

NONPROFIT MANAGEMENT IN SPORT
UNIVERSITY OF FLORIDA
DEPARTMENT OF SPORT MANAGEMENT
SUMMER 2023

COURSE OUTLINE

A. DESIGNATION:	Department and Number	SPM 6905
	Credits	3
	Location	Web Based (elearning.ufl.edu)

B. COURSE DESCRIPTION:

This course is designed to survey the nonprofit sport environment through a managerial lens. It will situate the nonprofit sector as an important facet of the sport industry and allow students to analyze this space in the broader social and historical context of its existence.

C. CONTACT INFO:

Dr. Christine Wegner, Ph.D.
Florida Gym, Room 250
Phone: 352-294-2821
Email: christinewegner@ufl.edu
Office Hours: Tues, 10am-12pm via Zoom; by appt.

D. COURSE OBJECTIVES:

Upon completion of this course students are expected to successfully:

- Identify the nature of the nonprofit context, current trends, and issues in nonprofit management
- Discuss concepts of governance, leadership, fundraising, fiscal management, collaboration, and nonprofit performance in sport contexts.
- Explain the role of technology and innovation in nonprofit sport organizations
- Identify key strengths and challenges associated with organizational hybridity in the sport industry
- Apply the concept of organizational capacity and capacity-building processes to nonprofit sport organizations

E. COURSE POLICIES

Course communication

- The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructors may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com, etc.).
- Email subject should start with “6905 – First name, Last name - ...”
- Email use does not relieve student from the responsibility of confirming the communication with the instructors.
- Students may also use message tool in Canvas for communication.
- Course-related communications such as syllabus, announcements, and other documentations will be available on Canvas (<http://elearning.ufl.edu>)
- It is your responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

Academic Integrity

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. Plagiarism and academic cheating (including cyber-cheating) are prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Penalties range from failure of the assignment/test to expulsion from the university.

Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with Disabilities

Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. For more information, refer to:

Online: <http://www.dso.ufl.edu/drc>

Phone: (352) 392-8565 (V) or (800) 955-8771 (Relay)

Office: Reid Hall Room 001

This syllabus and other class materials are available in alternative formats upon request.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed 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, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in discussion spaces. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed. Please let me know if something said or done in the course, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with another student in the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Class Recording

All class lectures are recorded. The purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (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. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach 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, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, 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 Policy on Course Syllabi 3 *UF, Academic Affairs, August 5th, 2021* Honor Code and Student Conduct Code.

F. COURSE MATERIALS

Most of the required materials can be found on the Canvas site in PDF format. However, case studies and supplemental materials must be purchased from our Harvard Business Review Coursepack, available at this link:

<https://hbsp.harvard.edu/import/1052248>

You are required to read one (1) of the Case Studies for the Case Study assignment. You are also required to read both supplemental essays on how to analyze a case and how to write a case-based essay. Each document costs \$4.25, for a total of \$12.75.

G. COURSE REQUIREMENTS

The assignments on the following pages will be used to assess the student's academic standing in this course. **Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting examinations and/or projects are at the discretion of the instructor.

Community board (120 points)

Because this is an online course, we cannot engage in traditional classroom discussions. Therefore, every week you will be asked to participate in the Yellowdig Nonprofit Community Board to discuss the topics each week.

You will take part in six (6) weekly discussions during the semester, centered in a single Yellowdig community. The community board will be a chance for you, the student, to discuss ideas and topics most relevant to you. Prompts will be posted on the board each week by me or the discussion leaders. You will post an initial response to each of the questions/topics, as well as several subsequent posts in response to peer contributions. The point cycle for the community board changes over at 12:00am on Monday each week.

