

University of British Columbia
School of Kinesiology
KIN 517 - Business of High Performance Sport in Canada
(3 credits)

Dates: January - April, 2017

Time: Mixed mode course

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Office: TBD

Course Description:

Examination of governance and stakeholders; financial management for high performance sport; communications, marketing, and sponsorship of high performance sport.

Learning Objectives:

By the end of the course, students will be able to:

1. Understand the governance and various elements and stakeholders of Canada's sport system and analyze the role specific organizations, programs, and services play in supporting high performance sport and athletes.
2. Evaluate the various funding sources available to high performance sport, athletes, and coaches.
3. Evaluate the professionalization of coaching in Canada.
4. Apply basic financial management, budgeting, and record keeping methods.
5. Evaluate government regulations and legislation for taxation and grants related to the operation of high performance sport.
6. Apply basic principles of marketing, sponsorship, promotion, and communication using innovation and technology.
7. Create effective communication strategies to promote programs for athlete recruitment, fundraising, and/or sponsorship.

Course Overview and Format

This course will be delivered online during the winter semester (January to April). The course provides a total of 40 hours of instruction comprised of: (a) 9 hours of synchronous online classes where students will participate at the same time at the beginning and/or the end of each of the 3 major units in the course (3 hours total per unit; see outline below) and (b) 31 hours of asynchronous online classes, where students will have flexibility and will be able to participate at their own pace. The synchronous sessions will run either on Tuesday mornings (9 to 10:30am) or Thursday evenings (5 to 6.30pm), with the asynchronous sessions being completed in students' own time during the week. Please note that in addition to the 40 hours of online class-time, students will also be expected to access and read/view supplemental materials (e.g., readings, films and online resources) that complement the classes. The course will challenge students with respect to their knowledge on 'theory', 'research', and 'application', and as such it is required that students read/view the relevant materials prior to each class and be actively engaged in all aspects of the course. The method of instruction will include lectures, online discussions, problem-based and inquiry-based learning, and readings.

There are three main units in the course, as follows:

1. Canada's sport system, its governance and stakeholders
2. Financial management for high performance sport
3. Communication, marketing, and sponsorship of high performance sport

Canada's sport system will be examined with respect to the structure, governance and organization of high performance sport, the development of sport policy and strategy, and the professionalization of coaching. Comparisons to international systems will be briefly addressed. Financial management practices and strategies to assist in creating sustainable funding for high performance programs will be covered. Additional topics will include discussion of related regulatory factors with an aim to generate or maximize funding and sponsorship of high performance sport. Marketing and promotion of high performance sport will focus on the skills necessary to communicate and promote sport to a broader audience that could assist in athlete recruitment, in financial partnership development, and in event hosting through the use of traditional and social media as well as other tools. Guest lecturers will be used during the term to enhance understanding and application of the course material. The table below outlines the topics within each unit and module.

Weeks	Topic	Notes
UNIT 1 - Canadian Sport System, Governance & Stakeholders 13.0 hrs		
Week 1	<ul style="list-style-type: none"> • Course introduction • Overview – Canada's sport system, governance, strategic priorities, and key organizations • Funding sources – Resources for athlete and coach support • Governance 	Synchronous (1.5 hours) Asynchronous (1 hour) Modules 1 & 2
Week 2	<ul style="list-style-type: none"> • Policy • Canadian sport policies • Stakeholders in high performance sport • Canada and the international stage – Comparison to other countries • How can the coach/leader operate within the system, and access what it has to offer in order to provide athletes with optimum support? 	Asynchronous (3 hours) Modules 3 & 4
Week 3	<ul style="list-style-type: none"> • Coaching as a profession - Chartered Professional Coach • Coaching responsibly (Code of ethics, codes of conduct) 	Asynchronous (3 hours) Module 5
Week 4	<ul style="list-style-type: none"> • Current issues in high performance sport • Applying ethical framework to sport issue 	Asynchronous (3 hours) Modules 6 & 7
	<ul style="list-style-type: none"> • Capstone session reviewing previous 4 weeks 	Synchronous (1.5 hours)
UNIT 2 - Financial Management for High Performance Sport 13.5 hrs		
Week 5	<ul style="list-style-type: none"> • Coach / Leader as entrepreneur (Employee vs. contractor) • GST and Sports • Financial management principles • Understanding financial statements • Canada Revenue Agency considerations 	Synchronous (3 hours) Asynchronous (1 hour) Module 8

