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## Capacity for Sport for Development

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A thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy degree in Kinesiology

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## **Abstract**

The purpose of this dissertation was to explore the management of local sport for development (SFD) in Canada. Specifically, this dissertation uncovers the organizational capacity for local (or domestic) SFD, the processes involved in building capacity to achieve social change objectives through sport, and the perceptions and experiences of National Sport Organization (NSO) leaders regarding SFD. This dissertation is organized using the integrated article format, which includes three separate, but related studies described below.

Study 1 explored the organizational capacity for local SFD. Following Hall et al.'s (2003) framework for non-profit organizational capacity, which includes five broad capacity dimensions including human resources, finances, relationship and networks, infrastructure, and planning and development, the study's co-authors uncovered several critical and unique elements within the local SFD context. Semi-structured interviews were conducted with representatives from 17 local SFD organizations from across Canada. Participants were asked to describe specific organizational aspects that enabled them to achieve their goals – and they identified: familiarity with development issues; grant funding; social capital; facilities; and strategic planning as critical elements, among others.

Study 2 built upon the findings of Study 1, and sought to build capacity at two local SFD organizations from the Study 1 sample. Study 2 used an action research method that enabled researchers and participants to work collaboratively to achieve goals identified as meaningful by participants. Specifically, the goals for Study 2 were to build human resources capacity, financial capacity, and relationship and network capacity in three separate interventions. Study 2 followed Ferkins, Shilbury, and McDonald's (2009) action research framework, which includes four distinct research phases: issue identification; context analysis; intervention and action; and evaluation. During each phase, co-researchers in this project collected data and evaluated the progress of each

intervention, culminating in three unique stories of capacity building for local SFD.

Study 3 explored the perspectives and experiences of Canadian National Sport Organization (NSO) leaders regarding SFD in Canada. Semi-structured interviews were conducted with a key person(s) from 13 NSOs (n=14), who were asked: to define SFD; to describe how their NSO addresses SFD; and to what extent SFD represents a conflicting or divergent demand. Study 3 followed Pache and Santos' (2010) model of organizational responses to institutional pluralism, which suggests organizations facing divergent demands respond by acquiescing to, avoiding, manipulating, or defying new demands. According to Pache and Santos (2010), organizations respond based on the nature of the demands (either ideological or functional), and the internal dynamics of the organization experiencing pluralism. In Study 3, NSO leaders indicated that SFD goals align with their mandates for high performance and sport development, and that they are addressing SFD by offering and supporting inclusive programs and initiatives.

Together, these three studies offer an analysis of local SFD in Canada from the perspectives of grassroots implementers and national leaders in Canadian sport. Findings from these studies contribute to the growing literature in managing SFD, and may also benefit local SFD practitioners interested in developing their organizations through capacity building. Findings from these studies may also support local SFD partners, granting agencies, and policy makers interested in developing local SFD by addressing areas of identified need.

*Keywords: Organizational Capacity, Sport for Development, Capacity Building*

### **Co-Authorship Statement**

This dissertation is my original work, and I am the lead author on each of its three studies. However, my doctoral advisor, Dr. Alison Doherty, was an integral contributor and thus the studies in this document reflect our collective efforts. Throughout, I use “we” to refer to Dr. Doherty and myself (e.g., “we were interested in determining...” (Study 3, p. 114).

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*By its very nature, sport is about inclusion and citizenship. It stands for human values such as respect for the opponent, acceptance of binding rules, teamwork, and fairness, all of which are principles which are also contained in the Charter of the United Nations.*

*(United Nations, 2014, np)*

## **Introduction**

Sport for development (SFD) scholarship has evolved over the last 15 years (Schulenkorf, Sherry, & Rowe, 2016), following the creation of the United Nations (UN) Office for SFD in 2001, the establishment of the Sport for Development and Peace International Working Group (SFDP IWG) in 2004, and the UN declaration that 2005 was the Year of Sport (Schulenkorf, 2017). Famously, then UN Secretary General Kofi Annan proclaimed:

Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs, or economic status...[and] that is why the United Nations is turning more and more to the world of sport for help in our work for peace and to achieve the Millennium Development Goals. (United Nations, 2004, np)

The Millennium Development Goals (now Sustainable Development Goals) were an ambitious list of eight goals agreed to by all 191 UN member states, to be achieved by 2015. The Goals included: eradicating extreme poverty; achieving universal primary education; promoting gender equity; reducing child mortality; improving maternal health; combating HIV/AIDS and other communicable diseases; ensuring environmental sustainability; and developing global partnerships for development (World Health Organization, 2017).

With UN support, increased awareness and funding for SFD triggered the rapid growth of SFD organizations around the world, and today, the website [sportanddev.org](http://sportanddev.org) lists over 500 SFD organizations from North and South America, Europe, Asia, Africa, and Australia/New Zealand.

However, as of May 4, 2017, the UN Office for SFD has closed and its objectives are now under the purview of the International Olympic Committee (The sportanddev.org Operating Team, 2017), and the implications from that change (or reorganization) remain uncertain.

Broadly, these SFD organizations work to improve public health, socialize children, youth, and adults from disadvantaged groups, develop local, regional, and national economies, and facilitate intercultural exchange and conflict resolution through sport (Lyras & Welty Peachey, 2011; Schulenkorf, 2017; Schulenkorf, Sherry, & Rowe, 2016). According to Sherry, Schulenkorf, and Chalip (2015), “the popularity of sport for development stems from its ability to capture or “hook” a variety of people...and use the momentum in and around sport as a strategic vehicle to achieve nonsport development goals” (p. 1). Moreover, SFD programs are being implemented in both developed and developing nations:

with varied aims and objectives...directed toward communities identified as marginalized or at-risk, or those communities requiring development and regeneration, including socially and economically disadvantaged groups, at-risk youth, indigenous communities, recently arrived refugees, and culturally and linguistically diverse communities. (Sherry, Schulenkorf, & Chalip, 2015, p. 1)

Concurrently, SFD scholarship has grown “substantially, from as little as a handful of dedicated studies conducted in the early 2000s to around 100 research pieces published in academic journals in 2013 alone” (Schulenkorf, 2017, p. 244). Collectively, “these SFD studies may be classified within seven broad thematic areas, including sport and disability, education, gender, health, livelihoods, sport and peace, and sport and social cohesion” (Schulenkorf, 2017, p. 244).

### **SFD in Canada**

In Canada, SFD is formally recognized by the Government of Canada’s Canadian Sport

Policy (CSP), that “sets [the] direction for the period 2012-2022 for all governments, institutions and organizations that are committed to realizing the positive impacts of sport on individuals, communities, and society” (Canadian Heritage, 2012, p. 2), and historically, Canadian support for SFD has included: applying coaching development curricula in other countries and cultures; lobbying diplomats at the United Nations to include SFD on their agendas; and creating policies that support SFD at home and abroad (Kidd, 2013). Regarding SFD, the CSP indicates that “sport is used as a tool for social and economic development, and the promotion of positive values at home and abroad” (p. 3), and that “a desired outcome of the Policy is that both the number and diversity of Canadians participating in sport will increase over the timeframe of 2012-2022” (Canadian Heritage, 2012, p. 8). In practice, SFD in Canada is supported by several high-profile organizations, including (but not limited to): Maple Leaf Sports and Entertainment (MLSE), that in 2017 opened the MLSE LaunchPad to “serve as an ambitious ‘living lab’ to explore and measure how sport can improve the lives of youth” (MLSE LaunchPad, 2017); the Toronto Blue Jays’ Jays Care Foundation, that “uses baseball to teach life skills and create lasting social change for children in marginalized communities across Canada” (Jays Care Foundation, 2017); and the Vancouver Whitecaps, that address social issues as part of the MLS Works Community Outreach Initiative that “seeks to establish Major League Soccer as a leader for improving the lives of people through sport” (MLS Works, 2017). Also, international non-governmental organization (INGO) Right To Play has its headquarters in Toronto, Ontario, and reaches over 5,000 Aboriginal youth participants through its Promoting Life-skills for Aboriginal Youth (PLAY) initiative across Canada (Right To Play, 2017).

SFD scholarship in Canada has evolved alongside the SFD literature (Schulenkorf, 2017) as well, to include research regarding specific program designs (Arellano, Halsall, Forneris, &

Gaudet, in press; Scherer, Koch, & Holt, 2016); leveraging SFD outcomes (Cowell, 2007; Study 3); SFD management and capacity building (Edwards, 2015; Hayhurst & Frisby, 2010; MacIntosh, Arellano, & Forneris, 2016; MacIntosh & Spence, 2012; Mackinnon, 2009; Study 1; Study 2); and theoretical advancements (Darnell & Hayhurst, 2011). SFD scholars in Canada have also contributed critical SFD analyses (Darnell, 2007), and works dedicated to uncovering and improving SFD programs for Aboriginal Peoples (Gardham, Giles, & Hayhurst, 2017; Halsall & Forneris, 2016; Hayhurst, Giles, & Radforth, 2015; Kope & Arellano, 2016; MacIntosh et al., 2016).

### **Managing SFD**

Within the literature, broadly, “academics are now analysing the specific management and organisational aspects of SFD projects, including the specific tactics, strategies, and implications of sport-related development work which underpin many contemporary projects” (Schulenkorf, 2017, p. 245). For example, scholars have explored aspects of leadership in SFD (Meir, 2017; Welty Peachey & Burton, 2017), organizational capacity for SFD (Study 1; Svensson & Hambrick, 2016; Svensson, Hancock, & Hums, 2017), capacity building in SFD (Edwards, 2015; Rosso & McGrath, 2017; Study 2), and partnerships for SFD (Bruening et al., 2015; Hayhurst & Frisby, 2010; MacIntosh et al., 2016; Waldman & Wilson, 2015) as well. Taken together, these studies indicate how SFD organizations are achieving their goals – by identifying, developing, managing, and deploying their critical resources.

According to Hall et al., the “ability to draw on or deploy a variety of types of organizational capital” (2003, p. 4) is organizational capacity, and it includes organizations’ human resources, finances, infrastructure, relationships and networks, and planning and development capacity (Hall et al., 2003). Moreover, “capacity is multidimensional...[and]



organization's overall capacity to fulfill its mission depends on a variety of specific capacities" (Hall et al., 2003, p. 3). According to Doherty et al. (2014), despite "generally common dimensions...the elements within each dimension are context specific...what is critical in one context, such as food banks, may not be as relevant in other contexts, such as arts and culture or health organizations" (p. 125S-126S). Therefore, a goal for this dissertation (and Study 1 in particular), was to uncover the critical elements of organizational capacity necessary for local SFD organizations to achieve their goals. Following Doherty et al. (2014), I believe this work is necessary, because "it is important to understand the nature of those resources so that capacity may be accurately assessed, and capacity building efforts may be effectively focused" (p. 125S).

Study 1 (Organizational Capacity for Local SFD) uncovered critical capacity elements that enable local SFD organizations to achieve their goals. It followed Hall et al.'s (2003) framework for nonprofit organizational capacity, that has been used in the community sport context (Doherty et al., 2014; Misener & Doherty, 2009), in international sport for development and peace (SFDP) (Svensson & Hambrick, 2016), and in domestic SFD (Svensson et al., 2017) as well. In Study 1, I interviewed representatives from 17 local SFD organizations (n=17) that used multiple sports in their programs (n=10), and were from urban and rural settings across Canada, using a semi-structured interview methodology (Patton, 2015). Within each of Hall et al.'s (2003) five broad capacity dimensions, critical context specific elements were uncovered that enable local SFD organizations to achieve their goals, including: familiarity with development issues, grant funding, sustained partnerships, and strategic planning, among others (see Table 2).

Having identified the specific elements local SFD organizations need to achieve their goals, a logical next phase of inquiry was capacity building (Study 2). Capacity building is "a process that helps organizations improve its ability to achieve its mission" (Krishnaveni &

Sripirabaa, 2008, p. 2), and may comprise a variety of activities including board development, management training, and upgrading technology (Light, 2004). According to Millar and Doherty (2016), successful capacity building requires a needs assessment, and organizational readiness – as capacity to build and sustain organizational changes – and congruence with organizational goals and internal processes. As an impetus for Study 2, Millar and Doherty (2016) indicated capacity building research had,

focus[d] predominantly on its conceptualization, and on the assessment of particular strategies, such as workforce development and partnership enhancement, with little reflection or examination of the factors or conditions associated with the process of effective capacity building. (p. 366)

Therefore, the purpose of the second article in this dissertation was to examine the full process (from inception through implementation) of capacity building at two local SFD organizations.

Study 2 (Action Research for Sport for Social Change) used an action research methodology (Ferkins, Shilbury, & McDonald, 2009) to capture the processes of capacity building at two local SFD organizations. I followed Ferkins et al.'s (2009) action research framework that includes four research phases: issue identification; context analysis; intervention and action; and evaluation. At each stage of the process, co-researchers (participants from each organization and Ryan Clutterbuck as lead researcher) generated qualitative data through attempts at building capacity. Together, the two organizations identified several organizational weaknesses and pursued three separate capacity building interventions focused on developing human resources capacity, financial capacity, and relationship and network capacity. Study 2 results are presented as two case studies of capacity building, with reflections on the interventions and the overall process of capacity building, using Millar and Doherty's (2016)

process model of capacity building. The findings support Millar and Doherty's (2016) process model of capacity building as a tool local SFD organizations can follow to successfully build capacity. Implications for practitioners and scholars interested in action research and capacity building are offered by co-researchers as well.

Together, findings from Study 1 and Study 2 revealed the experiences and management challenges (also strengths) facing local SFD implementers. In each case, local SFD organizations indicated relying on external partners for support, including finances, but also to enhance infrastructure capacity, planning and development capacity, and human resources capacity as well. So, building on Study 1 and Study 2, a goal for Study 3 was to explore the perspectives and SFD experiences of National Sport Organization leaders (potential partners) whose position in the Canadian sport system is to "govern all aspects of a sport within Canada...[and] implement national initiatives to develop and promote their sport" (Government of Canada, 2017, np). Prior research (Hayhurst & Frisby, 2010; Svensson, 2017; Waldman & Wilson, 2015) indicated SFD may represent conflicting or divergent demands to NSOs that are also responsible for enhancing high performance outcomes. But, empirical research regarding NSO leaders' perspectives and experiences in SFD was scarce. So, I was interested to know: how NSO leaders define SFD; how NSOs address SFD; and to what extent SFD represents a conflicting or divergent demand.

Study 3 (NSO Leaders Perspectives on SFD in Canada) explored NSO leaders perspectives and experiences regarding SFD in Canada, using a semi-structured interview methodology (Patton, 2015). Following Pache and Santos' (2010) model of organizational responses to institutional pluralism, I was interested in determining whether NSO leaders viewed SFD as a divergent expectation. So I asked NSO representatives (n=14) to define SFD, and to describe their organization's response to any internal and external pressures to address SFD. Broadly,

NSO leaders indicated SFD aligns with their organization's goals for high performance and sport development, and where pressures were reported, they were internal pressures to allocate scarce resources among multiple deserving programs and initiatives. Representatives from the NSOs described addressing SFD by offering accessible and inclusive programs to underrepresented groups, including women and girls, athletes with a disability, youth at risk, and Aboriginal Peoples. NSO leaders also described benefiting from supporting SFD – broadening their participation base, finding talented athletes for high performance teams, and from the satisfaction of knowing they were doing the right thing by helping youth at risk.

Collectively, findings from these studies should benefit local SFD practitioners and their participants. For local SFD practitioners, Study 1 indicates an organizational capacity framework that may be used to identify local SFD strengths and limitations. Lessons from the Study 2 case studies may also inform local SFD practitioners who are developing their programs through strategic capacity building. And, understanding NSO leaders' (and other partners') motivations and expectations to partner with and pursue SFD may also inform local SFD organizations that rely on external partnerships to sustain their programs and to develop their capacity.

This dissertation follows an integrated article format, and some of the material covered in this introduction is repeated elsewhere. The three studies were conducted with the approval of Western University's Research Ethics Board (Appendix A). The findings endeavor to extend research in management for local SFD, organizational capacity, capacity building, action research in the SFD context, and SFD policy in Canada as well. Following the presentations of Study 1, Study 2, and Study 3, the dissertation concludes with a summary of its key findings, its contribution to theory, implications for practice, and directions for future research.

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## Study 1:

### Organizational Capacity for Local Sport for Development<sup>1</sup>

Sport for development (SFD) research has evolved over 15 years – moving beyond simply mapping the territory (Levermore & Beacom, 2012), to include studies in program design, sustainable development and capacity building, creating and leveraging impacts, and theoretical advancements in the field (Schulenkorf, 2017). In their integrated literature review, Schulenkorf, Sherry, and Rowe (2016) noted the leading outlets for SFD research were, at the time, *Sport in Society* and the *International Review for the Sociology of Sport*, suggesting researchers' (and readers') interests in the social aspects of SFD. However, more often “academics are now analysing the specific management and organisational aspects of SFD projects, including the specific tactics, strategies, and implications of sport related development work” (Schulenkorf, 2017, p. 245). For example, Svensson and Hambrick (2016) identified critical elements of organizational capacity at a small US-based SFD organization with operations in East Africa. Svensson, Hancock, and Hums (2017) also uncovered critical elements of organizational capacity for SFD by interviewing leaders from 29 US-based SFD organizations operating in urban (densely populated) settings. In these two studies, researchers utilized Hall et al.'s (2003) multidimensional framework for non-profit organizational capacity to identify context-specific elements within broad capacity dimensions that enable SFD organizations to achieve their goals. The framework contends that critical elements of organizational capacity are context-specific and fall under the broader dimensions of capacity – including human resources, financial, relationship and network, infrastructure and process, and planning and development capacity. In the current study as well, we utilize Hall et al.'s (2003) framework to guide our investigation of

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<sup>1</sup> A version of this chapter has been re-submitted to the Journal of Sport for Development for publication

capacity for local SFD. Specifically, building on existing literature in community sport (Doherty, Misener, & Cuskelly, 2014; Misener & Doherty, 2009; Sharpe, 2006) and extending research in the SFD context (Svensson et al., 2017; Svensson & Hambrick, 2016), we set out to answer the question: Within the dimensions of human resources, finances, external relationships and networks, infrastructure and process, and planning and development, what are the critical elements of capacity for local SFD?

