknesses of other posts. Be polite and mindful but also constructive in your critiques.

Late assignment policy

Late Assignments will be accepted with a penalty of 10% per calendar day late.

Teaching Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at https://evaluations.ufl.edu . Thank you for serving as a partner in this important effort.

Attendance policy

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

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

Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask Various ways to receive assistance with respect to using the libraries or finding resources

Rubrics used for essay assignments

Rubric for ESSAY assignments				1
Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitali-zation,etc.	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, …). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, …). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of recommended 6th Edition of the Publication Manual of the American Psycho-logical Association (APA)	APA format is used accurately and consistently in the paper and on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.