Week 6	<ul style="list-style-type: none"> • Understanding financial statements Creating budgets • Financial reporting and analysis • Full cycle accounting process and internal controls 	Asynchronous (3 hours) Module 9
Week 7	<ul style="list-style-type: none"> • Risk Management • Internal Controls, working with boards and accountability • Financial Authorities & role clarity; Board, Committees, Management 	Asynchronous (3 hours) Module 10
Week 8	<ul style="list-style-type: none"> • Grant applications • Creating proposals for resources • Fundraising for sport • Diversified sources of revenue 	Asynchronous (3.5 hours) Module 11
UNIT 3 - Communication, Marketing & Sponsorship of High Performance Sport 13.5 hrs		
Week 9	<ul style="list-style-type: none"> • Marketing principles and their application to sport organizations • Uniqueness of sport marketing • Marketing mix • Sport marketing research • Sport consumer and market segmentation 	Synchronous (3 hours) Module 12
Week 10	<ul style="list-style-type: none"> • Marketing strategy for sport organizations • Sport product • Brand concepts • Licensed and branded merchandise • Promotion • Media and distribution 	Asynchronous (3 hours) Module 13
Week 11	<ul style="list-style-type: none"> • Sport sponsorship • Developing successful sport sponsorship and partnerships • Activating sponsorship programs • Measuring sponsorship effectiveness • Ambush marketing 	Asynchronous (4 hours) Module 14
Week 12	<ul style="list-style-type: none"> • Social marketing • Communicating your message, dealing with traditional and new media • Public relations, community relations and social media • Course wrap-up 	Asynchronous (3.5 hours) Module 15

Required Readings

There is no singular required textbook for this course. Readings will involve scientific research papers, review articles, book chapters, and contemporary media resources (e.g., print media).

Unit 1: Canada's Sport System, Governance, and Stakeholders

Required Readings:

Module 1

Thibault, L., & Harvey, J. (Eds.) (2013). *Sport Policy in Canada*. Ottawa, ON: University of Ottawa Press. Book available online (free) at <https://press.uottawa.ca/open-access.html> [Introduction; Chapter I Thibault & Harvey, evolution of sport policy; and Chapter II Harvey, multi-level governance].

European Commission – Sport. (2016). Good governance. Retrieved from http://ec.europa.eu/sport/policy/organisation_of_sport/good_governance_en.htm

Module 2

Thibault, L., & Harvey, J. (Eds.) (2013). *Sport Policy in Canada*. Ottawa, ON: University of Ottawa Press. Book available online (free) at <https://press.uottawa.ca/open-access.html> [Chapter IV Kikulis, policy Issues in high performance sport]

Moore, G., (2016, July 20). A sporting chance. *Economia*, July-August, 50-55. Retrieved from <http://economia.icaew.com/opinion/july-2016/a-sporting-chance>

European Commission – Sport. (2013). EU Work Plan for Sport 2011-2014 Expert Group “Good Governance” Deliverable 2. Principles of good governance in sport (pp. 1-16). Retrieved from http://ec.europa.eu/sport/library/policy_documents/xg-gg-201307-dlvrbl2-sept2013.pdf

Oliver, J. (2015, March 15). Last week tonight with John Oliver. Retrieved from <https://www.youtube.com/watch?v=pX8BXH3Sjn0> [video clip 20 minutes 53 seconds]

Module 3

Thibault, L., & Harvey, J. (Eds.) (2013). *Sport Policy in Canada*. Ottawa, ON: University of Ottawa Press. Book available online (free) at <https://press.uottawa.ca/open-access.html> [select and read **one** chapter from the following (5 Sport Canada policies): Chapter VII (Beamish, anti-doping); Chapter VIII (McCloy & Thibault, hosting); Chapter IX (Forsyth & Paraschak, Aboriginal Peoples); Chapter X (Howe, People with disabilities); Chapter XI (Safai, Women in sport)].

