

NONPROFIT MANAGEMENT IN SPORT

UNIVERSITY OF FLORIDA
DEPARTMENT OF TOURISM, RECREATION AND SPORT MANAGEMENT
SUMMER 2019

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 304
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Email: christinewegner@ufl.edu
Office Hours: Tues, 10-12 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.
- Understand 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.).
- Your email subject should start with “6905 – First name, Last name - ...”
- Email use does not relieve you from the responsibility of confirming the communication with the instructors.
- Always sign your email – don’t make the instructors guess from whom the email was sent. The instructor will answer your email within two business days. However, a timely email response will be subject to the instructor’s commitment to research, scholarly activity, and service.
- 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.

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:

<http://cb.hbsp.harvard.edu/cbmp/access/79210198>

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

Discussion board (120 points)

You will take part in six (6) discussions during the semester. The discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion will be comprised of four (4) sets of questions on the Canvas course site. You will post an initial response to each of the questions/topics, as well as several subsequent posts in response to their peers' contributions.

- You will begin each discussion board by posting their 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 two remaining postings, due **Sunday at 11:59pm** of that week, will simply be responses to your peers and a continuation of the discussion.
 - Please make at least one posting by Friday to facilitate a discussion and prevent everyone from logging on Sunday to make both postings.
 - This will help each of you to lead better discussions
 - 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
- Discussion Boards are worth 20 points (5 points for each set of questions/topic):
 - 3 points *maximum* available for each opening statement
 - 1 point each for your subsequent responses
- Points will be given on thoughtful and articulate position statements, completing your postings on time, and critical evaluation of and response to your classmate's postings.

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 questions.
- Respond to the discussion board sessions by supporting/disputing the views of others.

Discussion Leaders (30 points)

For Modules 2 – 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). As a discussion leader, you will submit to me at least three (3) discussion questions/topics and be expected to facilitate the online discussion for that module. Thus, it is expected that as 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. You are to send me your three (at minimum) questions or topics by **11:59pm on the first Sunday** (see course schedule) of your respective module. I will post the questions that following Monday morning.

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:

<http://cb.hbsp.harvard.edu/cbmp/access/79210198>

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:

Discussion Boards	(6x20)	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):

Letter Grade Total Points Grade Points

A	=	322 – 350	=	4.00
A-	=	315 – 321	=	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. (2015). The nonprofit sector in brief 2015: Public charities, giving, and volunteering.
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:

Welcome Discussion Board
Discussion Boards

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:

Discussion Boards

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:

Discussion Boards
Case Study Report

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:

Discussion Boards

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:

Discussion Boards

Shark Tank Submission

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:

Discussion Boards

Shark Tank Peer evaluation

Final Exam