In this study, we use the term “local SFD organization” to refer to community organizations that deliver SFD programs and initiatives that are designed to meet the specific needs of their communities. Local SFD programs are developed and implemented by people from the community and include sport plus initiatives that add social development goals to traditional sport programs (e.g., earning “points” for volunteering and participating in HIV/AIDS awareness sessions within the Mathare Youth Sport Association) and plus sport initiatives that use sport to attract participants to education-first programs (e.g., Pathways to Education programs at MLSE LaunchPad) (Coalter, 2010). Local SFD organizations include social service agencies, community sport organizations (CSOs), grassroots SFD organizations, charities, and foundations with mandates to achieve community development and social change through sport. Local SFD organizations may work independently, or be affiliated with a national partner/umbrella-organization (MacIntosh, Arellano, & Forneris, 2016; Svensson et al., 2017). However, regardless of resources or size, they share a mission to improve local communities by addressing local issues. In this setting, community development includes promoting education and post-secondary enrolment, increasing awareness for mental health services, developing leadership and other life skills, improving new immigrant and refugee integration, improving police-to-community relations, and offering inclusive sport options for underserved and at-risk

populations. These community-focused SFD outcomes align with Guest's view that SFD programs "simply [provide] the social space for communities to enact their own versions of healthy and positive development" (2009, p. 1347). However, empirical research focusing on the organizational aspects of SFD organizations remains scarce (Schulenkorf, 2017; Svensson et al., 2017). Thus, this study aims to deepen and extend our understanding of this aspect. By knowing the organizational strengths and challenges facing local SFD organizations, key stakeholders, including government agencies and private donors that provide funding for local SFD, program delivery partners, and scholars, may be better positioned to support local SFD organizations to achieve their goals.

### **Organizational Capacity**

Organizational capacity is the extent to which an organization has certain attributes that have been identified as critical to goal achievement (Horton et al., 2003; Misener & Doherty, 2009). Hall et al. (2003) contend those critical elements (or attributes) may be categorized under the broad dimensions of human resources, financial, and structural capacity which includes infrastructure/process capacity and planning/development capacity. In this study, we used Hall et al.'s (2003) framework, following our colleagues in community sport (Doherty, Misener, & Cuskelly, 2014; Misener & Doherty, 2009; Sharpe, 2006), and SFD (Svensson et al., 2017; Svensson & Hambrick, 2016). The framework builds on traditionally isolated indicators of organizational effectiveness (e.g., Chelladurai, 1987), and considers a range of factors that contribute to goal attainment. Hall et al.'s framework was conceptualized specifically for the non-profit voluntary sector and drew from the literature on human, financial and structural capital, as key resources in this broad context. Each of the five capacity dimensions associated with these is purported to influence, to varying degrees, the ability of an organization to achieve

its mandate (Hall et al., 2003). The premise of the framework is that dimensions should not be considered in isolation from each other. Further, the broad capacity dimensions are themselves interconnected and impact one another in a multitude of ways (Hall et al., 2003; Misener & Doherty, 2009; Svensson et al., 2017; Svensson & Hambrick). Importantly, the specific elements within each dimension are expected to vary by the particular non-profit voluntary context:

Doherty et al. (2014) note that,

There is consensus that the elements within each dimension are context specific [and so] what is critical in one context...may not be as relevant in other contexts...Therefore, it is important to understand the particular nature of capacity in a given type of organization...before efforts can begin to address building that capacity. (p. 125S- 126S)

Research has explored the critical elements of capacity in the community sport and SFD contexts. Beginning with local grassroots sport clubs, Sharpe (2006), Misener and Doherty (2009) and Doherty et al. (2014) uncovered particular elements within the dimensions of Hall et al.'s framework that represent the key strengths and challenges experienced by these organizations. These clubs are small non-profit, voluntary membership associations that deliver recreational and competitive sport programs in the community. They rely predominantly on their members for revenues (registration) and volunteering (Doherty et al., 2014). Together, these studies identified as critical elements of club capacity for goal achievement: sufficient and continuing, enthusiastic and skilled volunteers who have a common focus for, and are supported by, the organization (human resources capacity); stable revenues and expenses, alternative sources of funding and fiscal responsibility (financial capacity); effective communication, formalization, and adequate facilities (infrastructure capacity); creative strategic planning and implementation (planning capacity); and effective relationship management characterized by

engaged, dependable and balanced partnerships (external relationship capacity).

Following the work of Doherty and colleagues (2014; Misener & Doherty, 2009), Svensson and Hambrick (2016) and Svensson et al. (2017) explored the nature of capacity within the SFD organization context. Unlike membership-based CSOs, SFD organizations (generally) do not have paying members, and as a result “face considerable challenges in fund development, volunteer recruitment, and staffing” (Svensson et al., 2017, p. 4). Svensson and Hambrick uncovered critical elements within a North American-based organization that operates programs in a developing country. Interviews were conducted with staff in North America and thus the focus is limited to capacity of the host organization rather than local SFD sites. Critical elements of capacity included: paid staff, and sufficient engaged, knowledgeable volunteers with shared values; sufficient and sustainable funding from a variety of sources, including fundraising; formalized organizational structure; critical, self-reflective strategic planning and sustained implementation; and mutually respectful, collaborative partnerships. Svensson et al. (2017) focused on the capacity of local organizations with membership in a national coalition of SFD institutions and operating within large metropolitan areas in the US. They found that the critical elements of capacity of SFD organizations operating programs within their own communities included: paid staff and engaged personnel; sufficient revenues, particularly large-scale funding, and budget management; formalization, access to facilities, technology, and an informal, flexible organizational culture; strategic planning and implementation; and balanced, aligned relationships with a variety of external partners.

There are many parallels yet some unique features of organizational capacity in the community sport and SFD context, supporting the notion that a ‘one size’ capacity framework does not fit all. Moreover, “the manner in which organizations implement SDP programs can

positively or negatively impact learning outcomes” (Svensson et al., 2017, p. 10), so uncovering the specific organizational capacity elements that contribute to successful SFD programs may be especially important in this context. Thus, prompted by the rich and still- growing body of research examining organizational capacity in SFD, the current study contributes to the literature by broadening its investigation to consider a range of independent community organizations that offer programming in diverse settings. This study also examines plus sport and sport plus programs that are being implemented using a variety of sports that represent the breadth of local SFD organizations and their programs. This study extends knowledge and understanding of the critical capacity elements in this context, providing a stronger platform to support local SFD and to build capacity for these important organizations.

### **Related Capacity for Sport for Development Literature**

With the growing focus on management considerations for SFD, a number of studies have examined factors that influence program delivery and organizational sustainability, and which resonate with the capacity dimensions in the Hall et al. (2003) framework. Research and conceptual reflections corroborate the importance of certain dimensions and elements in the capacity of SFD organizations across a variety of contexts. An indicative, although not exhaustive, review of that literature is presented here.

Similar to the consideration of capacity in community sport organizations (Doherty et al., 2014), the greatest attention has been given to human resources and partnerships in SFD organizations. Corresponding with human resource capacity, SFD researchers have considered and identified sufficient volunteers and paid staff (Casey, Payne, & Eime, 2012; Spaaij, 2013), important characteristics (leadership style, motives, skills) of staff and volunteers (Spaaij, 2013; Wells & Welty Peachey, 2016; Welty Peachey, Musser, & Shin, 2017), and shared values



(MacIntosh & Spence, 2012) as critical to SFD outcomes in a variety of contexts. With regard to external relationships capacity, the focus has been on mutual or shared understanding by both parties with regard to the goals and values associated with SFD (Spaaij, 2013), effective communication between partners (Giulianotti, 2011; Hayhurst & Frisby, 2010), and engaged partnerships characterized by collaboration (MacIntosh et al., 2016; Meir, 2017; Schulenkorf, 2012; Skinner, Zakus, & Cowell, 2008; Thomson, Darcy, & Pearce, 2010). Relatively less consideration has been given to date to financial, infrastructure or planning capacity. Related work has considered long term financial sustainability (Casey et al., 2012; Giulianotti, 2011; Thomson et al., 2010) and alternative funding sources (Spaaij, 2013), formalization (Casey et al., 2012), access to facilities (Welty Peachey, Borland, Lobpries, & Cohen, 2015), monitoring and evaluation (Sanders, 2016), and strategic planning (Giulianotti, 2011; Skinner et al., 2008) as critical to SFD organizational goal achievement. Together, these and other studies (e.g., Rosso & McGrath, 2017; Schulenkorf & Edwards, 2012; Sherry, Schulenkorf, & Chalip, 2015; Svensson & Seifried, 2017; Welty Peachey & Burton, 2017) indicate a movement in SFD scholarship towards “a focus on management [that] shifts the emphasis from merely investigating specific program contexts or impacts to factors involved in strategically designing, managing, and leveraging SFD initiatives” (Schulenkorf, 2017, p. 245). As part of this new management movement in SFD, and with a focus on better understanding and ultimately strengthening local SFD organizations, the purpose of this study is to uncover the critical elements of organizational capacity that enable them to achieve their goals. In the following sections, we describe this study’s methods, and present its findings in relation to existing research in organizational capacity and capacity for SFD.

## Methods

### Participants

A total of 17 organizations, representing a diversity of organizational structures, locations, and mandates that reflect local SFD, agreed to participate in the study. Organizations were from across Canada, with a majority operating in or close to major cities (Toronto, Ottawa, and Vancouver). Participating organizations ranged from small kitchen-table structures, to fully developed social service providers with multi-million-dollar annual budgets and a network of resources and mandates beyond SFD. Yet they nonetheless share a mandate to offer programming that focuses on the development of individuals and their communities through participation in sporting activities. The development focus of the respective sport programs hosted by these local SFD organizations include: promoting education and pathways to post-secondary education; mentoring programs designed to steer at-risk youth away from violence and gang affiliation; suicide and mental health awareness; new immigrant and refugee integration; and facilitating positive police-to-community relationships. The sample also represents a wide variety of sports ( $n = 10$ ) through which these objectives are delivered. Further, and following Coalter (2010), we classified the organizations as offering “plus sport” programs ( $n = 7$ ) based on the delivery of development/training/education-first initiatives where sport is used to attract young people, and “sport plus” initiatives ( $n = 10$ ) where sport-first programs were adapted to achieve SFD goals. Interviews were conducted with an individual in each organization involved in a key role with respect to the coordination or delivery of the SFD program. A pseudonym for each interviewee and the organization/program, the individual’s role in the organization, the sport activity, and the SFD approach taken are indicated in Table 1.

Table 1: Description of Sample

Interviewee & Organization/Program Pseudonyms	Interviewee Role	Sport Activity	Program Description
Cindy Hoop Mentors	Project Coordinator	Basketball	Combining traditional mentoring programs with sport (Plus Sport)
Donna Jean Basketball Buddies	Director of Programs and Special Events	Basketball & Soccer	Building social capital through inclusive sport activities (Plus Sport)
Brian Strong Runners	Program Manager	Distance Running	Raising awareness for mental health services through sport (Sport Plus)
John Football Playwrights	Executive Director	Soccer	Combining soccer training with educational/writing objectives (Sport Plus)
Susie Downhill Life Skills	Program Coordinator	Snowboarding	Combining life skills training with recreational sport (Sport Plus)
Alison Sporting Chance	Executive Director	Basketball	Offering sport programs to facilitate positive police-community/youth interaction (Plus Sport)
Kaitlyn Safe Hoops	Executive Director	Basketball & Cricket	Offering sport programs through a traditional social service agency (Plus Sport)
Barb Empowering Fitness	Program Coordinator	Fitness & Dance	Building social capital through inclusive fitness programs (Sport Plus)
Lori Junior Knockouts	Executive Director & Founder	Non-Contact Boxing	Teaching life skills, and leadership through sport (Sport Plus)

Larry Basketball Bookworms	Director	Basketball	Combining traditional sport programs with educational and leadership training (Sport Plus)
Ashley Leading Communities	Child & Youth Engagement Worker	Basketball	Offering inclusive sport at a neighbourhood community centre (Plus Sport)
Colleen City Tennis	Executive Director	Tennis	Offering inclusive sport programs to underserved youth (Sport Plus)
Eddy All-Rounder Citizens	Director of Programs	Soccer & Cricket	Combining mentoring programs with sport activities to at-risk youth (Plus Sport)
Trevor Slap Shot Success	Youth Program Coordinator	Hockey	Combining new immigrant services with sport programs (Plus Sport)
Chris Community Champs	Executive Director	Basketball	Offering sport programs with traditional social services in marginalized communities (Sport Plus)
Paul Slam Dunk Education	Director & Founder	Basketball	Traditional competitive sport programming with educational goals for participants (Sport Plus)
Marilyn Squash for Social Change	Executive Director	Squash	Inclusive sport activities with educational goals for at-risk youth (Sport Plus)

### Data Collection and Analysis

A semi-structured interview methodology, following Patton (2015), was utilized to explore the critical elements of capacity within the focal context. The sample was generated based on a

search of publicly available information on the worldwideweb that identified organizations that were implementing a local SFD program. Without compromising the anonymity of our sample, a Google search for “sport for development + canada” revealed organizations implementing local SFD initiatives, government agencies that support local SFD, and private donors/philanthropists working in SFD as well. Key representatives (e.g., executive directors, program coordinators) from 33 organizations were contacted via email with a letter of information and an invitation to participate in a research study. A follow-up phone call was placed one week later to determine the interest and willingness of the representative to contribute to the study. Ultimately, 17 representatives from 17 local SFD organizations agreed to participate.

Following an interview guide based on Doherty et al.’s capacity research in community sport (Doherty et al., 2014), participants were asked to identify particular strengths and challenges in the delivery of SFD programming within their organization, with respect to each of Hall et al.’s (2003) five capacity dimensions. For example, participants were asked “what are the critical planning and development strengths of your organization? And what are the critical challenges?” Both the strengths and challenges indicated by participants represent critical factors for the organizations. The semi-structured, conversational nature of the interviews also probed for examples and allowed for follow-up questions and points of clarification that resulted in a “thick description” (Lincoln & Guba, 1985, p. 328) of capacity in these organizations. The audio-recorded interviews lasted between 45 and 75 minutes, and were conducted by phone (n=16) and in-person (n=1) by the study’s first author. Interviews were transcribed verbatim, removing all organization names and personal identifiers to protect the anonymity of the organizations and interviewees. Once the transcripts were complete, and for the purpose of member-checking that also helps to establish the trustworthiness of the data (Patton, 2015), they

were sent to participants to review their statements for clarity and to ensure the transcripts matched their true perspectives and experiences.

A priori coding of the transcripts followed the five dimensions of Hall et al.'s framework, and categorizing first by identified strengths and by challenges within each dimension. Emergent coding for sub-themes within each dimension, accounting for strengths and challenges as representative of critical factors, was then undertaken. The emergent coding scheme developed over time, with new sub-theme codes agreed to and applied with each transcript until the co-authors agreed the codes were accurate, and were represented and applied uniformly across each of the 17 transcripts. For example, with respect to human resources capacity strengths, emergent codes included 3.1.1 passion, 3.1.1.1 passion for helping others, and 3.1.1.2 passion for (the) sport. Ultimately, codes 3.1.1, 3.1.1.1, and 3.1.1.2 were merged to capture the theme/critical human resource capacity element of "passion". To further ensure the trustworthiness of the findings (Lincoln & Guba, 1985; Patton, 2015), the study's co-authors reviewed each transcript independently and then reviewed each other's coding in a series of back-and-forth exchanges and meetings until the interpretation and application of each a priori and emergent code was agreed upon. Although the sample represents a range of organizations offering different sports, and sport plus or plus sport programs, the purpose of this study was to identify patterns of common themes and sub- themes across these local SFD organizations.

### **Findings and Discussion**

Multiple critical elements were identified within each of the five dimensions of organizational capacity (see Table 2). The findings are presented here, along with a sample of quotations that are indicative and representative of these elements in the local SFD organization context. These quotations include examples of both strengths and challenges that illustrate the

importance of the particular elements. The findings coincide with existing research on capacity in CSOs (Doherty et al., 2014; Misener & Doherty, 2009; Sharpe, 2006) and SFD organizations (Svensson et al., 2017; Svensson & Hambrick, 2016), and provide additional insights that appear to be unique in this context. As such, this study extends organizational capacity theorizing by advancing a framework of critical elements specific to local SFD, while providing a platform for the further examination and management of organizational capacity in this unique context. Following the presentation of critical elements, we discuss the findings within each dimension in relation to existing capacity (and management) for SFD literature to highlight areas of consensus and offer new insights as well.

Table 2 Summary of findings

<b>Capacity Dimensions</b>	<b>Critical Elements</b>
Human Resources	<ul style="list-style-type: none"> <li>Passion</li> <li>Familiarity with development issues</li> <li>Valued skills and competencies</li> <li>Active and engaged volunteers</li> <li>Sufficient staff</li> <li>Training and support</li> <li>Administrative help from volunteers</li> <li>Shared vision</li> </ul>
Finances	<ul style="list-style-type: none"> <li>Fundraising success</li> <li>Grant funding success</li> <li>Fiscal responsibility</li> <li>Sustainable funding</li> </ul>
External Relationships and Networks	<ul style="list-style-type: none"> <li>Engaged partners</li> <li>Sustained partnerships</li> <li>Social capital</li> <li>Time to manage partnerships</li> </ul>
Infrastructure and Process	<ul style="list-style-type: none"> <li>Information technology</li> <li>Effective communication</li> <li>Facilities</li> <li>Formalization</li> </ul>

Planning and Development	Strategic planning Collaborative planning Awareness of risks and opportunities
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### **Human Resources Capacity**

Critical elements of human resources capacity that impact the ability of local SFD organizations to achieve their mandate were indicated. Those elements include: (a) Passion for helping others and for the sport itself, (b) Familiarity with development issues, (c) Valued skills and competencies, (d) Active and engaged volunteers, (e) Sufficient staff, (f) Training and support from the organization, (g) Administrative help from volunteers, and (h) Shared vision.

Passion, particularly for helping others but also for the sport itself, was identified as an essential trait for paid staff and volunteers. Colleen from City Tennis described her volunteers: “They’re coming to the table with this whole sense of wanting to be part of something bigger than themselves, and wanting to give back, and wanting to make a difference in the lives of children.” Susie (Downhill Life Skills) also shared that, “We do have volunteers each night that volunteer their time...and those people are awesome! They just have such a passion for the sport and for giving back to the sport!”

Familiarity with development issues in the local community is another critical trait for these organizations’ human resources. Specifically, familiarity with the community’s culture, the unique needs of participants, the organization’s development objectives, and experience working in (or being from) the target community was indicated as valuable for volunteers and staff. Paul from Slam Dunk Education stated that, “One of our biggest strengths is a lot of volunteers are alumni...they’ve come up through the [SFD] program and they’ve benefited from the program, so they know what a lot of these kids go through”. Kaitlyn (Safe Hoops) described the “best



thing” about her staff:

The best thing... [is] we recruited from the community, or similar communities as our youth. The workers, the volunteers, the leaders have an experience [that is] similar in terms of their growing up to the youth that they’re working with, and that seems to be pretty important for them to develop that relationship.

Valued skills and competencies was another element identified as critical to the local SFD organizations, and particularly at the board level. These include relevant education and professional experience, and expertise in marketing, social media, financial management, and fundraising. For example, John (Football Playwrights) described the professional experience of his board members as critical to his organization’s success:

We do have a well-established board of directors and they have a lot of expertise in their areas of work. So, for example, we have a Principal; somebody from the Education Department...and we have a couple of CFOs on our board as well.