Sport Canada. (2012). *Canadian Sport Policy 2012*. Ottawa, ON: Department of Canadian Heritage. Retrieved from http://sirc.ca/sites/default/files/content/docs/pdf/csp2012_en.pdf

Canadian Sport for Life. (2014). Canadian Sport for Life – Long-Term Athlete Development Resource Paper 2.0. Vancouver, BC: Canadian Sport Institute Pacific. Retrieved from <http://canadiansportforlife.ca/resources/cs4l-ltad-2>

Module 4

Thibault, L., & Harvey, J. (2013). *Sport Policy in Canada*. Ottawa, ON: University of Ottawa Press. Book available online (free) at <https://press.uottawa.ca/open-access.html> [Chapter XIII (Frisby & Ponc, social inclusion)].

Friedman, M.T., Parent, M.M., & Mason, D.S. (2004). Building a framework for management issues in sport through stakeholder theory. *European Sport Management Quarterly*, 4(3), 170-190. doi:10.1080/16184740408737475

Friedman, M.T., & Mason, D.S. (2004). A stakeholder approach to understanding economic development decision making: Public subsidies for professional sport facilities. *Economic Development Quarterly*, 18(3), 236-254. doi:10.1177/0891242404265795

Module 5

- De Bosscher, V., De Knop, P., van Bottenburg, M., Shibli, S. (2006). A conceptual framework for analysing sports policy factors leading to international sporting success. *European Sport Management Quarterly*, 6(2), 185-215. doi:10.1080/16184740600955087
- De Bosscher, V., De Knop, P., van Bottenburg, M., Shibli, S., Bingham, J. (2009). Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. *Sport Management Review*, 12(3), 113-136. doi:10.1016/j.smr.2009.01.001
- Review of: Playing the Game conference presentation (ppt slides) in September 2009 in Coventry Veerle_De_Bosscher-Playing_the_game_of_global_sporting_arms_race2009.pdf

Module 6

- Coaching Association of Canada. (2015). License Agreement. Ottawa, ON: Author. Retrieved from http://www.coach.ca/files/2015_02_02_License_Agreement_EN.pdf
- Coaching Association of Canada. (2015). Registration Agreement. Ottawa, ON: Author. Retrieved from http://www.coach.ca/files/2015_02_02_Registration_Agreement_EN.pdf
- Coaching Association of Canada. (2016). Coaching Association of Canada Code of Conduct with Disciplinary Procedures. Ottawa, ON: Author. Retrieved from http://www.coach.ca/files/CAC_Code_of_Conduct_EN.pdf

Module 7

- Canadian Centre for Ethics in Sport. (2009). Canadian Policy on Prohibited Conduct in Sport. Ottawa, ON: Author. Retrieved from <http://cces.ca/sites/default/files/content/docs/pdf/coachesofcanada-policy-prohibitedconduct-e.pdf>
- Canadian Centre for Ethics in Sport. (2015). Canadian Anti-Doping Program. Ottawa, ON: Author. Retrieved from <http://cces.ca/sites/default/files/content/docs/pdf/cces-policy-cadp-2015-e.pdf>
- Sport Canada. (2011). Canadian Policy Against Doping in Sport. Ottawa, ON: Author. Retrieved from http://publications.gc.ca/collections/collection_2011/pc-ch/CH24-9-2011-eng.pdf

Additional Readings:

- Canadian Olympic Committee. (2014). *Transforming Canada through the power of sport. Canadian Olympic Committee. Annual report 2014*. Retrieved from <http://olympic.ca/canadian-olympic-committee/governance/annual-reports/>
- Canadian Sport Policy Webinar <https://youtu.be/08r9drWadyk>
- Church, A.G. (2006). Owning more than the podium: An examination of the policy network surrounding Canada's most recent Olympic athlete funding program. *Proceedings of the International Symposium for Olympic Studies* (pp. 381-386). London, ON: University of Western Ontario.
- Coaching Association of Canada. (2016). Chartered Professional Coach. About the Program. Retrieved from <http://www.coach.ca/about-us-p158443>
- Comeau, G. S. (2013). The evolution of Canadian sport policy. *International Journal of Sport Policy and Politics*, 5(1), 73-93.
- Donnelly, P. (2010a). Own the Podium or rent it? Canada's involvement in the global sporting arms race. *Policy Options*, 31(1), 41-44.
- Donnelly, P. (2010b). Rent the Podium revisited: Reflections on Vancouver 2010. *Policy Options*, 31 (4), 84-86.

