SPORT SCIENCE & MANAGEMENT
SS3612 HUMAN RESOURCE MANAGEMENT IN SPORT

Pre-requisites	None required
No of AUs	3
Contact Hours	Total hours: 39 Lecture: 26 Laboratory: 13

Course Aims

Managing human resources well is vital to any organisation. Students of this course will examine the different functions of human resource management such as recruiting, training and assessing personnel of the organisation. In particular, given the importance of volunteers in sports organisations, the course will also examine human resource practices specific to this segment.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Define and describe human resources in sport and recreation.
2. Describe a profession and its attributes.
3. Define leadership and describe different theories of leadership.
4. Explain the various attributes of jobs and their motivational properties.
5. Explain the process of matching people with jobs through recruiting, hiring, and training.
6. Define the process of performance appraisal and rewarding system in sport organization.
7. Distinguish three different types of organizational justice.
8. Define the concept of job satisfaction and describe various facets of satisfaction.
9. Define organizational commitment.

Course Content

The following topics will be covered:

1. Human Resources in Sport and Recreation
2. Job Design and Staffing
3. Performance Appraisal and Reward System
4. Job Satisfaction and Commitment
5. Leadership

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Group Assignment (HRM Theories)	4-9	A1, B1, B2, C2	20%	Team	Appendix 1
2. Individual Assignment (Leadership)	1-3	A1, B1, B2,	20%	Individual	Appendix 1
3. Class Participation	1-9	A2, B1, C1, D1, E1	10%	Individual	Appendix 1
4. Examination	1-9	A1, A2, B1, B2	50%	Individual	
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace

B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events

Communication

C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form

Civic-Mindedness

D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes

Character

E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

You will receive formative verbal feedback on your understanding of the theories during class discussion. You will also be given a summative group feedback on the examination following the conclusion of the module.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures/Tutorials	Lessons will adopt the following approaches. • Lectures to provide information for key learning concepts and theories • Class discussions to engage you in a deeper understanding of the theories and applying them in real-life contexts • Video clips to provide an alternative mode of instruction • Case studies to demonstrate the application of the theories in real-life contexts
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in class.

Reading and References

Required Textbook
Chelladurai, P. (2017). *Human resource management in sport and recreation* (3rd ed.). Champaign, IL: Human Kinetics.

References
Ch'ng, A. & Koh-Tan, A. (2006). *Managing sport: Concepts and issues of non-profit organisations*. Singapore: Pearson/Prentice Hall.

Lussier, R.N. & Kimball, D. (2004). *Sport Management*. Ohio: South-Western Thomson Learning.

Parks, J. B., Quarterman, J. & Thibault, L. (2007). *Contemporary sport management* (3rd ed.). Champaign, IL: Human Kinetics Publishers, Inc.

Slack, T. & Parent, M. M. (2006). *Understanding sport organizations: The application of organization theory* (2nd ed.). Champaign, IL: Human Kinetics.

Wosley, C., Minten, S. & Abrams, J. (2012). *Human Resource Management in the Sport and Leisure Industry*. Oxon: Routledge.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for classes you have missed. You are expected to participate in all class discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	▪ Introduction: Significance of Human Resources	LO1	Chapter 1
2	▪ Volunteers and Volunteerism	LO1, LO2	Chapter 2
3	▪ Professionals and Professionalism ▪ Clients as Human Resources	LO1, LO2	Chapter 3-4
4	▪ Abilities ▪ Personality	LO1, LO2, LO3	Chapter 5-6

5	▪ Values ▪ Motivation	LO1, LO2, LO3, LO8	Chapter 7-8
6	Presentation of Assignment		
7	▪ Leadership	LO3	Chapter 12
8	Recess		
9	▪ Job Design and Staffing	LO4, LO5	Chapter 10-11
10	▪ Performance Appraisal and Reward System	LO6	Chapter 13-14
11	▪ Organizational Justice	LO7	Chapter 9
12	▪ Satisfaction and Commitment	LO8, LO9	Chapter 16-17
13	▪ Case Study	LO3	

Appendix 1 – Marking rubric

GROUP ASSIGNMENT

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application of the theories.	Able to provide good examples of the application of the theories.	Able to provide some examples of the application of the theories.	Able to provide a limited number of examples of the application of the theories.	Unable to provide examples on the application of the theories.
Quality of expression (10)	The report is well-organised and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised and the arguments flow well. There are few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are quite a lot of mistakes in terms of grammar or formatting but remains understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting and it is difficult to comprehend the report.

Members of the team are assessed on their contribution to the team's final submission and one another's learning. Hence, individual scores may vary according to feedback or observations.

INDIVIDUAL ASSIGNMENT

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application	Able to provide good examples of the application	Able to provide some examples of the application	Able to provide a limited number of examples of the	Unable to provide examples on the application

	of the theories.	of the theories.	of the theories.	application of the theories.	of the theories.
Quality of expression (10)	The report is well-organised and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised and the arguments flow well. There are few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are quite a lot of mistakes in terms of grammar or formatting but remains understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting and it is difficult to comprehend the report.

CLASS PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.