- You will begin each week on the community board by posting initial responses to the sets of proposed questions/topics no later than **Wednesday at 11:59pm** during the week in which the discussion takes place.
 - Your minimum of two replies, due **Sunday at 11:59pm** of that week, will simply be responses to your peers and a continuation of the discussion.
 - Due to holidays, there may be a week or two in which due dates have changed.
 - You are encouraged to post more than the minimum and engage in the community in other ways, such as “liking” posts.
- This board is worth a total of 120 points in Canvas (20 a week). On Yellowdig, this translates to 1,000 points a week, or 6,000 points total.

To successfully complete and fully participate in the discussion boards, you must:

- Read and understand the assigned readings prior to the beginning of a discussion session.
- Prepare answers (in writing) to each of the posed discussion prompts.
- Respond to the community board sessions by supporting/disputing the views of others.

Discussion Leaders (30 points)

For Modules 3 – 6, up to five students (depending on the size of the class) will serve as discussion leader (I will serve in this role for Module 1 and 2 to allow you to see what kind of prompts are appropriate). As a discussion leader, you will post a prompt around your given topic for your classmates to post about. This prompt can simply be a question with course tags or can ask for others to post a current event or article about the topic with explanation. As a discussion leader, you will check your respective discussion board daily and post much more than the minimum contributions and be graded on your ability to assist in critical analysis and discussion on each topic. These must be posted by **11:59pm on the first Sunday** (see course schedule) of your respective module. This assignment will be graded separately from the Yellowdig Assignment.

Exam (100 points)

You will be given an essay exam designed to evaluate your ability to apply relevant concepts in a nonprofit sport context. The exam is worth 100 points, and will take place at the conclusion of Module 6.

Case study report (50 points)

You will read and submit a detailed report for a case study assigned this semester. The case study will help you apply what you have learned in class to more real-life situations. There are three options available in the Harvard Business Review Coursepack that I have identified as appropriate Case Studies for this course. In addition to choosing one of these three, you will also need to purchase materials in the Coursepack about how to analyze a case study, as well as how to write a case-based essay. Coursepack is available at the following link:

<https://hbsp.harvard.edu/import/1052248>

Nonprofit sport ‘shark tank’ project (50 points)

The final project requires you to develop an innovative solution to a practical nonprofit sport issue based on what you have learned about nonprofit management in this course. You are expected to complete your project individually without consulting with your classmates. Similar to the ‘Shark Tank’ television show, you will pitch your idea for why your proposal is unique, innovative, and attractive for someone to invest in. More details will be provided regarding the assignment instructions and how your work will be evaluated. Once everyone has pitched their idea, you will vote for the best proposal (excluding your own).

H. GRADING SYSTEM

Assessment Values:

Community Board

120 points

Discussion Leader	30 points
Case Study	50 points
Shark tank project	50 points
Final Exam	100 points
Course Total	350 points

Grading Scale (No Rounding):

<i>Letter Grade</i>	<i>Total Points</i>	<i>Grade Points</i>
A	= 324 – 350	= 4.00
A-	= 315 – 323	= 3.67
B+	= 308 – 314	= 3.33
B	= 287 – 307	= 3.00
B-	= 280 – 286	= 2.67
C+	= 273 – 279	= 2.33
C	= 252 – 272	= 2.00
C-	= 245 – 251	= 1.67
D+	= 238 – 244	= 1.33
D	= 217 – 237	= 1.00
D-	= 210 – 216	= 0.67
E	= <= 209	= 0.00

*For more on grading please visit the [UF Graduate Catalogue](#).

I. COPYRIGHT STATEMENT

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

J. COURSE SCHEDULE

Module 1: The Nonprofit Context

Assigned Readings:

1. Gugelev, A., & Stern, A. (2015). What's your endgame? *Stanford Social Innovation Review*.
2. Urban Institute. (2019). The nonprofit sector in brief 2019.
3. Silverman, L., & Taliento, L. (2006). What business execs don't know—but should—about nonprofits. *Stanford Social Innovation Review*.
4. Anheier, H. K. (2013). The nonprofits of 2025. *Social Innovation Review*.