Notably, knowledge related to communication and particularly social media was identified as important in this study: Eddy (All-Rounder Citizens), who had staff with communications experience handling his organization’s Facebook, Twitter, and website explained: “We’re getting more exposure, and the professionalism is coming through a little better than before because we now have people [who] have the experience and the knowledge and the ability to deliver [our] message.”

Active and engaged volunteers are hardworking people who turn passion into action. These volunteers ‘go above and beyond’ to positively impact participants’ experiences in local SFD programs. They are “the most experienced, hard working group of people you’ll ever meet” (Donna Jean, Basketball Buddies). At Sporting Chance, a police-youth initiative, “it’s all officer

driven, right, so they're our volunteers...we advise them of the opportunity, but they're the ones who actually decide whether to do it, and most of the officers do it off- duty...[they're] exceptional volunteers" (Alison).

Sufficient staff was identified by interviewees as critical to administer operations, deliver programming, and grow their organizations. Many described challenges resulting from having insufficient staff. For example, Cindy (Hoop Mentors) shared:

I mean, one of the challenges is I'm the only person working on this. I'm the only coordinator working on this program. So, in terms of actual capacity, I'm running four different sport programs and I'm trying to plan these events and I'm trying to apply to grants. So, looking to the future it's really dependent on [whether] I have time to continue applying to grants.

Eddy described his organization's challenge with insufficient staff, noting the growing wait list for their services: at All-Rounder Citizens, "we have a lot of kids [who] are waiting...almost 400 kids...I'm down to one social worker as well, so, those are the challenges we have."

Volunteer and staff training and support from the organization was identified by interviewees as critical for the success of their programs. At Leading Communities, "all of our staff have been trained in the fundamental movement skills...so when we have the youth here, we're providing quality recreation experiences" (Ashley). Eddy discussed his organization's formalized volunteer training program:

We talk about child behaviour management.... And we also talk about multiculturalism...and [we have] a really thorough child abuse training segment. We do a learning challenges [and] learning disabilities piece, as well as a mental health piece. So, they're getting a good variety of information, and lots of written material to prepare them

for what they may encounter.

For local SFD, training may be required to become familiar with the sport, achieve or improve coaching certifications, and to become familiar with relevant development strategies. Training can be formal or informal, and includes mentoring from leaders within the organization, and training from the provincial or national sport organization.

Administrative help from volunteers was also identified as a critical element. Local SFD volunteers help to write and review grant applications, assist with registration and communications to participants and volunteers, and may be responsible for other administrative tasks as well. Larry (Basketball Bookworms) described the important role volunteer parents have assisting with administrative tasks at his organization:

One of the parents has taken on all the registration and database so we can become so much more organized. We have another parent who [has] just taken on the role of tournament facilitator...and he's taken care of all of that, again, on a volunteer basis.

Finally, shared vision among staff and volunteers was identified as a critical element, although it was indicated by the challenge of lacking shared vision. In this study, lacking shared vision was predominantly the case with volunteers at organizations that were implementing SFD initiatives for the first time. At Slam Dunk Education, volunteer coaches had been removed from the organization based on an unwillingness to embrace the education- first mission of the program. Paul described: "We've had to get rid of coaches before [who] didn't really get this – that you and the tutors are working together." Colleen described conflicting values at her board, stating "Every board member comes to the table with a different vision of what they feel City Tennis should become." At Hoop Mentors, Cindy shared:

This is a social services agency that's trying to deliver a sport and recreation

program...like, I'm coming at this from a phys. ed. background and everyone is coming at it from a social work or an educational background... [and] people with a social work background are really wanting to emphasize the mentorship component – well, I'm coming at it from a sport background and I really want to emphasize the sport component. So, I think that's an organizational challenge.

Several of the critical elements of human resources capacity are consistent with what has been uncovered in research on SFD capacity (Svensson et al., 2017; Svensson & Hambrick, 2016) and the community sport club context where the focus is on sport development (Doherty et al., 2014; Misener & Doherty, 2009; Sharpe, 2006; Wicker & Breuer, 2011), and in the literature on management issues for SFD (Casey et al., 2012; Spaaij, 2013; Wells & Welty Peachey, 2016; Welty Peachey et al., 2017; Welty Peachey et al., 2013). Similar elements include having passionate (enthusiastic) volunteers and staff with valued skills and competencies (Doherty et al., 2014; Spaaij, 2013; Wicker & Breuer, 2011), who are active and engaged in the organization and share a common vision (Doherty et al., 2014; Svensson et al., 2017; Wicker & Breuer, 2011), and support for those volunteers and staff through necessary training and development (Wicker & Breuer, 2011). The value of passionate volunteers to the SFD organization is encouraging because research indicates this is one of the primary reasons they become and stay involved (Spaaij, 2013; Wells & Welty Peachey, 2016; Welty Peachey et al., 2017). The importance of the knowledge, skills, attitudes, shared vision, and effort of sufficient volunteers and staff are consistent themes across much of the SFD literature (Casey et al., 2012; Spaaij, 2013; Svensson et al., 2017; Svensson & Hambrick, 2016) and non-profit sector at large (e.g., Brown, Anderson, & Jo, 2016; Hall et al., 2003; Wicker & Breuer, 2014). Interestingly, although both volunteers and staff are indicated in the current study, there is a discernible focus on sufficient staff as a

critical capacity element in local SFD organizations. Staff are viewed as carrying out the fundamental work of maintaining the organization and its programs, and managing the volunteers. Perhaps relatedly, another critical element identified in the current study is the reliance on volunteers to offer administrative support to staff; thus, reinforcing the value of volunteers, although largely in the context of assisting staff. Together, the findings highlight the predominant reliance on staff as a critical aspect of organizational capacity, while indicating the importance of ready, willing, and able volunteers. Whereas Svensson et al. highlighted the importance of SFD organizations “finding roles and tailoring responsibilities to the needs and skill sets of individual staff members or volunteers” (2017, p. 14), our study clarifies local SFD organizations’ reliance on volunteers taking on administrative roles in particular. That local SFD organizations in this study relied on volunteers for administrative support reinforces the need for sufficient personnel, and suggests local SFD leaders recruit volunteers with administrative skills, or dedicate financial resources to this area of need and hire paid staff.

Familiarity with SFD issues and needs appears to be a critical capacity element that seemingly corresponds with the local SFD context and programs offered. Whereas skills and experience pertaining to the sport or the club itself is valued in CSOs (Doherty et al., 2014; Wicker & Breuer, 2011), the local SFD organizations rely on an understanding of the specific needs of the participants and communities they serve. Similarly, Svensson et al. identified the importance of recruiting former participants as volunteers because “they easily related to program participants” (2017, p. 15). However, neither Svensson et al. (2017), or this study’s authors, interviewed SFD alumni staff and/or volunteers. In future, capacity and management for SFD researchers may ask how local SFD alumni improve communication and build trust to impact local SFD organizations and their participants. Further, this finding has implications for

recruiting as research suggests SFD volunteers may be interested in “exposing oneself to new cultures and becoming better world citizens” (Welty Peachey et al., 2017, p. 4), or sharing “a love of sport” (Welty Peachey et al., 2013). While these characteristics are laudable, findings from this study indicate it is just as, or more important that local SFD volunteers and staff have knowledge and experiences from these communities.

### **Financial Capacity**

Four critical elements of financial capacity for local SFD organizations were indicated by interviewees. Those elements are: (a) Fundraising success, (b) Grant funding success, (c) Fiscal responsibility, and (d) Sustainable funding.

Fundraising success was identified by all interviewees as critical to achieving their organization’s SFD mandate. Fundraising refers to external voluntary contributions of financial resources, including private individual donations (e.g., annual giving, special events, and major gifts), and in-kind donations from partners (e.g., free or reduced cost for facilities, sport equipment, etc.). Because local SFD programs are sustained almost entirely through external sources of funding, as opposed to memberships and participant fees, their ability to fundraise successfully is critical (Brown et al., 2016; Svensson et al., 2017). For example, Colleen described that her major fundraising event includes an annual gala that “raises anywhere from one quarter to a third of our annual budget.” As well, several interviewees noted the importance of in-kind support. For example, Larry described his organization’s relationship with the local school board suggesting: “They’re good to us when it comes to providing a few extra gyms that they may not give to another organization.” In-kind support through equipment donations was also identified as critical to many organizations. For example, Susie described her organization’s partnership with a major snowboard company, stating: “[Because] we are associated with

[Snowboard Company], they support the program through in-kind [donations], they supply all of the equipment.”

Grant funding success was also identified as critical for local SFD, and distinct from fundraising success. Grant funds are typically awarded for specific projects, and are issued by grant-makers to various causes, including local SFD. Indeed, many of the programs examined would not exist if not for the significant funding provided through foundations, corporate awards, and government grants (Svensson et al., 2017). At Strong Runners, securing grant funding allowed the organization’s SFD vision to become a reality for thousands of at-risk youth, where:

The first couple of years, the pilot project was financed by the [Grant Foundation]. We received over two years, just shy of \$150,000 [and] during that time we reached thousands and thousands of youth...maybe as many as 1,000 youth running in the [Strong Runners Program]. (Brian)

However, it was also noted that grant funding success can present organizational challenges due to specific earmarking of those funds. For example, Kaitlyn noted limitations with grant funds: “None of those funders pay for paying the rent, paying utilities, that kind of thing.”

Fiscal responsibility through careful budgeting and management of existing funds was also identified as critical to local SFD – for the organization and its reputation. For example, Donna Jean shared: “When you donate...you know your money is going to go a lot further than your expectations...we’re not wasting.” Colleen acknowledged the importance of being very frugal, stating, “I don’t pay for legal help, accounting, or anything...” Paul put it this way: “We’ve been really cheap – which is good. [With] any sort of big purchase we all debate [it]. Everybody on the board gets to sit down and say ‘do we really need this’”?

Sustainable funding was identified as a further critical element for local SFD. Interviewees described concerns about the long-term viability of their SFD initiatives, and much of that worry centred on their financial capacity to continue. Trevor (Slap Shot Success) described their ongoing challenge to acquire sustainable funding:

So, with the funding we have now I think we have a two or three-year plan. But we're hoping that by executing this program we can gather more funding and write more proposals and attract more potential donors because [now] we can display what we're doing. It's not an idea anymore. It's actually tangible, and [donors] can see what's happening. We just need to keep this going...[but] will we get the funding to do it?"

Chris (Community Champs) also described his organization's financial challenges to maintain existing programs, noting: "We're coming to the end of two years of funding where we've been hugely successful...but right now we're really struggling to find a way to get the additional funds to support that on an ongoing basis." He further noted:

The work we do with young people, being in sport or physical activity is about relationship building. And it takes time to build trust with the young person – and break down the barriers and the walls that they put up. And, there's this idea of 12 to 18-month programs that start and stop and the funding only comes for this amount of time... [and that] isn't what's most beneficial.

Within capacity for SFD literature (Svensson et al., 2017; Svensson & Hambrick, 2016) fiscal responsibility is a critical element that is consistently identified and is in our study as well. This likely reflects both the non-profit status of organizations delivering SFD and the expectation to be frugal, and ensure the continued financial viability of the organization. Another critical concern of local SFD organizations (and consistent with Casey et al., 2012; Doherty et al., 2014;



Giulianotti, 2011; Thomson et al., 2010) is successful revenue generation and sustainability, in the forms of fundraising and grant funding. Given local SFD organizations cannot rely on earned income from membership or participation fees to cover the costs of programming (Svensson et al., 2017), they instead have a primary focus on generating sufficient and sustained external funding – both cash and in-kind – to ensure they can continue to work towards sport for social change. However, a particular noted challenge of grant-related funding is that it does not always align with the organization’s particular needs (including covering basic expenses like rent and utilities), making this a complex element of capacity. Interestingly, Svensson et al. indicated SFD organizations that had not received federal funding perceived grant funding as a “potential game changer” (2017, p. 24) in terms of their financial capacity. In the current study, and aligned with the non-profit sector (Hall et al., 2003), local SFD organizations who had received grant funding indicated their financial challenges remained, and that further challenges associated with the application process and reporting were also experienced. Moreover, the importance of sustained funding identified in the current study is underscored by the noted importance of program continuity that allows the trust of participants to build and thrive for effective development. Each of these critical elements of financial capacity have important implications for building capacity in local SFD organizations.

### **External Relationships and Network Capacity**

Four critical elements emerged regarding external relationship and network capacity. Interviewees identified: (a) Engaged partners, (b) Sustained partnerships, (c) Social capital, and (d) Time to manage partnerships, as the critical elements impacting their organization’s ability to achieve social change in their communities.

Engaged partners are likeminded individuals and organizations that actively seek out

opportunities to grow local SFD programs based on shared values and common goals with the focal organization. They help to acquire financial resources, provide assistance with planning and development, and offer valuable expertise. Just as the passionate and engaged staff and volunteers are important to the success of local SFD, interviewees described engaged partners as similarly important to the long-term viability of their programs. At Safe Hoops, engaged partnerships with local executive directors in similar agencies provided invaluable knowledge and advice. Kaitlyn described a knowledge-sharing initiative, intended to prevent duplication-of-service and identify new opportunities for at-risk youth: “We meet monthly and we talk about what we’re all doing and talk about issues in the community and work on creating strategies to respond to problems.” In some cases, engaged partners provide sport training to development-minded (plus sport) organizations and volunteers. For example, John shared:

We’re in partnership with our provincial soccer association as well. [We] asked them to come and help us do soccer coaching workshops...[and] it helps us to train our coaches so they are competent when they lead soccer practices.

As well, sport-centric (sport plus) organizations and their volunteers benefit from support from education and development-minded partners. At Squash for Social Change, Marilyn described their partnership with a private tutoring organization: “We work with [them and] they help us getting our students assessed when they come in in grade six – knowing exactly what reading and writing and math levels they’re at.”

Sustained partnerships that have the potential to grow with the local SFD organizations were also identified as critical to achieving long term success. Such enduring relationships were described as consistent with the organizations’ ambitions to create meaningful and lasting programs. Moreover, sustained partnerships are critical because the time to pursue new partners

can be a substantial burden on the limited human and financial resources of these organizations. Lori (Junior Knockouts) described the importance of finding sustainable partners who share the organization's vision for the long-term:

I don't always feel that it's truly sincere, like some people do collaborate because that's the only way to get the money but as soon as it's done they're going to go their separate ways. But we don't really look at it like that. We're trying to build long term relationships and we want to be a charity that's around – we want to create a legacy!

Social capital is a resource that is generated among individuals and groups as they work together, and which may in turn become a valuable asset to those individuals or groups (Andersson, Faulk, & Stewart, 2016; Wicker & Breuer, 2014). It was identified as a critical element for local SFD as the connections and networks generated by the organizations were seen to have great potential (and realized) value. For example, Eddy indicated:

Our board has been, as I said before, very instrumental in developing new networks of support, providing events that are more attractive to the general public. We had just the last spin-a-thon, [and] one of the [broadcaster] journalists was on. She came by and signed up and promoted it to her Twitter account. So we're getting exposure.

At Basketball Buddies, Donna Jean described the snowballing impact of social capital to attract volunteers and funding, suggesting they can occur in tandem:

Once [volunteers] start to participate in our activities – and if [their workplace] has a community foundation, or an engagement foundation, [the workplace will] want to support [Basketball Buddies] because they know their staff supports it with their time.

Finally, time to manage partnerships was indicated by interviewees as an external relationship challenge (or an asset, if available). It speaks to perhaps the key aspect of

partnership management, and particularly for sustaining those relationships over the long term. Ashley noted that the time required can vary with financial partners:

[It is] different depending on their reporting guidelines and how involved they are in terms of the actual operation of each program that they fund. [And] it's always been really important for us to have good communication with our funders around targets and timelines.

In SFD literature (MacIntosh et al., 2016; Meir, 2017; Schulenkorf, 2012; Skinner et al., 2008; Spaaij, 2013; Svensson et al., 2017; Svensson & Hambrick, 2016; Thomson et al., 2010), and community sport as well (Doherty et al., 2014), having engaged partners appears to be a consistently critical element, where engaged relationships are described as those in which both partners are attentive, interactive, and collaborative. The current study identified shared values regarding the growth of SFD programs as critical – consistent with Svensson et al. (2017) noting the importance of mission alignment between stakeholders – and described external partners' assistance with fundraising and planning as examples of engagement. It is possible that there is a greater expectation, and realization, of partner engagement in the local SFD context, where there is a particular focus on the social development of participants; however, this requires further examination. Certainly, sustaining relationships, as with sustainable funding, was identified as essential for program continuity that is so critical to effective social change. This finding reinforces the importance of continuity in several aspects of local SFD organization capacity. Thus, it is perhaps not surprising that sustaining partnerships for critical resources that help ensure the viability and survival of the program is fundamental to the organizations' capacity. Time to manage these relationships, and the social capital that may be generated there, were also identified as critical capacity elements in this context. Time (Svensson et al., 2017) and social

capital (Misener & Doherty, 2009) have been noted elsewhere as critical aspects of the management of partnerships, and are highlighted and reinforced here as fundamental aspects of local SFD organization capacity. The time required to foster and sustain partnerships is critical to local SFD organizations because of their heavy dependence on these relationships – for funding, for facilities, and in some cases for staff and volunteers. Svensson et al. (2017) also identified partnership management as critical, suggesting “the increasing number of external relationships...requires staff members to allocate more time toward maintaining these partnerships” (p. 22). Social capital was described in the context of networking with potentially new partners (volunteers, funders) whose interest in local SFD was characterized by trust in the organization and its personnel, and reciprocity based on common values. This linking social capital (Doherty & Misener, 2008) appears to be manifested in the leveraging of resources within ever-widening networks.

### **Infrastructure and Process Capacity**

Four critical elements of infrastructure and process capacity were determined to impact the ability of local SFD organizations to achieve social change. Specifically, interviewees identified: (a) Information technology (IT), (b) Effective communication, (c) Facilities, and (d) Formalization.

Regardless of organization size, reliance on IT – and particularly a sound database system to manage contacts and keep volunteers and staff organized – was indicated as a valued asset. Donna Jean described the importance of a strong database to maintain contact, sharing: “We invested in a great database last year to ensure that we don’t lose anybody’s information and that we can maintain our alumni.” Kaitlyn noted the importance of a database to achieve her organization’s financial goals:

We've been able to upgrade our fundraising data...[and] we got a stronger, more robust financial accounting system now. We've been able to set up remote access for the finance department so they don't always have to be in here. And now we're looking at doing some things with our IT.

Effective communication, described as open, two-way, and regular, was also identified as critical to the success of local SFD initiatives. For example, Brian described:

The biggest advantage we have as an organization is the fact that we have the input of all of our volunteers. They are very, very involved in running the [Strong Runners Program] on a day to day basis. We have the input of those 35 to 40 team leaders and another 200 assistant coaches on a regular basis.