- Ekos Research Associates Inc. (2015). 2015 Status of the high performance athlete. Final report. Ottawa, ON: Author.
- Government of Canada. (2003). *Physical activity and sport act*. Ottawa, ON: Minister of Justice. Retrieved from <http://laws-lois.justice.gc.ca/PDF/P-13.4.pdf>
- Green, M. (2007). Policy transfer, lesson drawing and perspectives on elite sport development systems. *International Journal of Sport Management and Marketing*, 2(4), 426-441.
- Healey, D. (2012). Governance in sport: Outside the box? *The Economic and Labour Relations Review*, 23(3), 39-60.
- KPMG International. (2014). *Benchmarking analysis on sport organizations*. Retrieved from <http://www.sport.fi/system/resources/W1siZiIsIjIwMTQvMDQvMDQvMTRfNDNfMURfMTk1X0tQTUdfQmVuY2htYXlraW5nX0FuYWx5c2lzX29uX1Nwb3J0X09yZ2FuaXp hdGlvb nMucGRmI1d/KPMG%20Benchmarking%20Analysis%20on%20Sport%20Or ganizations.pdf>
- Own the Podium. (2014). *Own the Podium annual report 2014*. Retrieved from <http://ownthepodium.org/ownThePodium/files/e7/e786b56b-3079-4a0d-b491-62e20966e2f0.pdf>
- Sport Canada. (2002). *The Canadian Sport Policy*. Ottawa, ON: Department of Canadian Heritage. Retrieved from <http://sirc.ca/sites/default/files/content/docs/pdf/2002-the-canadian-sport-policy.pdf>
- Sport Canada. (2009). Report on the Status of Coaches in Canada: A Summary of the Findings, retrieved from: <http://www.pvsvolleyball.com/assets/files/CACReportStatusofCoaches200906.pdf>

Unit 2: Financial Management for High Performance Sport

Required Readings:

Module 8

- Canada Revenue Agency. (2016). *Employee or self-employed*. Retrieved from <http://www.cra-arc.gc.ca/E/pub/tg/rc4110/rc4110-16e.pdf>
- BDO Canada. (2016, October). *Tax bulletin. Self-employment: Is it for you?* Retrieved from <https://www.bdo.ca/getattachment/be6b231d-8617-414d-84c5-0faeb63102b6/attachment.aspx/>
- Canada Revenue Agency. (2016). *GST for not-for-profit organizations*. Retrieved from <http://www.cra-arc.gc.ca/E/pub/gp/rc4081/README.html>
- Canada Revenue Agency. (2013). *T2051 Registered Canadian amateur athletic association information return*. Retrieved from <http://www.cra-arc.gc.ca/E/pbg/tf/t2052/README.html>
- Canada Revenue Agency. (2014). *T4117 Income tax guide to the non-profit organization (NPO) information return*. Retrieved from <http://www.cra-arc.gc.ca/E/pub/tg/t4117/README.html>
- Canada Revenue Agency. (2014). *T1044 Non-profit organization (NPO) information return*. Retrieved from <http://www.cra-arc.gc.ca/E/pbg/tf/t1044/README.html>

Module 9

- Chapters 2 & 3 of Fried, G., De Schriver, T., & Mondello, M. (2013). *Sport finance* (3rd ed.). Champaign, IL: Human Kinetics.
- Chartered Professional Accountants Canada. (2014). *Reading financial statements – What do I need to know?* Retrieved from: <https://www.cpacanada.ca/en/business-and-accounting-resources/financial-and-non-financial-reporting/international-financial->

[reporting-standards-ifrs/publications/reading-financial-statements-what-do-i-need-to-know-faq](#)

Module 10

- Corbett, R., & Findlay, H. (1998). *Your risk management program: A handbook for sport organizations*. Ottawa, ON: Centre for Sport and Law.
- Fuller, C., & Drawer, S. (2004). The application of risk management in sport. *SportMed*, 34(6), 349-356.