Assignments:

**“Introduce Yourself” Discussion Board on Canvas (Wednesday, May 17th at 11:59pm)
Yellowdig Community Board (Initial posts due Wednesday, May 17th at 11:59pm,
Responses due Sunday, May 21th at 11:59pm)**

Module 2: Leadership

Assigned Readings:

Part 1: Board of Directors

1. Balduck, A. L., Van Rossem, A., & Buelens, M. (2010). Identifying competencies of volunteer board members of community sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 213-235.
2. Ferkins, L., Shilbury, D., & McDonald, G. (2009). Board involvement in strategy: Advancing the governance of sport organizations. *Journal of Sport Management*, 23(3), 245-277.
3. Van Bussel, M., & Doherty, A. (2015). An examination of the conflict process in nonprofit community sport boards. *European Sport Management Quarterly*, 15(2), 176-194.
4. Jenkins, G. (2015). The wall street takeover of nonprofit boards. *Stanford Social Innovation Review*.

Part 2: Executive Leadership and Decision-Making

1. Hoye, R., & Cuskelly, G. (2003a). Board–executive relationships within voluntary sport organisations. *Sport Management Review*, 6(1), 53-73.
2. Dittmore, S., Mahony, D., Andrew, D. P., & Hums, M. A. (2009). Examining fairness perceptions of financial resource allocations in US olympic sport. *Journal of Sport Management*, 23(4), 429-456.
3. Bernstein, M., & Linsky, M. (2016). Leading change through adaptive design. *Stanford Social Innovation Review*.

Assignments:

Yellowdig Community Board (Initial posts due Wednesday, May 24th at 11:59pm, Responses due Sunday, May 28th at 11:59pm)

Module 3: External and Internal Stakeholders

Assigned Readings:

Part 1: Collaboration

1. Babiak, K., & Thibault, L. (2009). Challenges in multiple cross-sector partnerships. *Nonprofit and Voluntary Sector Quarterly*, 38(1), 117-143.
2. Misener, K. E., & Doherty, A. (2012). Connecting the community through sport club partnerships. *International Journal of Sport Policy and Politics*, 4(2), 243-255.
3. Parent, M. M., & Harvey, J. (2009). Towards a management model for sport and physical activity community-based partnerships. *European Sport Management Quarterly*, 9(1), 23- 45.
4. Nambisan, S. (2009). Platforms for collaboration. *Stanford Social Innovation Review*.

Part 2: Human Resources Management

1. Taylor, T., & McGraw, P. (2006). Exploring human resource management practices in nonprofit sport organisations. *Sport Management Review*, 9(3), 229-251.
2. Østerlund, K. (2013). Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly*, 13(2), 143-165
3. Eisner, D., Grimm Jr., R. T., Maynard, S., & Washburn, S. (2009). The new volunteer workforce. *Stanford Social Innovation Review*.

Assignments:

Yellowdig Community Board (Initial posts due Wednesday, May 31st 11:59pm, Responses due Sunday, June 4th 11:59pm)

Case Study Report (Due June 2nd at 11:59pm)

Module 4: Performance Evaluation

Assigned Readings:

Part 1: Performance Metrics

1. Nowy, T., Wicker, P., Feiler, S., & Breuer, C. (2015). Organizational performance of nonprofit and for-profit sport organizations. *European Sport Management Quarterly*, 15(2), 155-175.
2. Wemmer, F., Emrich, E., & Koenigstorfer, J. (2016). The impact of coopetition-based open innovation on performance in nonprofit sports clubs. *European Sport Management Quarterly*, 16(3), 341-363.
3. Winand, M., Rihoux, B., Robinson, L., & Zintz, T. (2013). Pathways to high performance: A qualitative comparative analysis of sport governing bodies. *Nonprofit and Voluntary Sector Quarterly*, 42(4), 739-762
4. Fruchterman, J. (2016). Using data for action and for impact. *Stanford Social Innovation Review*.

