

COURSE OUTLINE

1. GENERAL

SCHOOL	Physical Education & Sport Sciences		
DEPARTMENT	Physical Education & Sport Sciences		
LEVEL OF STUDIES	Master Degree		
COURSE CODE	T 201	SEMESTER	2 st
COURSE TITLE	Fundamentals of Management.		
Professor	George Costa		
TEACHINGACTIVITIES <i>If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHINGHOURSPERWEEK	ECTSCREDITS	
	3	7.5	
<i>Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.</i>			
COURSETYPE <i>Background, GeneralKnowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH IN ERASMUS STUDENTS		
COURSE OFFERED TO ERASMUSSTUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/PHYED7B101/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>The purpose of the course is the fundamental understanding of management and its application in sport management. It will provide knowledge of the basic principles of management. During the lectures students will have the opportunity to learn about the many steps in management including: planning, organizing, delegating authority, exercising and evaluating. Also the students will have the opportunity to develop and create products and events and try to apply them to the market. The goal is to understand the fundamentals of management and how to apply them to sport management and event management.</p> <p>After completing the course and its assignments, students should be able to:</p> <ol style="list-style-type: none"> Know and understand the basic principles of management. Know and understand the fundamental theories of management and sport management and how these theories effect, recreation business and the local community. Know and understand the important role that sport tourism has in contemporary society and the economic influence. Know and describe the leadership theories in management. Synthesize information related to the operation and functions of sport, recreation and event management companies. Apply evaluation process to management and sport management.

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
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Search, analysis and synthesis of data and information
Leveraging technology to search for information
Group work
Demonstration of social, professional and ethical responsibility and sensitivity to issues of gender, minorities and diversity
Exercise criticism and self-criticism
Promotion of free, creative and inductive thinking
Decision making

3. COURSE CONTENT

1. Fundamental theories in management.
2. The principles of management and application to sport management.
3. The sports industry.
4. Special characteristics of sport industry.
5. Leadership and management .
6. Preparation and organization of events.
7. Evaluation of a sport event.
8. Development of business plan.(1)
9. Development of business plan. (2)
10. Entrepreneurship.
11. The importance of media coverage.
12. Evaluation systems in sport management.
13. Future trends in management and sport management.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face Distance learning: synchronous Distance learning: asynchronous Case studies
USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and in the communication with students

TEACHING ORGANIZATION																			
<p>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>																			
	<table> <tr> <th>Activity</th><th>Workload/semester</th></tr> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Case studies</td><td>20</td></tr> <tr> <td>Bibliographic search & analysis</td><td>30</td></tr> <tr> <td>Project 1</td><td>40</td></tr> <tr> <td>Project 2</td><td>57.5</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Total</td><td>187.5</td></tr> </table>	Activity	Workload/semester	Lectures	40	Case studies	20	Bibliographic search & analysis	30	Project 1	40	Project 2	57.5					Total	187.5
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STUDENT EVALUATION																			
<p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>																			
	<p>Team project (25%) Personal project (25%) Participation (10%) Exams (40%)</p>																		