Marilyn described the importance of effective communication with her volunteers and staff, suggesting: "that's the short and sweet... small team – easier to communicate. We're all on email. We have weekly meetings. We do our goal setting twice a year. We know where we're headed." Similarly, Colleen explained that even when they are not communicating, the ability to reach members of her organization is invaluable. There, "[the board] meets three times per year...but I know 24 hours a day they're all available to me."

Facilities, and specifically space for programming and administration, was identified as a critical element, and often a challenge, for local SFD organizations. Kaitlyn shared:

At our former youth centre...we had a three-bedroom apartment that we used for years as our youth centre...and we had another unit in another building where we ran the girls program when there was a need to have a private space for them...[and] we've lost those sites. So, right now we're operating out of a portable that [Community Housing] has made available to us because those buildings have been demolished.

Eddy also noted the challenge of costs to rent facilities:

We have challenges with space. We always have to find a space – a field, a gymnasium, whatever...and that's an extra cost in some cases. And so, those are the challenges we're having with respect to doing more active type events...it just comes down to funding, [and] our hands are tied in some respects – we're limited – we just can't do more.

Formalization, as effective policies and procedures, was identified as a critical element for local SFD, extending capacity for SFD research (Casey et al., 2012; Svensson et al., 2017; Svensson & Hambrick, 2016). For example, Alison shared:

All our policies are reasonable and good. We have a great law firm that's on board making sure all our legal issues [are taken care of] – our T's are crossed and our I's dotted...And we have great process maps.

John described the benefit to his organization of following an existing model from a related organization:

In terms of policies and procedures and manuals, because we're piggybacking off the [American program], and they've been around for 20 years – so they've given us our poetry and coaching manuals, soccer coaching manuals...a book of hundreds of soccer activities that our coaches can use, and [it has] a lesson plan in there as well.

Marilyn also noted the benefit of adopting the direction of an umbrella organization with which the organization has an arms-length affiliation, suggesting: “We're fortunate that our structure is based on an existing structure – a model that's been successful for 20 years. And that's great”.

Yet,

We don't have – haven't had – many of these things written down and formalized – and...for a new volunteer to come in and say ‘how do we deal with this?’ It's literally just

word of mouth...So that's an area of weakness that we have that we're working to improve and get better.

With respect to infrastructure and process capacity, access to facilities was indicated as perhaps the most critical element for local SFD. Access to facilities was also noted in the community sport context (Doherty et al., 2014; Hanlon, Morris, & Nabbs, 2010; Wicker & Breuer, 2011) and is consistent in SFD research as well (Sawrikar & Muir, 2010; Svensson et al., 2017; Welty Peachey et al., 2015). Very few of the organizations studied own their facilities, and thus access to venues is paramount to offer, and even to coordinate, their sport programs. Effective communication was also indicated as critical to the success of local SFD organizations. Similarly noted elsewhere in the community sport and SFD context (Doherty et al., 2014; Svensson et al., 2017; Svensson & Hambrick, 2016; Wicker & Breuer, 2011), effective internal and external communication is essential for “informing people and letting them know what is going on” (Doherty et al., 2014, p. 135S), reinforcing shared vision and values, managing partnerships, and communicating with active and engaged staff and volunteers. In the current study, two-way communication that promotes input from all stakeholders was highlighted.

Consistent with existing research in SFD (Casey et al., 2012; Svensson et al., 2017), formalization, as effective policies, and procedures, was indicated as critical by interviewees in this study. However, there does appear to be some diversity across the organizations in terms of having in place, or working on, policies and procedures that can guide them in the pursuit of their social change mandate. An interesting observation in this study was a few local SFD organizations that reportedly benefited from following the structure and manuals of a related or authorizing (umbrella) institution. This allowed the organizations to focus more energy on their programming. This approach to formalization warrants further examination with regard to the



availability, uptake, and effectiveness of adopted and adapted infrastructure guidelines.

Information technology, and particularly a sound database system, was indicated as a critical element of capacity for local SFD. For local SFD organizations working in a dynamic environment where coordinating volunteers and staff, managing partnerships, reaching donors, and communicating with participants is the essence of their operations, managing those activities is dependent on up-to-date information technology systems and support (Svensson et al., 2017).

### **Planning and Development Capacity**

Three elements regarding planning and development capacity were indicated as critical to the local SFD organizations. Specifically, interviewees identified (a) Strategic planning, (b) Collaborative planning, and (c) Awareness of risks and opportunities.

Strategic planning was identified as critical to the local SFD organizations, although it is not always executed to the extent desired. According to Chris, “I think everything comes from your strategic plan.” Chris further noted that, “We spent time laying this roadmap out that we’re working towards, and that has guided us in how we go after dollars and how we write proposals and where we’re looking to add value.” However, at Junior Knockouts, Lori described the process of starting to plan strategically, and how doing so has taken time:

We’re getting to the point now where our board is getting a little bit more involved with strategic planning – creating goals – and trying to get a safety net of revenue for us. I think we’re just kind of honestly, we’re just getting to the point after four years where we’re starting to create long term planning goals.

Collaborative planning was also identified as critical in this context, involving the organizations’ board, volunteers, and partners. Paul described the importance of including a range of stakeholders in the planning process, sharing:

We basically open the doors to everybody. We've had parents come in, [and] once in a while we have players come in and they've said "this' what I see as a problem – but this' what I think we can do better", [and] we actually try to sit and listen to them and try to enact [their suggestions].

Finally, it is critical that an awareness of risks and opportunities underlies the organizations' planning efforts, particularly regarding considering possible threats to sustainability. John explained: "We are ambitious in growing our program – and at the same time we need to take a very cautious approach when we expand, because when we expand, our goal is to stay in a school for a very long time." Eddy also expressed concerns regarding whether his organization's mandate should expand, noting:

We need to look at challenges, and we're going to look at [whether we] should stay in our same focus – doing the mentoring – or should we look at broadening our scope...[with] youth employment, providing training and resumé support...and do we have the resources to do that?

Kaitlyn shared her concerns regarding environmental risks:

The environment [we're in] changes very quickly...families are moving in, moving out, housing is being ripped down [and] your constituent base isn't the same from month to month or year to year...[and] there's lots of stuff we would like to do, want to do, or have in our plan. [But], we can't always resource everything we'd like to do.

A strategic plan was described as a "roadmap" that guides the organization towards the future and provides the framework for financial and program decisions that may allow that to happen. However, challenges to such planning are noted across contexts (Doherty et al., 2014; Svensson et al., 2017; Svensson & Hambrick, 2016; Wicker & Breuer, 2011). Strategic planning

that relies on and benefits from the collaborative involvement of a range of stakeholders – board members, partners, volunteers, and participants – was indicated as a critical element of local SFD capacity in the current study. This may be a function of the organizations’ awareness of risks and opportunities – another critical element of capacity uncovered in this context – which fosters the involvement of key stakeholders to ensure all threats and possibilities are considered. Threats to organizations’ sustainability, while in many cases seeking to grow, were indicated as particular considerations in local SFD planning. Uncertainty can be reduced by increasing the amount of information available to an organization (Slack & Parent, 2006), and this seems to be the approach taken in the local SFD context. The salience of risk management in this context contrasts with CSOs that are concerned with creative “outside the box” thinking (Doherty et al., 2014, p. 136S) that can assist with planning for stability (Wicker & Breuer, 2011). This may be a reflection of the local SFD reliance on external and often new and changing funding partners, in the context of programming directed at social change, and thus organizations are particularly alert to mitigating risks to sustainability while seeking new opportunities for growth.

### **Limitations and Future Research**

While this research makes a meaningful contribution in uncovering the critical capacity elements within the local SFD context, there are limitations to this work. Notably, of the 33 local SFD organizations identified – 16 did not participate in this study – and so their insights and experiences are absent from the findings. As well, the study is based on responses from single persons from each participating organization. In future, research may include several perspectives, including from stakeholders, partners, and across levels of the organization, to gain a richer insight to the nature as well as impact of capacity in local SFD organizations. Also, it was not a focus of this study to consider variations in capacity among the sample of local SFD

organizations on the basis of size, life-cycle, existing capacity (resources), and so on. However, such further considerations could be useful to advancing understanding of these organizations. As Svensson et al. (2017) noted, there is also the opportunity to use more quantitative measures, including financial forms and other key performance indicators, in assessing organizations' capacity, rather than relying on leaders' descriptions of strengths and challenges in each broad dimension.

Future research should also consider the role of leadership in SFD capacity. To date, (surprisingly) no capacity for SFD research has indicated leadership as a critical element, perhaps because interviews were conducted with leaders who may not have realized, or been reluctant to identify, the importance of this factor. However, leaders ultimately decide many of the key decisions regarding whether and how to build capacity for the organization, and so it is of interest to explore their role in organizational capacity for local SFD.

### **Implications for Practice**

The framework of capacity elements uncovered here may be a useful tool for local SFD organizations to assess their capacity strengths and challenges; determining what they are doing well according to these guidelines, and identifying aspects that need attention. For example, local SFD organizations may reflect on whether they have volunteers and staff who are familiar with the development context of their programs, and if not, consider recruiting volunteers from their alumni network. Local SFD organizations may also reflect on the critical and unique skills they require to achieve their goals, and seek out volunteers (and paid staff when financial capacity allows) who possess those critical skills. In particular, fundraising experience and grant writing skills may be especially important, given local SFD organizations' reliance on external funding. Successful local SFD organizations are also characterized as having engaged and sustained

partnerships. As such, devoting time to manage these relationships is important, and using a sound database to streamline communication to partners (and participants) appears to be helpful. The capacity framework for local SFD may also be useful for funding partners and policy makers to inform funding opportunities and strategic initiatives that are directed towards supporting and building various capacity elements in these organizations. For example, funding and support may be directed towards critical aspects such as staffing and training, sustainable (long-term) finances, IT, and facility access. These are just some of the key factors identified by local SFD personnel as fundamental to the ability of their organizations to deliver social change programs through sport. Thus, acknowledging the critical elements of capacity identified, and further verified, in the current study as a framework for directing efforts to build capacity, local SFD organizations and their key stakeholders can be better positioned to support efforts toward sport for positive social change in the community.

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## Study 2:

### Action Research for Sport for Social Change

This study examines the process of capacity building, using a participatory action research (PAR) methodology, in two sport for social change (SFSC) organizations. SFSC refers to “a sub-field of [sport for development] that uses sport as a catalyst to build social capital and develop socially and physically healthy communities” (Sherry, Schulenkorf, & Chalip, 2015, p.1).

Whereas sport for development and peace (SFDP), refers to international organizations that implement global initiatives to address one or more Millennium Development Goals (Guest, 2009; Kidd, 2008; Spaaj & Jeanes, 2013), Local SFD/SFSC organizations and their programs are becoming more visible in “developed nations...directed toward communities identified as marginalized or at-risk...including at-risk youth, Indigenous communities, recently arrived refugees, and culturally and linguistically diverse communities” (Sherry et al., 2015, p. 1). For

example, Toronto-based non-governmental organization Right To Play Canada has, since 2010,

expanded to 88 First Nations, Metis, and Inuit communities across Canada, engaging approximately 5,000 Aboriginal children and youth...[to] enhance educational outcomes, improve peer-to-peer relationships, increase employability and improve physical and mental health amongst Aboriginal children and youth. (Right To Play, 2017, np)

Professional sport organizations and their foundations are also engaging in SFSC through financial grants and support to community organizations. Also in Toronto, Maple Leaf Sports and Entertainment (MLSE) offers “community action grants” to local sport organizations that “value, foster, and celebrate diversity...[and] build more inclusive communities [to] address barriers of all types” (MLSE Foundation Community Action Grants, 2017, np). Major League Baseball’s Toronto Blue Jays’ Jays Care Foundation offers up to \$150,000 toward “building new

infrastructure...improving existing spaces to increase programming capacity, overall usage, safety, accessibility and inclusiveness...” (Toronto Blue Jays Care Foundation Field of Dreams, 2017, np).

At the grassroots level, SFSC initiatives often develop in response to an identified need by concerned citizens, parents, teachers, sport practitioners, and social service providers that view sport as an opportunity to reach at-risk and underserved participants (Study 1). In Edmonton, Alberta, for example, the Boyle Street Community Services/Alberta Health Services/Alberta Hospital offers weekly floor hockey to homeless men in the community. The program provides access to health-related resources, achieves physical benefits from increasing activity, and offers participants the opportunity to develop social capital (Scherer, Koch, & Holt, 2016). In Toronto, Ontario, the Malvern Family Resource Centre Soccer Drillz program

is designed specifically for boys and girls ages 11-14 with little or no experience in the game of soccer...[they] are given access to a [National Coaching Certification Program] qualified coach once per week to support their technical and tactical skills...and [benefit from] other activities including listening to guest speakers, [and] participating in leadership activities to build self-esteem and future leaders. (MLSE Foundation Grant Recipients, 2017, np)

Across Canada, these and other programs exist to benefit individual participants and their communities through the intentional use of sport.

In North America, researchers have explored local (or domestic) SFD organizations' capacity (Study 1; Svensson, Hancock, & Hums, 2017), defined as those “attributes that help or enable an organization to fulfil its missions” (Eisinger, 2002, p. 117). According to Hall et al. (2003), those attributes or dimensions of capacity include an organization's human resources

capacity, financial capacity, relationships and network capacity, infrastructure and process capacity, and planning and development capacity, with context-specific critical elements within each dimension (Doherty, Misener, & Cuskelly, 2014). From that research, a framework of organizational capacity for local SFD has emerged, outlining the elements within each dimension that have been identified as critical for SFSC organization goal achievement (see Figure 1).

<b>Capacity Dimensions</b>	<b>Critical Elements</b>
Human Resources	Passion Familiarity with development issues Valued skills and competencies Active and engaged volunteers Sufficient staff Training and support Administrative help from volunteers Shared vision
Finances	Fundraising success Grant funding success Fiscal responsibility Sustainable funding
Relationships and Networks	Engaged partners Sustained partnerships Social capital Time to manage partnerships
Infrastructure	Information technology Effective communication Facilities Formalization
Planning and Development	Strategic planning Collaborative planning Awareness of risks and opportunities

Figure 1. Organizational capacity for local sport for development. From Study 1.

However, while researchers have uncovered what capacity elements are critical for local SFD, there has not been a systematic examination of how local SFD/SFSC organizations build capacity to improve their ability to achieve social change. Thus, the purpose of this study was to explore the process of capacity building using a participatory action research methodology.

This chapter includes an overview of participatory action research and its usefulness in SFD research, and a review of related capacity building literature. Following the literature review, this chapter presents the study's method (including participant selection and the PAR procedure followed), findings from each organization, and a discussion with reference to related research and implications for practitioners who may consider capacity building.

## **Review of Literature**

### **Participatory Action Research**

Participatory action research (PAR) is a democratic and collaborative endeavour between researchers and practitioners who act as co-researchers to identify problems and find answers through research and reflection (Bradbury-Huang, 2010; Bradbury & Reason, 2003; Frisby, Crawford, & Dorer, 1997; Lewin, 1946). According to Brydon-Miller et al. (2003, p. 11), “action research is a work in progress,” and action researchers

challenge the claims of a positivistic view of knowledge which holds that in order to be credible, research must remain objective and value-free. Instead, [action researchers] embrace the notion of knowledge as socially constructed and...commit ourselves to a form of research which challenges unjust and undemocratic economic, social and political systems and practices. (Brydon-Miller et al., 2003, p. 11)

In sport management research, PAR (and Feminist PAR or FPAR) has been utilized to improve access to sport programs for low-income women (Frisby et al., 1997) to improve community sport organization programs for youth (Green, 1997), to improve access to sport for participants with HIV (Hiebert & Swan, 1999), to assess the impacts of a community sport development project (Vail, 2007), and to improve board governance in sport organizations (Ferkins & Shilbury, 2010; Ferkins, Shilbury, & McDonald, 2009). In a recent *Sport*

*Management Review* special issue, scholars (Hoerber & Shaw, 2017; Rich & Misener, 2017; Sherry, Schulenkorf, Seal, Nicholson, & Hoye, 2017) re-emphasized the importance of PAR and FPAR in sport management – to champion the experiences of marginalized and often unheard voices (Nicholls, Giles, & Sethna, 2009). For example, Hoerber and Shaw (2017) suggest

methodologies like PAR, [and] feminist action research...have so much potential to positively affect communities beyond the academy...[by giving] researchers the opportunity to work with people to address issues that are relevant to the public, including improved access to sport and recreation for marginalized members of society. (p. 6)

For SFD researchers in particular, Sherry and her colleagues (2017) suggest PAR may promote social change by “situating[ing] the less powerful at the center of the knowledge generation processes” (p. 71). More broadly, Chalip notes “the notion that action research can enhance the performance of managers is well established” (1997, p. 1). Thus, for this study, a PAR methodology was selected to empower participants as ‘co-researchers’ in developing relevant and practical knowledge, and to enhance the performance of each SFSC organization through capacity building. As co-researchers in this project (myself as lead researcher, Dr. Doherty, and board members from each organization), our goal was to “learn from those excluded from the sport system and [to learn] from the professionals and volunteers operating within it” (Frisby et al., 1997, p. 26). Our goal was to “produce practical knowledge that is useful to people” (Reason & Bradbury, 2001, p. 2) because we believe “there is a role for social science research in alleviating social injustice and promoting community involvement in social change efforts” (Balcazar et al., 2004 in MacKinnon, 2009, p. 158). As well, this study relied on the experiences and lessons outlined in previous sport management action research (Frisby et al., 1997; Frisby et al., 2005; Green, 1997; Vail, 2007; Rich & Misener, 2017). In particular, the lead

researcher worked to establish key relationships within the respective organizations (Frisby et al., 1997), build trust with participants (Frisby et al., 2005; Welty Peachey & Cohen, 2016), and anticipate time constraints and pressures on researchers and participants (Frisby et al., 2005; Hoeber & Shaw, 2017). The specific details of the PAR approach followed are outlined in the Methods section.

### **Organizational Capacity Building**

Scholars have identified several objectives for capacity building (Blumenthal, 2003; Light, 2004; Millar & Doherty, 2016; Sobeck & Agius, 2007), suggesting it includes a variety of activities including board development, management training, and upgrading technology (Light, 2004). Krishnaveni and Sripirabaa (2008) define “capacity building [as] a process that helps organizations improve its ability to achieve its mission” (p. 2), and what’s critically important is the activities-organizational effectiveness link (Light, 2004). According to Sobeck and Agius,

Capacity building is used to modify elements of the organization’s environment, which in turn should improve staff knowledge and productivity. Ultimately this should strengthen the organization’s ability to meet the needs of its clients and improve organizational performance. (2007, p. 238)

Regarding capacity building in non-profit organizations, Wing (2004) suggests,

It is easy to toss around terms like nonprofit capacity building, but it is important to recognize that such a concept exists at a very high level of abstraction. As researchers and practitioners alike can appreciate, the term nonprofit encompasses a huge diversity within itself, referring to everything from a handful of volunteers in a neighbourhood banding together in their spare time to plant flowers to huge universities and health care systems. [Therefore] whatever capacity building might be, it is not going to be the same across such



a diversity of kinds of organizations. (p. 154)

Building on that research, and the work of Nu'Man, King, Bhalakia, and Criss (2007), who suggest capacity building is a dynamic and multidimensional process influenced by external and internal factors, Millar and Doherty (2016) developed a process model of capacity building. Their model indicates organizations that successfully build capacity do so by following several key steps including: recognition of an internal or external stimulus; an organizational needs assessment; selection of appropriate strategies; determination of organizational readiness for capacity building; and the implementation of specific capacity building strategies (see Figure 2).