Part 2: Generating Revenue (Social Revenue and Financial Revenue in Hybridity)

1. Wicker, P., Longley, N., & Breuer, C. (2015). Revenue volatility in German nonprofit sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 44(1), 5-24.
2. Wicker, P., Feiler, S., & Breuer, C. (2013). Organizational mission and revenue diversification among non-profit sports clubs. *International Journal of Financial Studies*, 1(4), 119-136.
3. Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*.
4. Svensson, P. G., & Seifried, C. S. (2017). Navigating plurality in hybrid organizing: The case of sport for development and peace entrepreneurs. *Journal of Sport Management*, 31(2), 1-42.
5. Kim, P. & Bradach, J (2012). Why more nonprofits are getting bigger. *Stanford Social Innovation Review*.

Part 3: Financial Management

1. Cordery, C. J., Sim, D., & Baskerville, R. F. (2013). Three models, one goal: Assessing financial vulnerability in New Zealand amateur sports clubs. *Sport Management Review, 16*(2), 186-199.
2. Wicker, P., Breuer, C., & Hennigs, B. (2012). Understanding the interactions among revenue categories using elasticity measures—Evidence from a longitudinal sample of non-profit sport clubs in Germany. *Sport Management Review, 15*(3), 318-329.
3. Rhode, D. L., & Packel, A. K. (2009). Ethics and nonprofits. *Stanford Social Innovation Review*.
4. Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*.

Assignments:

Yellowdig Community Board (Initial posts due Wednesday, June 7th at 11:59pm, Responses due Sunday, June 11th at 11:59pm)

Module 5: Innovation and Technology

Assigned Readings:

Part 1: Innovation

1. Hoerber, L., Doherty, A., Hoerber, O., & Wolfe, R. (2015). The nature of innovation in community sport organizations. *European Sport Management Quarterly, 15*(5), 518-534.
2. Winand, M., Scheerder, J., Vos, S., & Zintz, T. (2016). Do non-profit sport organisations innovate? Types and preferences of service innovation within regional sport federations. *Innovation, 18*(3), 289-308.
3. Brown, L. D. (2015). Bridge-building for social transformation. *Stanford Social Innovation Review*.

Part 2: Technology

1. Svensson, P. G., Mahoney, T. Q., & Hambrick, M. E. (2015). Twitter as a Communication Tool for Nonprofits: A Study of Sport-for-Development Organizations. *Nonprofit and Voluntary Sector Quarterly, 44*(6), 1086-1106.
2. Naraine, M. L., & Parent, M. M. (2016). Illuminating centralized users in the social media ego network of two national sport organizations. *Journal of Sport Management*.
3. Hoerber, L., & Hoerber, O. (2012). Determinants of an innovation process: A case

study of technological innovation in a community sport organization. *Journal of Sport Management*, 26(3), 213-223.

4. Arrillaga-Andreessen, L. (2015). Disruption for good. *Stanford Social Innovation Review*

Assignments:

**Yellowdig Community Board (Initial posts due Wednesday, June 14th at 11:59pm, Responses due Sunday, June 18th at 11:59pm)
Shark Tank Submission (Due Friday, June 16th at 11:59pm)**

Module 6: Nonprofit Capacity Building

Assigned Readings:

1. Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit and Voluntary Sector Quarterly*, 43(2S), 124S – 142S.
2. Misener, K., & Doherty, A. (2013). Understanding capacity through the processes and outcomes of interorganizational relationships in nonprofit community sport organizations. *Sport Management Review*, 16(2), 135-147.
3. Millar, P., & Doherty, A. (2016). Capacity building in nonprofit sport organizations: Development of a process model. *Sport Management Review*, 19(4), 365-377.
4. Milway, K. S., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*.

Assignments:

**Yellowdig Community Board (Initial posts due Wednesday, June 21st at 11:59pm, Responses due Sunday, June 25th at 11:59pm)
Shark Tank Peer evaluation (Due Friday, June 23th, 11:59pm)
Final Exam (Open June 21st at 12:00am until June 23rd at 11:59pm)**