5. SUGGESTED BIBLIOGRAPHY

1. Alexandris, K, Kouthouris, C, Funk, D, & Giovani, C. (2009). Segmenting winter sport tourists by motivation: the case of recreational skiers. *Journal of Hospitality Marketing & Management*, 18, 480–499.
2. Alexandris, K., & Tsiotsou, R.H. (2012). Segmenting soccer spectators by attachment levels: A psychographic profile based on team self-expression and involvement. *European Sport Management Quarterly*, 12(1), 65-81.
3. Armbecht, J. & Andersson, T.D. (2020). The event experience, hedonic & eudaimonic satisfaction & subjective well-being among sport event participants. *Journal of Policy Research in Tourism, Leisure & Events*, 12(3), 457-477, doi: 10.1080/19407963.2019.1695346
4. Αλεξανδρή Κ. (2011). *Αρχές Μάνατζμεντ και Μάρκετινγκ Οργανισμών & Επιχειρήσεων Αθλητισμού & Αναψυχής*. 2^η Έκδοση. Εκδόσεις Χριστοδουλίδου, Θεσσαλονίκη.
5. Avourdiadou S. & Theodorakis, N.D. (2014). The development of loyalty among novice and experienced customers of sport and fitness centres. *Sport Management Review*, 17, 419-431.
6. Tsitskari E., Vernadakis N., Foridou A. & Bebetos E. (2015). Assessing Adolescents' Sport Participation Motives; Psychometric Evaluation of BRSQ. *Motricidade*, 11(1), 64-77.
7. Alexandris K., Funk, D.C. & Pritchard, M. (2011). The impact of constraints on motivation, activity attachment, and skier intentions to continue. *Journal of Leisure Research*, 43(1), 56-79.
8. Yfantidou G., Nikou M. & Matsouka O. (2018). Winter tourism in Greece: an approach to tourists' behavior and needs. *GeoJournal of Tourism and Geosites*, 21(1), 74-87. Early view. http://gtg.webhost.uoradea.ro/PDF/GTG-1-2018/272_Yfantidou.pdf
9. Yfantidou G., & Anthopoulos P. (2017). Designing of Outdoor Green Recreational Parks. Theoretical and Empirical Researches in Urban Management, 12(2), 5-18. <http://www.um.ase.ro/no122/1.pdf>
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11. Chelladurai, P., & Chang, K. (2000). Targets and standards of quality in sport services. *Sport Management Review*, 3, 1-22
12. Clemes, M.D., Brush, G.J. & Collins, M.J. (2011). Analyzing the professional sport experience: A hierarchical approach. *Sport Management Review*, 14(4), 370-388.
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15. Funk, D.C. (2008). *Consumer Behaviour in Sport & Events. Marketing Action*. ELSEVIER, Oxford.
16. Funk D.C. & James J. (2006). Consumer loyalty: The meaning of attachment in the development of sport team allegiance. *Journal of Sport Management*, 20: 189-217.
17. Funk D.C., Filo K., Beaton A.A. & Pritchard M. (2009). Measuring the motives of sport event attendance: Bridging the academic-practitioner divide to understanding behavior. *Sport Marketing Quarterly*, 18(3): 126-138.
18. Funk, D.C. & Filo, K.R. (2012). *Sport promotion through communication: A mass media perspective* στο: Routledge Handbook of Sport Management. United Kingdom: Routledge, pp. 281-295.
19. Kyle, G.T., Theodorakis, B.D., Karageorgiou, A. & Lafazani, M. (2010). The effect of service quality on customer loyalty within the context of ski resorts. *Journal of Park and Recreation Administration*, 28(1), 1-12.
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23. Shilbury D., Westerbeek H., Quick S., Funk D. & Karg A. (2014). *Strategic Sport Marketing*. 4th Edition. Allen & Unwin, C.N.
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28. Tsitskari E. & Kouli O. (2010). Intrinsic motivation, athletic ability perception and self-satisfaction in sport camps. *World Leisure Journal*, 52(4), 279-289.
29. Tsitskari, E., Tzetzis, G. & Konsoulas, D. (2017). Perceived service quality & loyalty of fitness centers' customers: Segmenting members through their exercise motives. *Services Marketing Quarterly*, 38(4), 10.1080/15332969.2017.1366211
30. Tsitskari, E. & Tsakiraki, A. (2013). Does satisfaction affect a member's psychological commitment to a fitness center? *Journal of Physical Education & Sport*, 13(4): 522-527
31. Tsitskari, E., Quick, S. & Tsakiraki, A. (2014). Measuring exercise involvement among fitness centers' members: Is it related with their satisfaction? *Services Marketing Quarterly*, 35(4): 372-389.
32. Tsitskari, E., Tsiotras, D. & Tsiotras, G. (2006). Measuring service quality in sport services. *Total Quality Management*, 17(5), 623-631.
33. Tsitskari, E., Vernadakis, B., Foridou, A. & Bebetos, E. (2015). May motives predict children's team sports participation? The application of BRSQ in a Greek population. *Motricidade*, 11(1): 64-77.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	George Kosta
Contact details:	gkosta@phyed.duth.gr Office 25310 39701 Mobile 6975026875 Office hours Monday 18:00 – 21:00 After communication in platform TEAMS
Supervisors: (1)	Yes
Evaluation methods: (2)	Written exams though distance learning methods
Implementation Instructions: (3)	<p>The course's exams will be held for all its students, on the exam day that will be set, at 21:00 and for just two hours.</p> <p>The examination will be conducted through M.S. Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have taken note of the distance learning terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination with a camera which they will have open during the examination. Before the start of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student will have to answer</p> <p>A) Three questions that combine theory with practice Case studies. B) Multiple Choices C) True and False D) Matching</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* and/or exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and

any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.