

## COURSE OUTLINE FITNESS MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	ISCED level 6 – Bachelor's or equivalent level		
<b>COURSE CODE</b>	C052	<b>SEMESTER</b>	5 <sup>th</sup> – 6 <sup>th</sup>
<b>COURSE TITLE</b>	FITNESS MANAGEMENT		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	GENERAL KNOWLEDGE		
<b>PREREQUISITES:</b>	None		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek English for Erasmus students		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/KOM02386/">https://eclass.duth.gr/courses/KOM02386/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>Understanding and maintaining a gym membership</i></li> <li>• <i>Organise and manage a fitness business</i></li> <li>• <i>Understand how to develop customer relationship marketing</i></li> <li>• <i>How to build and update a database</i></li> <li>• <i>The trends in fitness worldwide</i></li> <li>• <i>How to select staff for a fitness business</i></li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information,</i> <i>ICT Use</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i>	<i>Project design and management</i> <i>Equity and Inclusion</i> <i>Respect for the natural environment</i> <i>Sustainability</i> <i>Demonstration of social, professional and moral responsibility</i> <i>and sensitivity to gender issues</i>

Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Critical thinking Promoting free, creative and inductive reasoning
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, ICT use</li> <li>• Decision making</li> <li>• Teamwork</li> <li>• Sustainability</li> <li>• Demonstration of social, professional and moral responsibility and sensitivity to gender issues</li> <li>• Critical thinking<sup>1</sup></li> <li>• Promoting free, creative and inductive reasoning</li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Trends in fitness</li> <li>2. Fitness services in Greece</li> <li>3. Understanding fitness membership</li> <li>4. Database in fitness services</li> <li>5. Fitness service's quality</li> <li>6. Fitness management</li> <li>7. Pricing policy &amp; revenue in fitness business</li> <li>8. Equipment, programs and facility configuration</li> <li>9. Membership retention and motivation in fitness business</li> <li>10. Communication and promotion of fitness business services</li> <li>11. Recruitment and training of employees in fitness centres</li> <li>12. Projects' presentations</li> <li>13. Projects' presentations</li> </ol>
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### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students: <ul style="list-style-type: none"> <li>- Digital slides</li> <li>- Videos</li> <li>- MS Teams/e-class, webmail</li> </ul>	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.            Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS</i>	<b>Activity</b>	<b>Workload/semester</b>
	Teaching	26
	Team project	15
	Test	14
	Exams	20
	<b>Total</b>	<b>75</b>

standards.	
<p align="center"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></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 1 35%</p> <p>Team project 2 15%</p> <p>Test 20%</p> <p>Written exams 30%</p>

## 5. SUGGESTED BIBLIOGRAPHY

1. Addolorato, S., García-Fernández, J., Gallardo, L., García-Unanue, J. (2020) *An Overview of the Origins and Effectiveness of Commercial Fitness Equipment and Sectoral Corporate Settings: A Critical Review of Literature*. *Applied Sciences*, 10(4), 1534.
2. Alexandris K., Kenanidis T., Balaska P., Ntoli A. (2020) *The Impact of the Economic Crisis on the Private Fitness Sector in Greece*. In: Scheerder J., Vehmas H., Helsen K. (eds) *The Rise and Size of the Fitness Industry in Europe*. Palgrave Macmillan, Cham.
3. American College of Sports Medicine, (2020), retrieved on 20-11-2020  
from: [https://www.acsm.org/?gclid=CjwKCAiAnvj9BRA4EiwAuUMDf4YVTo91RvKbeadKT3TB55ZRz4hcHZwOCEELC5otYCNQ9boznpYYxBoCvfEQAvD\\_BwE](https://www.acsm.org/?gclid=CjwKCAiAnvj9BRA4EiwAuUMDf4YVTo91RvKbeadKT3TB55ZRz4hcHZwOCEELC5otYCNQ9boznpYYxBoCvfEQAvD_BwE)
4. Bates, M., Spezzano, M.J. & Danhoff, G. (2024). *Fitness Management*. Konstantaras
5. Paschalidou, K., Tsitskari, E., Alexandris, K., Karagiorgos, T., & Filippou, D. (2024). *Conceptualizing ethics positions of health and fitness managers: an empirical investigation in Greece*. *Retos: nuevas tendencias en educación física, deporte y*

recreación, (51), 398-407.

6. Paschalidou, K., Tsitskari, E., Alexandris, K., Karagiorgos, T., & Filippou, D. (2023). *Segmenting Fitness Center Customers: Leveraging Perceived Ethicality for Enhanced Loyalty, Trust, and Word-of-Mouth Communication*. *Sustainability*, 15(22), 16131.
7. Tsitskari, E., & Batrakoulis, A. (2022). *Investigating the marketing strategies of the health and fitness sector in Greece; the managers' perspective*. *Retos: nuevas tendencias en educación física, deporte y recreación*, (43), 264-273.
8. Tsitskari E., Tzetzis G. & Batrakoulis A. (2021). *The Fitness Sector in Greece: Business Models and Marketing Perspectives*. In Jerónimo García-Fernández & Pablo Gálvez-Ruiz, Editors. *The Global Private Health & Fitness Business: A Marketing Perspective*. Emerald Publishing
9. Tsitskari E., Tzetzis G. & Konsoulas D. (2017). *Perceived Service Quality and Loyalty of Fitness Centers' Customers: Segmenting Members Through Their Exercise Motives*, *Services Marketing Quarterly*, 38(4), 253-268, 10.1080/15332969.2017.1366211
10. Tsitskari, E., Antoniadis, Ch. & Costa, G. (2014). *Investigating the relationship among service quality, customer satisfaction and psychological commitment in Cyprian fitness centers*. *Journal of Physical Education and Sport*, 14(4), 514 – 520
11. Τσιότσου, Ρ. (2020). *Sports Marketing*. Paschalidis

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Efi Tsitskari
<b>Contact details:</b>	etsitska@phyed.duth.gr
<b>Supervisors: (1)</b>	Yes
<b>Evaluation methods: (2)</b>	<p>Team project 1 35%</p> <p>Team project 2 15%</p> <p>Test 20%</p> <p>Written exams 30%</p>
<b>Implementation Instructions: (3)</b>	<p>Conducting small-scale market research in the form of interviews is the first group project.</p> <p>The second group project is about how a fitness company can get to know its members and which two actions it is going to take in order to convert them into loyal consumers.</p> <p>The intermediate exam (test) will be in the form of multiple choice and true/false questions.</p> <p>The written tests will be in the form of multiple choice, true/false and open questions.</p>