Module 11

- Corderly, J.C., Sim, D., & Baskerville, F.R. (2013). Three models, one goal: Assessing financial vulnerability in New Zealand amateur sports clubs. *Sport Management Review*, 16(2), 186-199.
- Zappala, G., & Lyons, M. (2006). Factors associated with fundraising dependency among nonprofit organisations in Australia. *Australian Journal of Social Issues*, 41(4), 399-417.

Additional Readings:

- Amis, J., Slack, T., & Berrett, T. (1999). Sport sponsorship as distinctive competence. *European Journal of Marketing*, 33(3/4), 250-272. doi:10.1108/03090569910253044
- Bricknell, S. (2015, February). Corruption in Australian sport. Australian Institute of Criminology: Trends and Issues in Criminology No.490. Retrieved from http://www.aic.gov.au/media_library/publications/tandi_pdf/tandi490.pdf
- Canada Revenue Agency (2000). *Small suppliers*. Retrieved from: <http://www.cra-arc.gc.ca/E/pub/gm/2-2/2-2-e.html>
- Canada Revenue Agency. (2015). *Canadian amateur athletic associations*. Retrieved from <http://www.cra-arc.gc.ca/chrts-gvng/qlfd-dns/RCAAAA-ACESA-eng.html>
- Canada Revenue Agency. (2016). *General rules for charities*. Retrieved from: <http://www.cra-arc.gc.ca/E/pub/gp/rc4082/rc4082-e.html#P263364028>
- Canada Revenue Agency. (2016). *Employee or self-employed?* Retrieved from: <http://www.cra-arc.gc.ca/E/pub/tg/rc4110/>
- Fried, G., De Schriver, T., & Mondello, M. (2013). *Sport finance* (3rd ed.). Champaign, IL: Human Kinetics.
- Howard, D., & Crompton, J. (2004). *Financing sport* (3rd ed.). Morgantown, WV: Fitness Information Technology.
- Jennings, W. (2012, August 13). The Olympics as a story of risk management. *Harvard Business Review*. Retrieved from <https://hbr.org/2012/08/the-olympics-as-a-story-of-ris>
- Martinez, J.M., Stinson, J.L., Kang, M., & Jubenville, C.B. (2010). Intercollegiate athletics and institutional fundraising: A meta-analysis. *Sport Marketing Quarterly*, 19(1), 36-47.
- McCormick, B., & Gray, V. (2011). Message in a bottle: Basic business lessons for entrepreneurs using only a soft drink. *Journal of Management Education*, 35(2), 282-310. doi:10.1177/1052562910391615
- Orbanes, P. (2002). Everything I know about business I learned from Monopoly. *Harvard Business Review*, 80(3), 51-57.
- Ratten, V. (2011). Sport-based entrepreneurship: Towards a new theory of entrepreneurship and sport management. *International Entrepreneurship and Management Journal*, 7(1), 57-69. doi:10.1007/s11365-010-0138-z
- Schrage, M. (2014, November 10). Board members should have to take a personality test. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/11/board-members-should-be-psychologically-profiled-before-being-hired>

- Sparks, R., & Westgate, M. (2002). Broad-based and targeted sponsorship strategies in Canadian women's ice hockey. *International Journal of Sports Marketing and Sponsorship*, 4(1), 48-73.
- Taks, M., Kesenne, S., & Chalip, L. (2011). Economic impact analysis versus cost benefit analysis: The case of a medium-sized sport event. *Journal of Sport Finance*, 6(3), 187-203.
- Taylor, B.E., Chait, R.P., & Holland, T.P. (1996). The new work of the nonprofit board. *Harvard Business Review*, 75(5), 36-46.
- Useem, M. (2006). How well-run boards make decisions. *Harvard Business Review*, 84(11), 130-138.
- 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.
- Winand, M., Zintz, T., & Scheerder, J. (2012). A financial management tool for sport federations. *Sport Business and Management: An International Journal*, 2(3), 225-240.

Unit 3: Communication, Marketing, and Sponsorship of High Performance Sport

Required Readings:

Module 12

- O'Reilly, N., & Séguin, B. (2013). *Sport marketing: A Canadian perspective* (2nd ed.). Toronto: Nelson. Chapters 1, 2, 3, and 5.