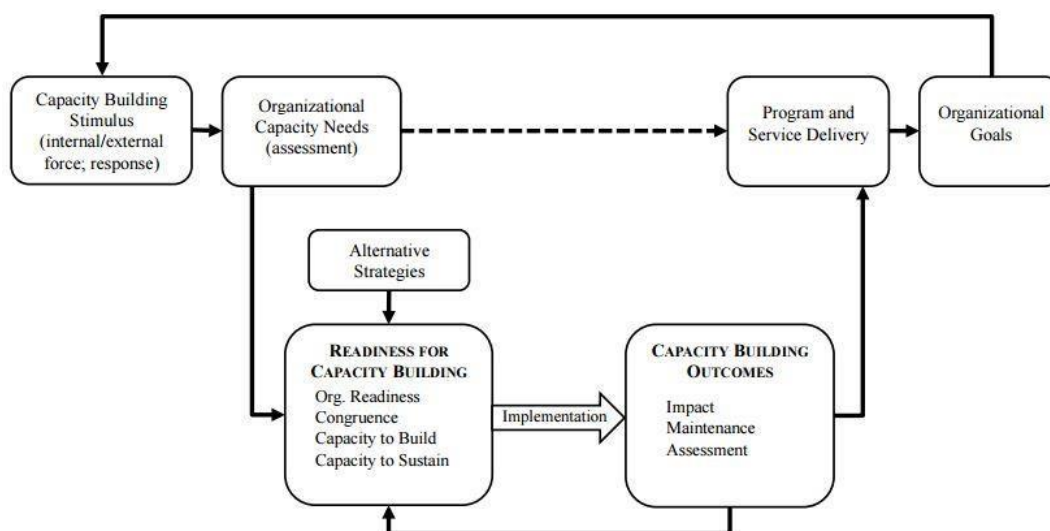


Figure 2. A process model of capacity building. From Millar, P., & Doherty, A. (2016). Capacity building in nonprofit sport organizations: Development of a process model. *Sport Management Review*, 19, 365-377. Copyright (2016) by the Sport Management Association of Australia and New Zealand. Reprinted with permission.

Further, Millar and Doherty (2016) suggest the “understanding of capacity building remains incomplete and largely fragmented, focusing on individual components of capacity building

while neglecting to capture the process in its entirety” (p. 2). So, a critical aim of this study was to explore the capacity building process in its entirety, capturing each critical step as they unfolded at two SFSC organizations.

### **Method**

This study followed Ferkins, Shilbury, and McDonald’s (2009) four-phase action research methodology. The phases are: (1) issue identification; (2) context analysis; (3) intervention and action; and (4) evaluation. During each phase in the current study, from October 2015 to August 2016, qualitative data were collected through semi-structured and conversational interviews, informal personal correspondence, participant observations, and document analyses. E-mails, impromptu phone conversations, and text messages were common between the lead researcher and co-researchers from each participating organization, in addition to more formal observations at research sites (including board meetings, program visits at local schools, etc.). Generally, the informal conversations and observations were used to inform and shape each case study and prompted further discussion during the formal (audio recorded) interviews. Insights from the formal conversations, semi-structured interviews, and document analyses are used throughout this chapter to tell each capacity building story in the voice of the co-researchers. As well, following Ferkins et al. (2009), co-researchers regularly engaged in reflections during interviews and through correspondence regarding the action research process, the process of capacity building at their organization, and their role as a co-researcher doing action research.

In phase one (issue identification), co-researchers determined what dimension(s) of organizational capacity was best-suited for capacity building. In each SFSC organization, broad dimensions of organizational capacity (following Hall et al., 2003) were identified by co-researchers as areas where capacity building would improve their ability to achieve social change.

In phase two (context analysis), background information regarding each organization's existing capacity was compiled, including previous years' board meeting minutes, strategic planning documents, partnership agreements, social media activity, and publicly available 'stories' from YouTube, television interviews, and other traditional media sources. As was the case with Ferkins et al. (2009), overlap between phases one and two occurred, as conversations between co-researchers routinely shifted from context analysis to issue identification, or "where we came from, and how we are trying to move forward" (Bob, Junior Knockouts Board Chair, February 14, 2016).

In phase three (intervention and action), several capacity building strategies were developed and implemented by co-researchers at their respective organization. Specifically, interventions that aimed to improve human resources capacity, financial capacity, and relationship and network capacity were developed and implemented. In phase four (evaluation), co-researchers reflected on their capacity building interventions through semi-structured interviews and short answer questionnaires. Co-researchers from each organization shared their experiences to benefit fellow practitioners and offered lessons for scholars interested in conducting PAR projects in the future.

### **Participant Selection**

Four organizations from Study 1 were contacted to determine their ability and willingness to contribute to this follow-up study. These were organizations that had expressed interest in future research opportunities, had identified areas of organizational capacity that could benefit from capacity building, and that were located reasonably close to the lead researcher's University (within 200km). Each of the four organizations contacted were expected to provide illustrative and comparative examples of the capacity building process (Stake, 2005), and three of the four

organizations contacted responded with interest in the study. However, one organization's executive director was in the process of changing careers and could not commit her organization to the project knowing she would not be there to oversee its implementation. For the remaining two organizations, follow-up phone calls from the lead researcher, email exchanges, and face-to-face meetings at a coffee-shop nearby one organization's home office, and another at a private tennis club, were utilized to answer questions related to: the action research process; capacity building; proposed project timelines; and co-researchers' responsibilities. Because the lead researcher was familiar to each organization, these initial conversations were informal, and focused on 'how the organization was doing'. Ultimately, those two SFSC organizations – that will be referred to using the pseudonyms Junior Knockouts (JK) and City Tennis (CT) – were confirmed as the focus for this study, acting as co-researchers for the duration of the project.

### **Researcher Positionality and Validity**

By collaborating with participants as co-researchers in PAR, action researchers must accept the role of 'insider' and take steps to mitigate real and perceived biases throughout the research process. As Nadler (2004) suggests: "by participating in the process, the strategy becomes 'our' strategy as opposed to 'their' strategy [and] with increased ownership comes increased commitment to help the strategy succeed" (p. 28). In this study, at each SFSC organization, prior relationships between myself and (several) volunteer board members, coupled with a desire to see each capacity building intervention succeed, meant the organizations' goals quickly became mine as well. Thus, following Ferkins and her colleagues (2009), multiple data collection strategies, accompanied by ongoing reflections and meta- descriptions of the action research process, were undertaken to ensure "the way data were gathered, analysed, and presented reflected the phenomena under study" (Ferkins et al., 2009, p. 253). Open two-way

communication between co-researchers within each organization and myself, open-ended reflections during interviews and questionnaires, opportunities to co-present research findings at one peer-reviewed academic conference, and individualized evaluations were all utilized to ensure co-researchers could “speak through” (Tolich & Davidson, 1999, p. 37) any lead researcher biases to share their stories and their experiences.

## **Results**

This section describes the dynamic process of capacity building in its entirety at two SFSC organizations. Representative quotations from co-researchers that illustrate the capacity building process at each organization are also provided. Results are presented for each organization, beginning with JK and followed by CT. The organization names and all co-researcher names and identifying features have been changed to protect the anonymity of the participants and their partners.

### **Junior Knockouts**

In October 2015, Junior Knockouts agreed to participate in this action research project. As a contributor to the previous research (Study 1), JK had already identified several dimensions of organizational capacity that would benefit from capacity building. As part of that research, JK’s co-founder, Marilyn, also indicated a willingness to contribute to future research, and suggested her organization’s volunteers would be as open and helpful as she had been during Study 1. During the current study, six JK volunteer board members acted as co-researchers. I attended regular board meetings at Marilyn’s home, and visited JK schools and the Winners Circle (a boxing gym) to watch the programs in action. I also participated in one training session to gain a better appreciation for the sport of non-contact boxing (Note: it was strenuous and a lot of fun). Final evaluations and reflections on the PAR process were recorded in June 2016.

## Issue Identification and Context Analysis

Junior Knockouts was founded in 2010 by Marilyn and James (Jim) Cleary (pseudonyms). From its inception, their objective was to build a principled and youth-centred boxing club that impacts the lives of young people in their community. Its five core values are: (1) all things are possible with training, preparation, and confidence; (2) we all have a duty to give back to the community; (3) all children and youth should have access to high quality fitness based programs; (4) physical fitness is a cornerstone for healthy, happy, and balanced lives; and, (5) positive relationships among people are the foundation of life. Informed by those values, JK programs aim to develop positive life skills through the sport of non-contact boxing, creating “community champions” (JK website). According to JK, community champions are passionate about physical activity and nutrition, are equipped with necessary social skills and social capital to navigate their communities, and they are committed to community and service beyond the boxing gym. Its programs are inclusive and are targeted towards “priority identified neighbourhoods” that experience higher than average at-risk populations (e.g., visible minorities, recent immigrants, and single-parent families), higher than average low-income rates, and higher than average unemployment rates (City of Toronto, 2006). In JK’s community, and in addition to those challenges,

we’re dealing a lot with the Roma community, and there’s a lot of trust issues [between] the police and the families and the kids...English is not their first language and they’re doing their best to fit into a different culture, and these kids live in fear that they’re going to get deported. (Marilyn, January 21, 2015)

Thus, programs designed to improve relations between Toronto Police and JK youth are especially important. At a local middle school where JK offers its programs,

there was a big divide between the Roma kids and the Canadian kids...[so] we were trying to embrace cultures from both sides...[and] by having the kids learn about different countries, [it] helped them both gain an acceptance of the other groups involved in the [JK] program. (Marilyn, January 21, 2015)

According to JK's Board Chair, Robert (Bob) (Marilyn's father), JK's mission is "teaching people [that] life is like boxing in the sense that you're going to get beat up sometimes. The question is – you can fall down and never get up, or you can get up and start all over again" (Bob, February 11, 2016).

During this study's issue identification phase, the lead researcher met with Marilyn individually, attended quarterly board meetings, and introduced the concept of capacity building to the JK board. Conversational interviews were also conducted with members of the JK board to determine specific areas within the broad dimensions of organizational capacity that they felt were most in need of development. Bob indicated the importance of developing human resources capacity through hiring paid staff:

We need to expand...and in order to expand you need to pay, and unfortunately many of the institutions that we have been approaching don't want to pay. They consider, "well, volunteers should be doing that." Well, volunteers can cover so much, but you need dedicated souls to make things run right! (February 11, 2016)

Regarding the lack of human resources capacity, its relationship to financial capacity, and its impact on other areas of the organization, Bob indicated he was concerned,

because one of Marilyn's greatest strengths was course development and how to teach other people how to deliver the course and she's not doing that. What she's doing now is trying to chase down money so we can go another year, and this going from year to year

jazz is very unsettling. (February 11, 2016)

Alex, a JK board member, and Toronto Police Officer, also recommended developing human resources capacity, and indicated how doing so would improve their ability to reach more at-risk youth. He suggested,

The other issue we come across as we grow is there's tons of opportunity – a lot of schools and people that would love to have JK there. But, the problem is the number of people

[who] can deliver the program hasn't caught up to the demand. (Alex, February 12, 2016).

JK Public Relations specialist, Richard, echoed Bob and Alex's sentiments, adding that without additional staff it was likely Marilyn and Jim would soon burn out. Speaking for the JK board, Richard shared:

I think we all collectively agreed that Marilyn and Jim are both overworked, and we want to find ways to lighten their load, because they're putting in a lot of volunteer hours at the gym and she does a lot of the administration, or all of the admin work – the financials.

So, we just want to take some of that pressure off of her...[because] we don't want her to burn out! (February 12, 2016)

During individual interviews and at the November 26, 2015 board meeting, co-researchers suggested financial capacity limitations were having significant negative impacts. At multiple times during the meeting, financial pressures were expressed by several co-researchers regarding upcoming travel experiences planned for JK athletes, grant funding for specific programs that were about to end, and grant funding applications that had been denied. There was also a lengthy discussion regarding proposed membership fees for competitive boxers outside JK's target demographic of 6 to 18-year-old at-risk youth (Meeting Minutes, November 26, 2015). Sponsorship opportunities were also discussed, with co-researchers offering branding



insights and marketing strategies that they believed should be implemented. As well, recognition plans for donors who give \$1,000.00 annually were discussed. According to several JK board members, the emphasis on fundraising and developing a specific fundraising campaign stemmed from their frustrations with grant funding restrictions that prohibited spending on human resources, administration, infrastructure, and other operational expenses. With respect to grant funding requirements, Marilyn explained,

[grant funding organizations] require you to have an engagement review [a financial report prepared by a chartered professional accountant], well, an engagement review is \$3,000.

So, for an organization that doesn't have any paid staff – we don't have money to pay ourselves. So, to come up with \$3,000 to apply – to maybe get money...I don't think that's really a fair system. (January 21, 2015)

Bob shared his frustration with grant funding restrictions and reinforced JK's need to find untethered funding:

We somehow have to get a source of funding that allows [JK] to hire people to do some of the background stuff. And, we work under a very tight regime tax-wise in terms of trying to keep it at 15-18% maximum going towards administration, right. That's all part of the deal...but if we could get some other funding...so [that] the organization can run...it would be awesome! (February 11, 2016)

### **Intervention and Action**

Two capacity building interventions were developed and implemented by co-researchers at JK. First, with respect to its human resources capacity, JK applied for the City of Toronto Investing in Communities Grant (IICG) to enable hiring a part-time staff person for one year. The IICG awards funding to organizations to hire from a pre-selected group of workers who are

on some form of government assistance. Simultaneously, co-researchers from JK planned to implement a financial capacity building intervention using a targeted fundraising campaign code-named “Sting Like a Bee” (SLAB Draft). According to JK, the SLAB campaign would “ensure that each one of these young champions continues to have access to our free programming without economic barriers” (SLAB Draft, p. 1). These interventions are described below.

**The investing in communities grant at JK.** At JK, Marilyn “applies for many, many grants...[and] sometimes she includes me [Bob]...sometimes I’m in on the ground floor and we go at it all together” (Bob, February 24, 2016). With respect to the IICG, Marilyn, Ashley and Rae-Anne (friends and JK supporters) worked together to draft and submit the application. On February 25<sup>th</sup>, 2016, Marilyn notified the Board that their application was successful, earning JK a year-long commitment from the City of Toronto (with the possibility for renewal) of \$18,195. Sharing his enthusiasm, Bob suggested it was “a bit of a stretch to say I was dancing around, but yes, I was really, really pleased. That’s our first big jump that we can do that and have somebody to really organize some of the things that we’re working on” (February 24, 2016). However, shortly thereafter, JK board members expressed concerns regarding their capacity to implement and manage the IICG funds. Specifically, concerns regarding hiring (and potential firing) procedures, additional work for board members, and lacking sufficient office space were relayed to me. In a group email to the JK board, Marilyn stated, “I’m counting on some support” (February 25, 2016). Bob described his first conversation with Marilyn following the news of their successful application as “so funny...her first thing was ‘oh, I gotta get QuickBooks set up, I gotta figure out Canada Pension’, and I’m like ‘wait a moment!’” (February 24, 2016).

Following the news of their successful grant application, JK board members finalized the new position’s job description (the position would be Coordinator and Youth Coach), updated

JK's human resources policies to include hiring and firing procedures, and discussed the necessary skills and personality characteristics they valued most in potential applicants. Within the IICG application itself, JK indicated the Coordinator and Youth Coach should be someone "wanting to make a difference in the city and having an invested interest in Toronto's youth" (IICG Application, 2015, p. 9). When it became JK's responsibility to hire, train, and work with the new Coordinator and Youth Coach, applicants' skills, personality, and reliability became the most scrutinized aspects of their applications. However, new challenges related to the grant were topics for discussion at the March (2016) board meeting. The March 20 minutes indicate,

The [IICG] program might be an issue...it is not what it was understood [to be]. The pool of people we get to draw from is from social services and not unemployment...Marilyn is concerned the person hired will need a lot of supervision, [and] if the person doesn't or can't do the job we can fire them and start again – but, that means Marilyn will have to do the process all over again. (Meeting Minutes, March 20, 2016)

Regarding potential issues with hiring from the City of Toronto's applicant pool, Bob expressed concerns based on his experiences with similar programs:

I used to deal with similar programs...when you receive somebody like that, you have to invest time and money...you invest time into that person [and] you want to bring them up to speed. And, an awful lot of your organization is exposed through that person...their honesty is important, their reliability is important...[and] I was under the impression and so was [Marilyn] that we could make some recommendations as to who was going to be hired, and based on the contract I'm not sure that's going to pan out. (April 7, 2016)

To mitigate Bob's concerns and find the right person for the Coordinator and Youth Coach position, Marilyn reached out to a contact at the City of Toronto for advice. That person

suggested a rigorous orientation program to introduce the norms, vision, and values of JK to IICG applicants. Following that advice, Marilyn asked co-researchers for assistance during the orientation interview with IICG applicants. I participated as a co-interviewer, and three applicants approved by the City of Toronto attended. Collectively, they held several advanced degrees and demonstrated unique and varied qualifications and backgrounds in sport, research, and community service. After the interview, Marilyn and I compared notes and impressions regarding each applicant and their relevant experience and their responses to our questions. Marilyn and I focused on whether each candidate could fit-in with JK's familial culture, whether they would work well with children, and if they could be a role model for JK's athletes. Both Marilyn and I agreed there was one candidate who met those criteria, and she would eventually become the new Coordinator and Youth Coach. Still, capacity issues regarding JK's limited infrastructure, and the lack of a suitable workplace for the Coordinator and Youth Coach remained unresolved. Marilyn shared:

[the] challenge we're facing because we're in the process of moving is I haven't been able to utilize her as much as I want because I don't have the internet [at the Winners Circle] yet, and she's not allowed to work from home. So, that causes a bit of an issue in terms of I can't just send her work to do and [have her] come in with the work done. (June 22, 2016)

Regarding JK's ability (or inability) to sustain the IICG intervention, Bob shared:

The other thing that is sad...is you get one of these people – diamonds in the rough. But, after 12 months they're gone. I don't care if you like them or they're good; that's not how the program is set up. It's [set up] to train somebody else, and if we can't come up with the funding in that length of time to keep that person you have to wish them well and get them out the door. But I'll tell you the downside to that is not just [that] you lost somebody. You

go through a period of withdrawal and it affects the people around you because they're so used to dealing with this person and they like this person and they become their right hand for somebody. It always happens and they walk out the door. (April 21, 2016)

However, despite some realized, and other anticipated, challenges to hire, train, and work with the IICG applicants, the new Coordinator and Youth Coach's impact on JKs' ability to reach new participants and improve multiple areas of the organization was reported as a success by co-researchers during the evaluation phase of the project.