Module 13

- Aral, A., Ko, Y.J., & Ross, S. (2014). Branding athletes: Exploration and conceptualization of athlete brand image. *Sport Management Review*, 17(2), 97-106.
- Ferrand, A., Chappelet, J.-L., & Séguin, B. (2012). *Olympic Marketing*. Routledge: London. Chapter 3
- O'Reilly, N., & Séguin, B. (2013). *Sport marketing: A Canadian perspective* (2nd ed.). Toronto: Nelson. Chapters 4 and 7.

Module 14

- Doherty, A., & Murray, M. (2007). The strategic sponsorship process in a non-profit sport organization. *Sport Marketing Quarterly*, 16(1), 49-59.
- O'Reilly, N., & Séguin, B. (2013). *Sport marketing: A Canadian perspective* (2nd ed.). Toronto: Nelson. Chapters 9, 11, 12, and 13
- Séguin, B., Teed, K. & O'Reilly (June, 2005). National sport organizations and sponsorship: An identification of best practices. *International Journal of Sport Management and Marketing*, 1(2), 69-92.

Module 15

- Abeza, G., O'Reilly, N., Séguin, B., & Nzindukiyimana, O. (2015). Social Media Scholarship in Sport Management Research: A Critical Review. *Journal of Sport Management*, 29(6), 601-618.
- Bloom, M., Gagnon, N., & Hughes, D. (2005). *Win-Win: The Canadian sport and business summit*. Institute of Sport Marketing.
- O'Reilly, N., & Séguin, B. (2013). *Sport marketing: A Canadian perspective* (2nd ed.). Toronto: Nelson. Chapter 15.

Additional Readings:

Desbordes, M., & A. Richelieu (2012). *Global sport marketing. Contemporary issues and practice*. London, UK: Routledge.

Eagleman, A.N. (2013). Acceptance, motivations, and usage of social media as a marketing communications tool amongst employees of sport national governing bodies. *Sport Management Review*, 16(4), 488-497.

Ellis, D., Gauthier, M.-E., & Séguin, B. (2011). Ambush marketing, the Olympic and Paralympic Marks Act and Canadian national sports organisations: Awareness, perceptions and impacts. *Journal of Sponsorship*, 4(3), 253-271.

Green, B.C. (2005). Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development. *Journal of Sport Management*, 19(3), 233-253.

Irwin, R., Sutton, W., & McCarthy, L. (2008). *Sport promotion and sales management*. Champaign, IL: Human Kinetics.

Meenaghan, T., & Sullivan, P.O. (2013). Metrics in sponsorship research: Is credibility an issue? *Psychology & Marketing*, 30(5), 408-416.

Mullin, B.J., Hardy, S., & Sutton, W. (2014). *Sport marketing* (4th ed.). Champaign, IL: Human Kinetics.

Pedersen, P.M., Miloch, K.S., & Laucella, P.C. (2007). *Strategic sport communication*. Champaign, IL: Human Kinetics.

Pierce, D., Popp, N., & Meadows, B. (2011). Qualitative analysis of international student-athlete perspectives on recruitment and transitioning into American college sport. *The Sport Journal*, 14(1).

Pitts, B.G., & Stotlar, D.K. (2013). *Fundamentals of sport marketing* (4th ed.). Morgantown, WV: Fitness Information Technology, Inc.

Pritchard, M. P., & R. Burton (2014). Ethical failures in sport business: Directions for research. *Sport Marketing Quarterly*, 23(2), 86-99.

Séguin, B. (2005). *Sponsorship case studies report*. Institute of Sport Marketing.

Séguin, B., & O'Reilly, N. (2008). The Olympic brand, ambush marketing and clutter. *International Journal of Sport Management and Marketing*, 4(1/2), 62-84.

Shilbury, D., Quick, S., & Westerbeek, H. (2014). *Strategic sport marketing* (4th ed.). Crows Nest, AU: Allen & Unwin.

Stotlar, D.K. (2013). *Developing successful sport sponsorship plans*. (4th ed.). Morgantown, WV: Fitness Information Technology, Inc.

Witkemper, C., Lim, C. H., & Waldburger, A. (2012). Social media and sports marketing: Examining the motivations and constraints of twitter users. *Sport Marketing Quarterly*, 21(3), 170-183.