## **Evaluation**

**Investing in communities grant at JK.** Marilyn described the Coordinator and Youth Coach as "a great fit with the kids. She's very personable and she really has a good instinct in terms of how to communicate working directly with the kids" (June 22, 2016). With respect to her impact on JK's programs, "[She] has definitely helped us in terms of our capacity...being available to help more kids – and we have gotten more kids in [programs] since [we began] opening earlier" (Marilyn, June 22, 2016). Jim identified the Coordinator and Youth Coach benefitting JK by allowing Marilyn to focus on other critical areas of the organization. He saw her "catching up on paperwork...catching up on attendance...[allowing] Marilyn to focus on what we need, [which is] money and grants for JK" (June 28, 2016). Noting his skepticism throughout the hiring process, Bob shared his pleasure seeing the new Coordinator and Youth Coach contribute to JK:

[Hiring her] was a positive thing – it's [been] positive-positive-positive! I was very apprehensive about the employee part to be honest, but it's worked out – it's been a very positive thing. In fact, it's been so positive we were chatting, Marilyn and I [about] an opportunity to bring on one or even two people! (June 29, 2016)

## **Intervention and Action**

**The Sting Like a Bee fundraising campaign.** As a response to ongoing financial challenges and with guidance from World Vision, co-researchers from JK developed a targeted fundraising campaign to allow for spending and investment, beyond the typical and at times restrictive requirements of external granting agencies. Prior to the Sting Like a Bee (SLAB) initiative, JK pursued several fundraising opportunities with limited success, including hosting fundraising dinners, silent auctions, and other events. Incidentally, during this period, World Vision contacted Marilyn, seeking sponsors for its organization. Unable to contribute, Marilyn sparked a conversation with the cold-caller from World Vision regarding her work at JK, and her struggle to raise unrestricted funds. To Marilyn's surprise, World Vision's representative offered to support her and JK, with fundraising training, policy manuals, and individual consultations. Describing World Vision's comprehensive fundraising program and specific strategies, Bob shared:

It's really strong, [and] they encourage you to have a few handfuls of genuine benefactors – the people who sign-in to say “you know what, what you're doing is really good...and me and my family are going to support you.” (April 7, 2016)

With Bob and Marilyn's support, World Vision's fundraising strategy resonated with other co-researchers from the JK board. Indeed, their organization's early success (survival) was due in large part to the generosity of a few key individuals. Notably, a financial gift from a local church (approximately \$10,000.00) allowed JK to withstand its challenges as a newly formed non-profit.

During the development of the fundraising campaign, at the November 26, 2015 board meeting, co-researchers held discussions regarding possible “letters from the kids in the program asking for sponsorship for ‘kids like me’” (Meeting Minutes, November 26, 2015). Alternative

fundraising strategies were also discussed, including online crowdfunding, adopt-an-athlete style programs, and membership fees for access to the Winners Circle (JK's boxing gym). Following that discussion, a fundraising campaign seeking \$25 per month from individuals who were known to JK (e.g., family, friends, and acquaintances) was motioned by Kaitlyn (Board member) and seconded by Richard (Board member). The initiative would eventually be called Sting Like a Bee. However, despite passing and adhering to formal board procedures, SLAB was controversial. Regarding its intended audience of known individual donors, Bob preferred online crowdfunding, because "in terms of crowdfunding, sometimes you can hit a very, very large audience...unlike the sample that we're looking at right here" (April 14, 2016). Later, Bob suggested: "maybe that's the letter we should be sending off to different foundations...like Bill Gates: are you interested in supporting us in some way?" (June 29, 2016). Regarding the potential for donor fatigue, Bob shared:

The method Marilyn wants to try this time is touch-base with people who already know us – and we've touched-base with those people a dozen times! And I don't want to wear out those people that we already have, because most people support you to the level they feel comfortable with, or, they themselves are involved. (April 14, 2016)

There was also inconsistent messaging regarding who (or what) SLAB funding would benefit. Initially, the proposed letter to potential donors indicated "sponsorship for kids like me" (Meeting Minutes, November 26, 2015). Later, a revised version suggested donations would be put towards improving infrastructure. It read:

By donating to the JK Winners Circle, you will not only be investing in a physical structure. You will be investing in the healthy, long-term development of young athletes who belong in the gym and not on the streets. (Fundraising Letter, March 18, 2016)

Later, Marilyn suggested SLAB funding would be more impactful if it were tied to the grand opening of the new Winners Circle:

I want to keep the letter as true to what we've already approved. The only thing I would say is if there's a section that says the JK Winners Circle recently opened in 2015...and now we're moving to a new location...I think I would change the wording to say something reflecting the new kind of grand opening of our own space as opposed to saying recently opened in November, 2015. (June 22, 2016).

Bob described co-researchers' efforts regarding the SLAB campaign as "not stumbling in the right direction – but we are walking, okay – maybe even moseying in the right direction" (April 14, 2016). However, despite 'moseying' toward its objective, at the June 12, 2016 board meeting, SLAB was officially put "on hold" and was not implemented during our project timeline (Meeting Minutes, June 12, 2016).

## **Evaluation**

**Sting Like a Bee campaign at JK.** Despite not reaching its potential, the process of developing SLAB was referenced fondly during the evaluation phase of our study. Jim described it as a learning process that would benefit JK beyond our project timeline. He suggested developing SLAB had,

Raised [JK's] awareness...we know obviously fundraising has to happen...and with your help, we actually looked into it and this' something we're going to try to do...and I really do think once we're up and going especially in the new space where both [Alison] and [Margaret] are going to have a larger role to play, that will give us more time for us all to sit down and figure out what's the best course of action and the best way to go. (Jim, June 28, 2016)



Marilyn indicated SLAB was an opportunity JK would come back to in the future:

I think it's for sure going to be successful. Even though, I will say, even though we didn't launch it, we still did – through the process of creating SLAB campaign we did get one new monthly donor...so I think the response rate when we do launch it will be good. And [for] myself, even if we were to get five monthly donors I would consider that great – because those [donors] are the hardest ones to get! (Marilyn, June 22, 2016)

Bob, who indicated he would have preferred JK consider crowdfunding and other ambitious strategies, was nevertheless optimistic about the future for SLAB. He described JK's actions with SLAB as “developing the tool...[now] we have the hammer, but we don't know how to use it yet” (Bob Interview, June 29, 2016).

### **City Tennis**

In October 2015, City Tennis (CT) agreed to participate in this PAR project. For the duration of the study that concluded in August 2016, I attended board meetings, visited a CT program site, and regularly communicated with CT's Executive Director (their only full-time staff member), Colleen. Six CT board members acted as co-researchers during our project, contributing to discussions and providing feedback at the regularly scheduled board meetings and during individual interviews.

### **Issue Identification and Context Analysis**

Since 1991, City Tennis has “introduced inner city children to the game of tennis and to the valuable life lessons learned through sport” (CT website). The non-profit organization offers free tennis camps during the summer months across the Greater Toronto Area (GTA) in designated “high priority needs neighbourhoods” (City of Toronto, 2006). Over 25 years, its programs and internal structure have grown significantly. Today, CT programs reach 8,500

youth at 19 sites across the GTA, and its volunteer staff has grown to keep pace. At the board level, CT relies on a diverse collection of business leaders, lawyers, nationally ranked tennis champions, educators, and other professionals. It has one full-time paid employee: an Executive Director (Colleen), who has 25 years of experience in non-profit sport and recreation, and has been with CT since 2010. Unlike many SFSC organizations in Canada, CT does not rely on external grant funding to support its programs. Instead, CT raises money through partnerships with private tennis clubs that host annual fundraisers, through individual donations, and by hosting other fundraising events. Notably, for example, CT's largest fundraising initiative is an annual women's-only tournament and gala that generates between \$50,000 and \$100,000 to support its programs and administration.

During the issue identification phase of this project, several opportunities for capacity building were identified by co-researchers from CT in individual interviews. Ambitious visions for growth and expansion through additional program sites and infrastructure development were indicated in multiple interviews. For example, Colleen suggested: "another thing CT plays with from time to time is having a permanent indoor facility because the reserve [fund] is building" (January 27, 2016). CT Board Chair, Kosta, asked rhetorically:

Where do we want to be in three to five years? Over the last 10 years we've grown just by adding sites. Is there a better way to do it?...[and] do we focus on going to more cities outside Toronto? Do we focus on that, or do we focus on one dream that a lot of people talked about was having a CT Club where the inner-city kids are the ones [who] have the privileges and can play through the winter – [if] we put a bubble up and they become members so they can play a lot more! (March 1, 2016)

Several board members identified that diversity on the board needed to be addressed. Long-time

CT board member, and co-researcher, Christine suggested: “I’m one of the oldest at the table along with [Karyn], and I know – we need youth in our organization!” (February 19, 2016). Co-researcher and Board member, Adam, indicated the lack of diversity and community representation was affecting CT’s ability to serve its members:

The board is represented by a whole bunch of white upper-class people from the Toronto Club and there’s zero representation from the community we serve. There’s not one youth. There’s not one person of colour. There’s not one person [who] lives in one of those communities or is serviced by City Tennis – and I think that’s a terrible way to make decisions. (February 18, 2016)

Similarly, Kosta suggested:

We don’t have anybody on the board from the community and the inner-city, which is something we’ve talked about. I think we got to a point where the goal of growing [the organization] has been attained over the last 10 years, and now we have to figure out how to do things better. (March 1, 2016)

Governance issues were also identified by several co-researchers, who suggested that while CT meant well, its board regularly made decisions without adequate policies and procedures to guide its action. For example, regarding committee members’ responsibilities,

Christine suggested:

We need to use the skill sets that we have involved and they need to be assigned. I’m assigned to equipment – that’s my official title, and there’s one [woman who’s] been involved for a long time and she will do the odd thing but she doesn’t have any specific assignment to report on or do...(February 19, 2016)

Regarding the lack of decision-making policies at the CT board, Adam explained:

I don't think we have good [and] proper procedures and policies in place in terms of how certain decisions get made. We talked about doing the strategic plan a number of years ago and we started a debate about whether we should be growing to more sites or having a deeper impact in the sites we were at. And, however that ended up, the next year it's like 'we're adding three more sites' and it's like, 'okay, who decided that?' is that a board decision?...[and] to me it's not about whether this or that gets implemented or this gets done or that gets done. If the proper procedures were in place I'd be happy. (February 18, 2016)

Before, and throughout, our action research project, CT was in the process of developing its strategic plan. As part of that process, with input from each of its board members, four critical areas were identified for development: (1) Measurement, (2) Building the City Tennis Community, (3) Growth, and (4) Policies and Procedures. Regarding building the CT community, CT's goals were to enhance their relationship and network capacity, and to improve communication among CT volunteers and their stakeholders. To achieve both of those goals, several co-researchers identified opportunities through social media. Colleen suggested that developing CT's social media strategy could improve communication within the club, acting as "a tool to keep in touch with our kids and their parents and staff – [because] these people are all going onto careers and we're losing them!...so it would be kind of a unique way to continue a relationship with them" (January 27, 2016). Kosta similarly suggested social media would enhance CT's relationship and network capacity, sharing,

We need to do a better job at kind of reaching out and being in touch with the CT community...and the CT community can be obviously board members, committee members, and our kids, our instructors, our donors – [and] having more of the social

media impact...if we have a site and a social media presence where kids are aligned with us and continue to be in touch with us...[because, unfortunately] our social media presence is very, very basic at this point. (March 1, 2016)

Thus, as part of CT's ongoing strategic planning process, the decision was made to analyze CT's existing social media and develop a more impactful strategy. As its capacity building intervention, co-researchers aimed to improve CT's relationship and network capacity through social media. As a meaningful and attainable goal for our project, Kosta indicated

It'd be amazing to have a CT [program] site where we could run tennis programs throughout the year – that's pretty cool. But, in terms of 'bang for our buck' in the short term...I think the social media initiative is extremely important as well – and, building a stronger community I think can only help us in getting better and understanding the impact we've had. (March 1, 2016)

**A leadership change at City Tennis.** During the issue identification and context analysis phases of our project, CT introduced Nanda as its new Board Chair. Taking over for Board Chair and co-researcher Kosta, Nanda represented a new direction for CT. An accomplished lawyer and tennis champion in her own right, Nanda brought new ideas, renewed focus, and professionalism to the CT Board. However, losing Kosta, who was a champion for this project, and research generally, meant new challenges for co-researchers at CT. In preparation for the leadership change we discussed capacity issues that Nanda might pursue. Colleen suggested policies and guidelines to support CT "from a litigious point of view" (January 26, 2016). Regarding the coming culture shift, Christine noted "the young group under Nanda are very ambitious – they really want to grow the [organization]. So, you know, we'll see what they come up with" (February 19, 2016). Describing the coming transition from Kosta to Nanda, Christine

shared that it would be

a big jump...because Kosta is such a laid-back guy and Nanda is the exact opposite – driving force type of person. So, it’s quite an adjustment, because [City Tennis] is kind of a grassroots type of organization [that’s] pretty casual.” (February 19, 2016)

Regrettably, managing the transition from Kosta to Nanda, and including Nanda as a co-researcher in the project, proved extremely difficult. As a result, the intervention and action phase of our project involved more ‘intervention’ from the lead researcher than collaborative ‘action’ from co-researchers at CT.

### **Intervention**

**Building a City Tennis community on social media.** As of March 29, 2016, team leaders were assigned to CT’s strategic goals for ‘Measurement and Evaluation’, and ‘Growth Strategies’, while the ‘Building a CT Community’ social media initiative (SMI), and ‘Policies and Procedures’ remained unclaimed. In conversation with Colleen, and acting as a co-researcher, I offered to help:

I’m not a social media expert...[but] I do have contacts in that area I think could be useful...[and] in preparation for the next board meeting perhaps I could put something together that would be useful to whoever is going to be the ‘team lead.’ (Ryan, March 29, 2016)

Colleen replied: “the social media aspect – I could see that being a real buy-in because everybody on the board feels like that’s where we need to go...but you would have to get permission from Nanda to be on the agenda” (March 29, 2016). Indicating challenges with respect to social media and CT’s under-age participants, Colleen shared:

The other thing with social media that we always have to keep in mind is sort of critical to

our organization, is we partner with the City of Toronto. They do our registration – so there’s a huge privacy issue with our children...[for example] let’s say with my husband, who’s a professional photographer – he would not be able to go and start taking pictures of the kids for us to Instagram them or tweet them – so, we have to be very cognizant that our clientele is kids...[there are] huge privacy issues surrounding them. (March 29, 2016)

With Colleen’s concerns, and CT’s goal to build a community in mind, I approached social media professionals, scholars, and practitioners for advice. First, I met with a similarly sized community sport organization (CSO) that was known to be active on social media (e.g., Facebook, Instagram, Twitter, Snapchat). During that meeting, the CSO representative demonstrated the organization’s ability to promote stories and upcoming events to its stakeholders on Facebook, and how they measured engagement using Facebook Analytics. I then discussed implementing social media strategies with two scholars whose expertise is social media. In each of those conversations, scholars reinforced what I had learned from the CSO practitioner – that Facebook as a platform to engage the CT community made sense as an entry-point for an organization like CT.

At the April 25, 2016 board meeting, I presented a proposed social media strategy for Building a City Tennis Community. On the advice of social media scholars, and practitioners, the presentation recommended a renewed emphasis and re-design of CT’s existing Facebook page to target its key stakeholders, including participants and CT alumni. At the time, CT’s Facebook page included 200 ‘friends’. I suggested that CT

Re-engage on Facebook as a logical starting point for a social media campaign – that we get it right before moving on to other platforms...[that we] Re-visit the current format that has not targeted or served CT’s key stakeholders...[and] Remember our stakeholders – the

participants, the parents, and the partners. (April 25, 2016)

Following the presentation, there was discussion regarding whether Instagram would be more impactful given CT's younger participants. I emphasized that while other social media platforms would be useful in the future, CT should not over-extend its limited resources across multiple platforms before setting a solid foundation on Facebook. Three weeks later, Colleen informed me via e-mail that "the Board wants you to go ahead with this initiative" (May 19, 2016).

Following that directive, I sought outside counsel from a marketing and public relations professional, and the aforementioned social media scholars. In doing so, it became apparent that what co-researchers from CT were asking for – a sustained long-term commitment to rebuild and implement their social media strategy – was beyond my expertise (and availability).

Simultaneously, I felt conflicting pressures to implement the capacity building intervention for the sake of the research project, and also a deep sense of responsibility to CT – that any intervention would be implemented only when it could be done properly. In a conversation with Colleen, I suggested that

rather than stumble through something [our intervention], I think it's in the best interests of CT, and in the interests of our project together, that we bring in an expert; somebody who's done this sort of work and can continue working with CT even beyond the scope of this project. (June 27, 2016)

Colleen agreed with that assessment, and the two scholars who were known to me were discussed as possible experts to include in the project moving forward. However, Colleen indicated any changes to our existing project, including adding new experts, would take place at the discretion and direction of the CT board. She explained:

I just think knowing [the Board of Directors], they would want to do more research on who



would be taking on that component for them...even just going back – we had a guy who did our website and gave us all sorts of advice on how we should proceed, and when it came time to [develop] the database – suddenly, we were starting all over again. They wanted to know his credentials, and it’s like, wait a minute – we’ve been working with this guy for two years...so that’s who they are...some might agree right away with you and others will say “let’s investigate further.” (June 27, 2016)

On July 1, 2016, an e-mail from myself to Colleen and Nanda summarized the state of the intervention from my perspective. It read in part: “I believe bringing in these outstanding people to contribute to CT is in the best interests of the social media strategy moving forward” (July 1, 2016). However, I later found out Nanda did not see that as an appropriate course of action.

Colleen explained:

I forwarded your email...and [Nanda] was immediately on, like she said: ‘who said we have to do this?’ and it was quite aggressive. So, the only thing I can guess in my mind...is maybe she has her own agenda on how we’re going to achieve this. (July 7, 2016)

## **Evaluation**

**Building a City Tennis community social media initiative.** Considerable reflection regarding what could have, or what should have, happened to ensure the success of the intervention was undertaken by Colleen and myself. From my perspective, as lead researcher, the project seemed like a failure; particularly so considering the differences between what happened at JK and at CT. In conversation with Colleen, I shared: “in my mind, selfishly, I want to see this initiative move forward because I want to see the end of the story” (July 7, 2016). Colleen viewed our work differently and indicated a path forward for the initiative. She explained:

I think it will move forward for sure...what you've brought to the table will absolutely 100% move forward. But, in what form, I don't know. Personally, I would love to work with somebody you recommend because I think that's a natural outcome of the work that you've done and the work we've done together. But, I don't control that. (July 7, 2016)

Finally, with respect to the leadership change and its impact on the intervention,

That was probably our biggest difficulty. I think what you suggested for us, I bet you we would have [had] an action plan and actually be engaged in it by now if we hadn't had a leadership change. (Colleen, August 10, 2016).

### **Discussion**

Between October 2015 and August 2016, co-researchers at JK and CT worked to build capacity for SFSC. To build human resources capacity, co-researchers at JK applied for and were awarded the City of Toronto Investing in Communities Grant. To build financial capacity, a targeted fundraising initiative (Sting Like a Bee) was developed, although it was not fully implemented during our project's timeline. Similarly, at CT, several capacity issues were identified, and Building a CT Community, as improved internal communication (infrastructure) and external networks, through enhanced social media was chosen for examination. In this section, the findings are discussed in relation to existing capacity building literature. In particular, Millar and Doherty's (2016) process model of capacity building is used to guide this discussion, offering insights regarding how some interventions succeeded, while other equally well-intentioned interventions failed. It was not, however, the co-authors' intention to directly use and test Millar and Doherty's (2016) process model of capacity building during this study. Instead, the real-time, participant-led processes at two SFSC organizations unfolded and were examined. As a reflection tool, Millar and Doherty's (2016) model offers convincing

evidence to suggest why JK's IICG intervention was successful, while SLAB and CT's Building Community SMI stalled.

### **Reflections from a Process Model of Capacity Building**

Millar and Doherty (2016) suggest organizations that successfully build capacity follow a strategic path that begins with an internal or external stimulus, followed by a capacity needs assessment. From there, organizational readiness, as “the ability and motivation of organization members to address the identified capacity building objectives” (Millar & Doherty, 2016, p. 369) is considered. Specifically, intra and inter-organizational congruence, or alignment, between capacity building objectives and the organization's existing processes and its environment is considered. As well, somewhat paradoxically, the organization's existing capacity, as skills, abilities, and infrastructure, and its ability to sustain organizational change, are critical components of readiness. An organization that is ‘ready’ to implement one or more strategies to build needed capacity will be more successful in its implementation.

**Stimulus to capacity building.** Regarding the capacity building stimulus, or an “organization's decision to respond to or act on some environmental force” (Millar & Doherty, 2016, p. 8), each of the three interventions from the current study began with an acknowledged stimulus. In the case of the IICG at JK, board members feared that Executive Director and Co-Founder, Marilyn, would soon burn out without additional personnel. Richard explained:

I think we all collectively agreed that Marilyn and Jim are both overworked and we want to find ways to lighten their load...they're putting-in a lot of volunteer hours at the gym, and she does all of the admin...but, I think that's kind of our ongoing thing. She needs to take a break; and we don't want her to burn out. (February 12, 2016)

With respect to its SLAB initiative, JK's stimulus to act came from financial pressures, described

during the early brainstorming sessions of our project. As the November 26, 2015 board meeting minutes suggest, “we have robbed Peter to pay Paul and fundraising is critical [for an upcoming] engagement review” (Meeting Minutes, November 26, 2016). At CT, the stimulus to build its capacity developed as a response to internal pressures that suggested it should do a better job of reaching out to, and maintaining relationships with, its key stakeholders. Kosta explained:

We need to do a better job at kind of reaching out and being in touch with the CT community...[and] having more of a social media impact...if we have a social media presence where kids are aligned with us and continue to be in touch with us, [because] when I go out in the summer and teach at a lot of the camps, we have kids [who] used to be part of the camps always coming back and talking about how great the program was and how much they loved it. But we don't really have good communication with a lot of them. We don't have – people say “what sort of impact do you have on these kids? What percentage end up going to university?”. Do we have any impact on that? When they go to school does it help with their confidence? Leadership skills? Their health? So, I think we need to do a better job on the measurement side – and staying in touch with them so we have those anecdotal stories. (March 1, 2016)

**Needs assessment and organizational readiness to build capacity.** At each organization, multiple steps were carried out to determine their needs. As part of the issue identification and context analysis phases of the research project, individual interviews, document analyses, and group discussions “highlight[ed] both the particular capacity needs to be able to respond to the environmental force and the organizational assets that may be critical in supporting any capacity building” (Millar & Doherty, 2016, p. 372). Through that process, JK identified weaknesses in terms of its human resources capacity and its financial capacity; and CT indicated a need to build

relationship/network capacity aligned with its strategic planning goals.

However, though each organization identified its capacity needs, less time and attention were spent considering existing assets relating to, and supportive of, capacity building. With respect to JK's SLAB fundraising initiative, lacking formal fundraising experience and critical skills, and un-equal buy-in from co-researchers, likely ultimately contributed to the stalled initiative. Bob, for example, described having "all kinds of mixed emotions" regarding SLAB. He described JK's limited network of potential high-impact donors in comparison to World Vision's robust database of supporters, suggesting:

Unlike [an organization] like World Vision [that] can mail out 100,000 letters to people, or that kind of thing. In other words they have this huge, huge database to draw on and a huge history to flash in front of people [and] that is why if only 4% of the people respond you still get a pretty good chunk of change. What we're trying to do...is touching base with people who already know us, and we've touched-base with those people a dozen times!  
(Bob, April 14, 2016).

Yet, despite expressing personal reservations during our individual interviews, Bob shared his view that by allowing co-researchers the chance to develop and implement their own ideas (even if they failed), JK would benefit in the long-term:

I learned a long time ago [that] there's 1,000 ways to do something. But, if the person who is responsible for doing it has picked a way...let them run with it. They've come up with an idea and what you have [now] is zero, and if they can go from zero to 70% or 65% you're way way ahead. And if you take their idea and say let's do it [my] way – you get nothing, because it's not their idea anymore...[and in my previous work] I often thought 'man, I don't know if this one's going to fly' – I would do it differently. But, because it

was their idea, their passion, you got results that were amazing. So, I'm standing back looking at the SLAB campaign. Marilyn wants to try the attempt of mailing around, and we will. And we'll see how it flies. (April 14, 2016)

At CT, a more professional culture that valued incremental progress over JK's "we'll see how it flies" philosophy meant a more measured approach to determining its readiness. With respect to the SMI, CT's timeline for progress was vastly different from JK's, and that the SMI made it onto CT's strategic plan at all was viewed as progress by Colleen, who suggested:

I can see that it will go forward. It's just, I may or may not have any control over how that happens...in that way, your work is good because it will have – it's been brought to the table...they did include it in the strategic plan as one of the elements, so it will go forward and it will be developed. (July 7, 2016)

Regarding CT's capacity to sustain the SMI, limited existing capacity, and a lack of commitment from its key decision makers, ultimately doomed the proposed capacity building strategy. As well, the initiative, though initially supported, was never meant to (able to) address the most critical aspects of CT's programs. According to Millar and Doherty (2016), "it is expected that an organization will respond to forces that directly pertain to or affect its programs and services, and overall goal achievement while other, tangential, forces will be less likely to prompt a response to act" (p. 372). Thus, it is perhaps unsurprising that CT chose the status quo over an intervention that required dedicated resources to what may have been perceived as a non-essential initiative. Regarding the leadership change in particular, Colleen shared:

I guess it could have happened to any organization where you have the change in leadership. You have a plan and a process in place and what you want to achieve and then you're just sort of trying to figure out the action part of it – and someone comes along and

says maybe we don't want to be doing this at all. (August 10, 2016)

Yet, despite such unfavourable circumstances, CT was willing to go ahead with its capacity building intervention, if not for the reservations expressed by myself, as lead researcher. Believing that I could, by myself, design and implement the social media strategy to address communication and network capacity, CT was willing to move forward, indicating a reliance on available skills and abilities, without careful consideration for the sustainability of the project.

**Capacity building outcomes.** Millar and Doherty (2016) suggest capacity building outcome assessments should “consider the short-term impact of capacity building (i.e., whether change has occurred) and its long-term impact (i.e., whether that change can be maintained)” (p. 6). In this study, due to time constraints, only immediate short-term impacts were reported and discussed during the evaluation phase of the project. In the case of JK's IICG, immediate short-term success in achieving the external financial award, and the positive impacts of hiring the new Coordinator and Youth Coach were reported. In the case of JK's SLAB and CT's SMI, co-researchers indicated that engaging in the action research process to identify issues and opportunities in capacity building, regardless of its immediate outcomes, had benefited their organization. As a learning process, co-researchers indicated that by participating in this study, they were better prepared to address future issues and implement new capacity building strategies. This learning process may be consistent with what Millar and Doherty (2016) describe as a feedback loop in the capacity building process:

The impact of built capacity on programs and service delivery may be a stimulus for further capacity building...trigger[ing] a desire to build on those assets [to] address any additional needs, or respond to new forces. Similarly, failure to build capacity and thus respond effectively to the initial force[s] in terms of program and service delivery for goal

achievement can drive the reassessment of capacity and expose the need to further build that capacity. (p. 10)

At JK, Bob described the organization's learning from the SLAB campaign:

Ashley came up with some additional research data that say you know what, in doing this, we might not be as successful as we hope. And, beyond that, we may innocently shoot ourselves in the foot, and we don't want to do that! So, we have a tool. It's prepared. But, I don't know how to distribute it in a successful format. (June 29, 2016)

As part of that discussion, I suggested "that might be the next thing – the next modification [may be] a more targeted process...perhaps to different people" (Ryan, June 29, 2016). Bob replied

Yes. Wrong target. Well, wrong may be a strong word to use, but yeah. Sorry, I'm just making notes to myself here. But you see, Ryan, here I'm coming back to you, because you sit and you're sitting here asking me questions and thinking in a different line. These are the kinds of things where your research has been genuinely helpful. (June 29, 2016)

At CT, Colleen suggested that based on our work together, CT was likely to move forward with its social media initiative by empowering a "computer savvy" partner:

There is a man we work with who's great...he's very computer savvy – I'd say, website-savvy and communication-savvy...and Nanda sees him being on the board and a part of the social media committee. That being said, I mean, even to me – it would be worthwhile talking again to your contacts...we can work together, collaborate...that would be the way I would like to see [the SMI] go forward. (July 7, 2016)

Regarding the benefits from our early work together:

You probably woke everybody up to the aspect of social media and maybe planted those



seeds in their brains, so that when they were talking about strategic planning, [the CT board] all acknowledged or realized that was an area we needed to grow...in some ways you were a catalyst...making us aware of it – actually acknowledging that we needed to take action on it. (Colleen, August 10, 2016)

### **Conclusion**

The purpose of this study was to generate and reflect on, the dynamic process of capacity building at two SFSC organizations. With the engagement of co-researchers at JK and CT, who shared their views, beliefs, and expectations throughout the action research project, this goal was achieved. This study indicates support for Millar and Doherty's (2016) process model of capacity building, as a means to enhance SFSC organizations' strategic planning for capacity building. As a tool, Millar and Doherty's (2016) process model may benefit SFSC organizations that seek to build capacity by focusing their attention on critical (and often overlooked) steps in the capacity building process. There are lessons/implications for both practitioners and researchers implicit in the findings.

For practitioners, it is important to acknowledge that capacity building is indeed a dynamic process that would, as Millar and Doherty (2016) suggest, benefit from increased formalization and strategic planning by organizations seeking to build capacity to improve their ability to achieve their goals. In this study, successful capacity building was achieved by people with ambition, who had critical and necessary skills (e.g., grant writing), who were aware of opportunities and risks, and who overcame obstacles and setbacks throughout. In this study, successful capacity building also required readiness for capacity building, in the form of existing capacity. Notably, capacity building in the areas of human resources, finances, and relationship and network capacity from the current study relied on existing capacity within each of Hall et

al.'s (2003) broad dimensions, highlighting the interconnected nature of capacity (Misener & Doherty, 2009) and capacity building. For example, with respect to JK's IICG, building human resources capacity required existing human resources' strengths (grant writing skill, sufficient staff, etc.), and later, infrastructure capacity (office space and IT) to maximize the benefits from the new personnel. Regarding the SMI, lacking sufficient staff and necessary skills negatively impacted our ability to build relationship and network capacity despite seemingly strong/capable planning and development capacity at CT. Thus, practitioners who are intending to build capacity should consider planning strategically, taking account of their existing capacity strengths and limitations that may facilitate or impede their organization's efforts. Practitioners should identify areas that are critical to their organization's mission, or, if they decide to build capacity in non-essential areas, determine to what extent resources (time and personnel) shall be dedicated to that effort. Practitioners may also consider whether they have the capacity to sustain organizational change, and who is ultimately responsible for maintaining new programs, facilities, or personnel. Practitioners (and scholars) may also consider the potential benefits from refining organizational strengths, rather than trying to build organizational weaknesses. Millar and Doherty (2016) note "the literature supports the general notion of capacity building as an effort to build strength in areas of weakness while refining areas of organizational strength" (p. 4). However, in this study, only organizational weaknesses were chosen for capacity building. In retrospect, I believe some of our collective efforts may have been better spent improving areas of strength, rather than trying to build capacity in areas lacking existing capacity upon which to grow. To summarize, organizations that aim to build capacity must first identify an area of need, set clear objectives, identify organizational strengths that can facilitate capacity building, and plan strategically to sustain changes beyond the initial wave of excitement and enthusiasm for

change.

Co-researchers of this study also offered several lessons for action researchers. Building on Frisby et al. (1997) and Frisby et al. (2005), this study reinforces the challenge to fit action research projects into acceptable academic timelines (particularly for graduate students). Researchers (Frisby et al., 1997; Frisby et al., 2005) have noted challenges for graduate students using PAR and FPAR. It may also be a challenge for participating organizations. With that in mind, action researchers should consider having a discussion regarding project timelines as part of the initial trust-building process (Frisby et al., 2005; Welty Peachey & Cohen, 2015). Further, action researchers should consider whether they are willing to adopt their co-researchers organization's goals, and whether doing so aligns (or conflicts) with their own personal and research objectives. In this study, significant efforts to be flexible and accommodating to issues identified by co-researchers were made. However, particularly with respect to the SMI at CT, and based on its results, I question whether my input in discussions and interviews influenced CT to pursue a strategy they might not have otherwise.

Action researchers should also consider their expectations for participants (and themselves) acting as co-researchers. Frisby et al. note "collaboration with research participants can range from merely inviting them to contribute their interpretations to the findings to involving them in all aspects of research" (2005, p. 382). In our study, the participants' engagement as co-researchers varied dramatically. In some cases, co-researchers contributed to the issue identification phase through personal interviews and group discussions and nothing more, while in one case, a participant/co-researcher presented findings at a peer-reviewed academic conference with the lead researcher. Thus, following Frisby et al. (2005), I recommend researchers provide options for participating at various stages of the research process, so that

participants who would like to (or are able to) contribute more can, and those who may not be able to contribute as much, are still recognized for their contribution to the project.

Finally, echoing Frisby et al.'s (2005) sentiments, and PAR (also FPAR) scholars (Chalip, 1997; Hoerber & Shaw, 2017; Rich & Misener, 2017), I would like to add my voice to the growing list of proponents for PAR in sport management, and SFD research as well. Researchers are increasingly uncovering critical insights that can empower SFD organizations to achieve their goals – and utilizing PAR toward those objectives can only enhance those outcomes, through empowering participants as co-researchers building capacity for SFD.

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### **Study 3:**

#### **National Sport Organization Leaders' Perspectives on SFD in Canada**

Sport for development (SFD) is a core component of the Canadian Sport Policy (CSP), and Canadians' historical involvement supporting SFD includes: applying coaching development curricula in other countries and cultures; lobbying diplomats at the United Nations to include SFD on their agendas; and creating policies that support SFD at home and abroad (Kidd, 2013). In Canada, the CSP "sets [the] direction for the period 2012-2022 for all governments, institutions and organizations that are committed to realizing the positive impacts of sport on individuals, communities, and society" (Canadian Heritage, 2012, p. 2). According to the CSP, SFD includes "programs designed to build respect, tolerance, and foster inter-cultural awareness and relationships, assist in the integration of new Canadians, and provide opportunities for youth at risk" (Canadian Heritage, 2012, p. 14). However, despite a growing body of SFD research in domestic (Gardham, Giles, & Hayhurst, 2017; MacIntosh, Arellano, & Forneris, 2016; Svensson, Hancock, & Hums, 2017) and international settings (Schulenkorf et al., 2016; Sherry, Schulenkorf, & Chalip, 2015; Sherry et al., 2017; Svensson & Hambrick, 2016; Welty Peachey & Cohen, 2016), relatively little is known about whether and how NSOs address SFD. Thus, we were interested to know whether NSO leaders regard SFD as part of their mission and mandate, to what extent they have implemented strategies or initiatives for SFD, and whether and to what extent SFD objectives align or conflict with NSOs' focus on high performance sport and sport development.

Scholars have suggested SFD may represent a conflicting institutional demand for sport organizations whose primary focus is high performance (Hayhurst & Frisby, 2010; Hayhurst & Miller, 2015; Svensson, 2017). However, there has not yet been a systematic investigation to uncover whether NSOs experience SFD as a conflicting institutional demand, nor does there

appear to have been any attempt to reveal NSO leaders' perspectives, and actions regarding SFD. Thus, this study addresses the following research questions: (1) How is SFD defined by NSO leaders? (2) How is SFD addressed by NSOs? And (3) To what extent does SFD represent a divergent (conflicting) expectation for NSOs?

Pache and Santos' (2010) model of organizational responses to institutional pluralism was used to guide this investigation. The model contends that organizations respond to conflicting institutional demands based on the nature of the demand (as either ideological or functional), and the organization's internal dynamics. According to Pache and Santos (2010), organizations facing conflicting institutional demands will either eliminate or avoid the demand, compartmentalize and deal independently with the demands, attempt to balance the conflicting demands, or establish a new organizational form that addresses both demands.

To address the research questions and provide background to this study, the following subsections review SFD in the CSP, and an example of domestic SFD in the (historical) Canadian context (see also Gardham, Giles, & Hayhurst, 2017; Hayhurst & Giles, 2013). We then introduce related literature that indicates SFD may represent a conflicting institutional demand alongside high performance sport (Hayhurst & Frisby, 2010; Svensson, 2017; Waldman & Wilson, 2015). We describe institutional pluralism (Kraatz & Block, 2008), and consider whether NSOs may be "playing in two or more games at the same time" (Kraatz & Block, 2008, 244). In the methods section, we present the semi-structured interview methodology used, and describe the sampling procedure. Finally, we report findings from the interviews with NSOs, and discuss the findings in relation to existing SFD literature and Pache and Santos' (2010) model of organizational responses to institutional pluralism.