Course Evaluation:

Student Evaluation	Percent (%)
<p>Assignments Assignments will be required for each of the main units and done online</p> <ul style="list-style-type: none"> • Canadian Sport System, Governance, and Stakeholders (15%) <ul style="list-style-type: none"> ○ Weekly online discussions • Financial Management for High Performance Sport (15%) <ul style="list-style-type: none"> ○ Immersive case + peer review • Communication, Marketing, and Sponsorship of High Performance Sport (15%) <ul style="list-style-type: none"> ○ Weekly online discussions <p>These assignments will be focused on students' abilities to apply the</p>	<p>45%</p>

<p>concepts and elements covered in each of the units. These assignments will be explained in each of the units.</p>	
<p>Major Project Students will select a major project in one the three units covered in the course. Topics for major projects may include, for example:</p> <ul style="list-style-type: none"> • Analysis of the governance of a sport organization • Implementation and evaluation of a Sport Canada policy within a sport organization • Development of a strategic plan for new high performance sport paradigm • Creation of a business plan or proposal for a program or event including forecasting of financial requirements • Development of a marketing plan/strategy for a program or for an organization • Creation of a sponsorship plan for an event • Application for a grant for a program • Prepare a board package for the Finance and Audit board committee which includes: management report and overview, detailed income statement and budget forecast (including any variance to previous year) for next fiscal year. Include rationale for any new projects • Development of a fundraising plan for a program or for an organization <p>Students may also select a topic for the major project of their choice. All students should discuss the topic of their major project with the appropriate unit leader.</p> <p>The major project assignment will have four parts;</p> <ol style="list-style-type: none"> 1. A plan; 2. The major project itself; 3. An online presentation of the major project; and 4. A review and feedback of two peers' presentations. <p>Details of the major project and all of its elements are provided to the student as a separate document on the online course platform.</p> <p>In addressing their topic for the major project, students are encouraged to integrate relevant elements from the other 2 units covered in the course. For example, if a student chooses to examine changes in governance of a sport organization as the topic of their major project, they could also discuss the financial considerations of such changes in governance and how to best communicate changes in governance to members and stakeholders.</p> <p>A rubric to be used for the evaluation of the major project is provided to the students as a separate document on the online course platform.</p> <p>Plan – 7.5 marks Project – 25 marks</p>	<p>45 %</p>

Presentation – 7.5 marks Feedback on 2 assigned presentations of your peers – 5 marks	
Participation Students will receive credit for participating in the synchronous and asynchronous classes based on their actively engaging in and responding to discussion questions, problem-based and inquiry activities, and readings. While we recognize that students might experience work conflicts or unforeseen circumstances that cause them to miss a class, the expectation is that students will attend and actively participate in all classes. (Please note that all synchronous classes will be recorded and posted on 'Connect'.)	10%

Participation: personal and social responsibility

As there is a component of group problem solving in this course, credit will be given for leadership, critical contribution, interpersonal skills, support activities, punctual attendance, on-time completion of class activities, positive attitude and effort according to the following schedule.

10	Outstanding	Continually encouraging and supportive of others, outstanding leadership, critical contribution and interpersonal skills. Volunteers, facilitates the learning of others. Excellent attitude and effort. 100 % punctual attendance
8	Very good	Demonstrates leadership and active support with colleagues. Very high level of critical contribution. Near 100 % punctual attendance. Positive attitude and very high level of effort throughout course.
6	Adequate	Works well with others, willing to contribute towards class discussion. Only 2-3 sessions non-punctual /non-attendance. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2-3 sessions of non-punctual/non-attendance. Motivation and initiative low. Minimal level of effort.
2	Poor	Zero contribution and support given during class processes. Poor punctual and attendance Attitude, participation, and effort do not meet acceptable standard.

Grade Scheme

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.

<u>Percentage</u>	<u>Letter Grade</u>
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+

60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

Academic Dishonesty and Plagiarism

Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty (See Academic Calendar, <http://www.students.ubc.ca/calendar/>). Any transgression could result in failure of the course.

Course Review

We are continually striving to improve our courses and teaching, and student feedback is a crucial part of this process. At the end of the course each student will be provided with a course evaluation questionnaire that will include questions about the contents, delivery and evaluation and grading procedures in the course, and space to add written comments. Please fill out the questionnaire as best you can - we would sincerely appreciate your feedback.