## **SFD and High Performance Sport in the Canadian Sport Policy**

The Canadian Sport Policy provides guidelines for NSOs, provincial/territorial sport organizations (P/TSOs), and community sport organizations (CSOs), to improve Canadians' sport experiences and to contribute to broad societal outcomes, including: excellence; enhanced education and skill development; improved health and wellness; increased civic pride, engagement, and cohesion; and increased economic development and prosperity (Canadian Heritage, 2012, p. 4). Aligning with the Canadian Sport for Life (CS4L) movement, and its Long-Term Athlete Development (LTAD) model, desired outcomes for SFD outlined in the CSP are “that both the number and diversity of Canadians participating in sport will increase over the timeframe of 2012-2022” (Canadian Heritage, 2012, p. 8). Further, partnerships and linkages between sport and other sectors to develop physical literacy, leadership, infrastructure, and contribute to the development of individuals, their communities, and greater socio-economic development is championed. The CSP also indicates its goal for SFD is that “sport is used as a tool for social and economic development, and the promotion of positive values at home and abroad” (Canadian Heritage, 2012, p. 13). With respect to local (or domestic) SFD, the CSP indicates:

There are also many opportunities within Canada to work together to deliver sport programs designed to build respect, tolerance and foster inter-cultural awareness and relationships, assist in the integration of new Canadians, and provide opportunities for youth at risk...[and] with regard to economic development, sport is integrated into policies and programs targeting the promotion of healthy living and reductions in health care costs. (Canadian Heritage, 2012, p. 14)

The CSP also identifies four policy objectives for SFD, including: (1) the development of

athletes as leaders and role models in society; (2) sport, community and international development organizations collaborate to leverage sport programming intentionally for domestic and international social development; (3) sport-related sectors incorporate sport intentionally to achieve social development objectives; and (4) sports events are intentionally designed and delivered to benefit host communities and local economies (Canadian Heritage, 2012, p. 14).

Regarding high performance sport, the CSP goal is that “Canadians are systematically achieving world-class results at the highest levels of international competition through fair and ethical means” (Canadian Heritage, 2012, p. 12). It lists 13 high performance policy objectives, including (but not limited to): leading-edge scientific practices and knowledge are integrated into athlete and coach development; strategies for the systematic identification and development of potential high performance athletes are established and implemented; and performance targets for major international events guide expectations and assist in the evaluation of performance and effectiveness of the sport system. According to the CSP,

To effectively deliver high performance sport, several fundamental elements need to be strengthened including: coordination and communication among governments and key stakeholders; athlete support, coaching and technical leadership; research and innovation in training methods and equipment design; the development of qualified and ethical officials; and athlete talent identification, recruitment and development. (2012, p. 12)

In support of the CSP, Canadian Sport for Life (CS4L) has, since 2002, produced several targeted policy guides and supplements to the LTAD model. Some of those guides are meant to improve conditions for underrepresented groups, including athletes with a disability, women and girls, and Aboriginal Peoples. For example, regarding persons with a disability, the Policy on Sport for Persons with a Disability “aims to increase participation by raising awareness and

providing leadership to increase access to services and programs for athletes with a disability in line with the CS4L movement” (Doherty & Clutterbuck, 2013, p. 334). For Aboriginal Peoples, the Aboriginal Sport for Life Long-Term Participant Development Pathway “has grown out of the understanding that mainstream pathways for sport development do not necessarily align with Aboriginal needs or experiences” (Canadian Sport for Life, 2016, p. 2). According to the Aboriginal Long-Term Athlete Development Pathway:

We want to help Aboriginal athletes to improve, but we also simply want Aboriginal people to continue participating in sport and activity. For example, if they are cut from a team, and then offered guidance on how they can continue to participate in that sport or another activity, they are less likely to fall into complete inactivity. They will be far more likely to continue to live an active lifestyle and enjoy all of the benefits that come with it – mental, emotional, spiritual, and physical. (2016, p. 5)

With respect to women and girls, CS4L’s Actively Engaging Women and Girls suggests “women and girls who account for more than 50 percent of the population of Canada, continue to be underrepresented in the sport and physical activity system” (Canadian Sport for Life (b), 2012, p. 1). Moreover, Actively Engaging Women and Girls suggests

Positive sport experiences can contribute to the full inclusion of girls and women by enhancing their health and well-being; fostering their self-esteem and empowerment; facilitating their social inclusion and integration; changing gender norms; and providing opportunities for female leadership and achievement. (Canadian Centre for Ethics in Sport, 2008, p. 25, in Canadian Sport for Life, 2012, p. 8)

Collectively, these CS4L policy guides, and the CSP itself, indicate Canada’s formal view of – and objectives for – SFD. There is an apparent contrast with high performance objectives. These

documents also suggest Canada's underrepresented groups are women and girls, persons with a disability, at-risk youth, and Aboriginal Peoples.

### **Domestic SFD in Canada: An Example**

Understanding SFD in Canada is impossible without acknowledging the history of domestic SFD and Canada's Aboriginal Peoples. In the 19<sup>th</sup> century, Indian residential schools – and sports offered there – were used to “reinforce the message that the white society's ways were the way of good” (Miller, 1997, p. 208), and “the Eurocentric assimilation and suppression of Aboriginal children's traditions, beliefs, and ties to their family and communities through Indian residential schools has been described as “cultural genocide”” (Gardham, Giles, & Hayhurst, 2017, p. 1). According to Hayhurst and Giles (2003):

Within residential schools, sport and recreation were used to meet particular goals pertaining to Aboriginal peoples' health, education, and “self improvement” – the very same goals that many sport for development programs promote today. (p. 507)

Yet, contemporarily, as part of the Government of Canada's Truth and Reconciliation Commission (2015), and with Prime Minister Justin Trudeau's support, “Aboriginal Peoples' involvement in sport should be at the forefront of Canadian sport policy decisions” (Gardham et al., 2017, p. 2). In practice, domestic SFD initiatives, including Right To Play's Promoting Life Skills in Aboriginal Youth (PLAY), are being implemented in Northern Ontario (MacIntosh, Arellano, & Forneris, 2016; Right To Play, 2017), and across Canada (Gardham et al., 2017). As a result, evidence-based lessons for SFD implementers in Aboriginal communities are more readily available. For example, in their review of Aboriginal SFD programming in Canada, Gardham et al. (2017) indicate benefits from cross-cultural mentorship and having Aboriginal staff/mentors as part of programs. They suggest community engagement is essential to the

success and sustainability of SFD programs in Aboriginal communities, and that SFD may play a small part in addressing the Aboriginal communities' broader social and economic goals (Gardham et al., 2017). MacIntosh and his colleagues (2016) similarly suggest incorporating community members in SFD program design and delivery, and Gardham et al. (2017) describe benefits from purposefully choosing the sport with a plan for sustainability.

### **Managing Conflicting Objectives of Sport for Development and High Performance Sport**

Hayhurst and Frisby (2010) identified tensions between SFD non-governmental organizations (NGOs) and high performance or sport development (SD) national multi-sport organizations (NMSOs) in Canada and Switzerland. In Canada, NMSOs “lead or coordinate the delivery of specific services to the national sport community” (Government of Canada, 2017, np), including developing sport programming for secondary schools, and promoting sport participation among other SD goals. The particular NMSOs aligned with the SFD NGOs in terms of supporting values of justice, development and caring through international events and helping elite athletes support SFD, however their primary focus was high performance sport or SD. According to Hayhurst and Frisby (2010), tensions between NGOs and NMSOs may arise when there is unequal power, and with respect to SFD and SD specifically:

At the centre of the debate is a fundamental difference in values and the distribution of resources where ‘sport development’ is focused on elite athletic performances on national and international stages, while ‘sport for development’ is focused on achieving social goals through broad-based sport programmes at the community level (Hayhurst & Frisby, 2010, p. 76).

Hayhurst and Frisby (2010) identified tensions between the SFD NGOs and the NMSOs arising from: high performance sport versus sport participation values; the perception that SFD



programs were being used as a feeder system for high performance sport; NGOs' and NMSOs' different approaches to sport program delivery; accountability; and NGOs' desire to move the SFD cause forward independently.

In another study, Waldman and Wilson (2015) explored the decision-making processes of local club and international sport leaders to support cricket-related SFD initiatives. Based on nine semi-structured interviews with key executives from the International Cricket Council (ICC) and the Marylebone Cricket Club (MCC), they found that the leaders believed there is “overwhelming evidence that sport is a positive, peace- and development-promoting cultural practice,” and that “social development outcomes... happen ‘naturally’” (Waldman & Wilson, 2015, p. 12). The leaders reported value in supporting SFD as a means to achieve organizational goals, including sport development: “the ultimate ‘cause’ is growing the sport – and supporting these types of programmes is one way to achieve this goal” (Waldman & Wilson, 2015, p. 13). Not surprisingly, then, the authors found that organizations at both levels supported SFD in their mission statements, but that programming was really more focused on increasing participation than the transmission of outcomes not directly related to cricket; “number of participants are the focal point... and social development outcomes are secondary” (Waldman & Wilson, 2015, p.13). The findings support Pache and Santos' (2010) model of organizational responses to conflicting institutional demands where the ICC, in one example of SFD programming, expressed support for a modified game purported to be more inclusive than the traditional 11-a-side cricket game, yet essentially simply linking “the [modified game] to the ICC's foremost goal of increasing participation” (Waldman & Wilson, 2015, p. 8). According to Pache and Santos (2010), this would reflect a manipulation of demands for SFD. Furthermore, according to Waldman and Wilson (2015), the cricket leaders responded to conflicting demands for SFD and

SD in ways that were:

reflective of market-centered, neoliberal approaches to development...particularly, prioritizing organizational mandates that reflect neoliberal (and arguably neocolonial) ideologies of ‘growing the game’ and reaching ‘untapped markets’ of potential cricket-playing youth through cricket-related development initiatives. (p. 18)

Svensson (2017) too suggests there are conflicting pressures facing sport organizations that engage in SFD. They must manage historic expectations for high performance sport and SD, as well as SFD. For example, “Commonwealth Games Canada has adopted a seemingly contradictory mission focused on competitive sport development as well as sport *for* development” (Svensson, 2017, p. 7). At Commonwealth Games Canada:

We believe in striving to be our best – through innovation, commitment, and focus...[and] We believe in supporting the people and institutions of the Commonwealth as they pursue personal growth...[and] We believe in creating a sense of belonging and pride by working collaboratively toward a common vision, celebrating accomplishments, and inspiring shared experiences. (Commonwealth Games Canada, 2017, np)

Svensson (2017) suggests there is “increased pressure on [SFD] entities from multiple external partners,” (p. 4) and that organizations should respond through hybridization. According to Svensson, hybridization occurs when “an organization aims to adhere to multiple institutional logics by creating [one of four] hybrids” (2017, p. 5). The first hybrid type is a differentiated hybrid, where “organizational functions associated with different approaches are structurally separated” (p. 3). Symbolic hybrids form when “internal stakeholders recognize some opposing demands as simultaneously possible, but selected practices remain peripheral to core practices” (Svensson, 2017, p. 3). Integrated hybrids emerge when “the means for achieving different

missions (e.g., social and commercial) are the same” (Svensson, 2017, p. 3), and dysfunctional hybrids form where “extensive conflicts within organizations are intensified by the inability of leaders to manage tensions with hybridization” (Svensson, 2017, p. 3). According to Svensson, although hybrids often include intra-group conflicts regarding organizational values and priorities, there are organizations where members share multiple identities. Managing the tensions experienced through a dual focus on SD and SFD by creating differentiated hybrids rather than attempting to combine new demands with existing institutional logics is preferred.

### **Institutional Pluralism: Playing in Two or More Games**

Organizations that operate in complex and dynamic environments face conflicting and competing demands (Cyert & March, 1963; Quinn & Rohrbaugh, 1981; Selznick, 1949). According to Kraatz and Block (2008), organizations confronting institutional pluralism “operate within multiple institutional spheres” (p. 244). For example, Kerr (1963) suggests the typical American university is “so many different things to so many different people, that it must, of necessity, be partially at war with itself” (p. 7).

Arguably, NSOs that serve several distinct functions, including governing all aspects of a sport within Canada, managing high performance programs, and promoting their sport (Government of Canada, 2017), may also be “playing in two or more games at the same time” (Kraatz & Block, 2008, p. 244). According to Pache and Santos (2010), organizations facing conflicting institutional demands will respond according to “the nature of the institutional conflict (means versus goals) [and] the degree of internal representation” (p. 463). The nature of conflicting demands may be ideological or functional, where ideological demands challenge the organization to determine which goals are legitimate to pursue, and functional demands “require organizations to adopt appropriate means or courses of action” (Pache & Santos, 2010, p. 459).

Broadly, an organization's ideological demands challenge its values, whereas functional demands challenge its processes. The internal representation of either ideological or functional demands is characterized as the absence of representation, single representation, or multiple representation. In organizations with an absence of internal representation, external actors express conflicting institutional demands and organizational members are unlikely to change. In organizations that have single representation, members are overtly committed to one side of the institutional demand "and are likely to take action to promote and defend it" (Pache & Santos, 2010, p. 461). Where multiple representation occurs, organizational groups "fight against each other to make the template they favor prevail" (Pache & Santos, 2010, p. 461).

Based on the nature of the demand, and its internal representation, organizations may either compromise, avoid, defy, or manipulate the demands (Pache & Santos, 2010). With compromise, organizations attempt to balance, pacify, or bargain with organizational members who represent new demands, in "an attempt to achieve partial conformity in order to at least partly accommodate all institutional demands" (Pache & Santos, 2010, p. 463). Through avoiding demands, organizations "attempt to preclude the necessity to conform to institutional demands" (Pache & Santos, 2010, p. 463). Organizations that defy demands dismiss or attack the new demands, and manipulation involves an "active attempt to alter the content of the institutional demand" (Pache & Santos, 2010, p. 463).

### **Method**

In order to address the research questions, following Pache and Santos' (2010) model of organizational responses to institutional pluralism, a semi-structured interview method was used to generate insight into NSOs' perspectives on SFD. Interview participants were leaders of NSOs who were identified as the key person to speak about SFD in their organization. A select sample

of 27 NSOs was identified from the population of 58 NSOs in Canada, based on those 27 NSOs representing sports that were known to be (or had been) engaged in international and/or domestic SFD initiatives. The President (or key senior person, as titles varied) from each of these organizations was contacted via email with a letter of information and an invitation to participate in a research study. A follow-up phone call was placed approximately one week later to determine interest and willingness to contribute to the study, and to determine a convenient time for a telephone interview. A total of 14 NSO leaders from 13 NSOs agreed to participate in the study, including four CEOs, five Executive Directors, one President, one Chief Sport Officer, one General Secretary, and two Directors (Operations & Sport Development).

The semi-structured interview guide was developed by the authors to elicit insights into SFD in NSOs in general. Participants were asked questions around the three research questions, particularly probing for what SFD means to the NSO leaders, whether and how the NSO engages in SFD, and whether the NSO experiences any conflict or tension around SFD and its other obligations. Interviews were conducted by telephone between November 2016, and March 2017, and were audio-recorded with permission from each interviewee. The interviews were then transcribed verbatim, removing all organization names and personal identifiers to protect the anonymity of the NSO and its representative. Once all the transcripts were complete, and for the purposes of member-checking, they were sent back to interviewees to review their statements for clarity and to ensure the transcript matched their true perspectives and experiences (Patton, 2015). The semi-structured and conversational nature of the interviews allowed for follow-up questions, and more philosophical discussion regarding SFD in Canada.

A priori coding of the transcripts following the research and interview questions was undertaken by each of the study's two co-authors. To ensure confirmability, each investigator

reviewed the transcripts independently, and reviewed each other's codes until the interpretation and application of each a priori code was agreed upon. Emergent coding for additional themes beyond the initial research questions was also undertaken, independently, by each co-investigator. Where new themes emerged, co-investigators met to review the new codes, and applied them to the transcripts once it was agreed that the new themes were present in each others' findings. NVivo 11 software was used to manage the transcripts and coding.

### **Participant Selection**

To address Waldman and Wilson's assertion that "top-level executives remain an underrepresented group in research on [sport for development]" (2015, p. 21), we chose to interview NSO leaders for this study. We were interested in determining how NSO leaders define SFD, whether they address SFD, and to what extent SFD is viewed as a divergent expectation. We were also interested to hear from NSOs whose sports were known to engage in SFD, rather than all NSOs (many of whom we believed had not engaged in SFD). So, as a delineating step, we identified 27 NSOs whose sports were being (or had been) used in international and/or domestic SFD programs known to the researchers. Insights from these NSOs enhance and extend existing SFD literature (Darnell et al., 2016; Gardham, Giles, & Hayhurst, 2017; Hayhurst & Giles, 2013; MacIntosh et al., 2016; Svensson, 2017), and may also be useful to sport practitioners and policy makers focused on SFD.

### **Results**

In this section, we report findings that answer the following research questions: (1) How do NSO leaders define SFD? (2) How do NSOs address SFD? and (3) To what extent does SFD represent a divergent (conflicting) demand for NSOs? Several subtopics associated with each research question were also coded, including: NSOs' mandate for SFD, pressures for SFD, SFD

programs and initiatives of the NSO, mechanisms that facilitated or inhibited NSOs engaging in and achieving SFD outcomes; benefits derived from supporting SFD; and the future of SFD in NSOs. Representative and illustrative quotations from each NSO are presented that address the research questions and subtopics within each. To protect the anonymity of participants and the NSOs, all names and identifying features have been changed and NSOs are represented by a letter (e.g., NSO A, B, C).

**RQ1: How do NSO leaders define SFD?**

NSO leaders shared their view that SFD promotes and supports “Canadian values” (NSO M). They suggested SFD encompasses inclusive sport programs designed to improve access to sport for Canada’s underrepresented groups, including women and girls, athletes with a disability, at-risk youth, and Aboriginal Peoples. NSO leaders identified SFD outcomes as enhanced social capital, and development at the individual, community, provincial and national levels, gender equity and equality, mass participation in sport, and economic development as well. One NSO leader suggested:

I think at the heart of it, it’s really using the concepts of play and all of the things that are learned through play and through teamwork that help strengthen community bonds. I think that applies to North America and Canada specifically as well, because we use sport to develop our country every single day. And it might not be at the level we think about in the developing world, but it’s used every single day; and that’s ultimately the goal of every [NSO], or at least, it should be their fundamental goal; to make Canada a better place and our communities better and using sport to do that. (NSO G)

With respect to women and girls:

From a Canadian context, one of the areas where Canada is seen as a leader is certainly on

the gender equity elements and that hasn't happened by chance. There's been some great groups in our country that have led the cause for gender equity and from a sport perspective, both at a developmental and at a high performance [level]. (NSO D)

Regarding Canada's underrepresented groups:

For us, it's going to be around making sure that we have participation in underrepresented groups, and that we can support that with our provincial and territorial sport organizations across the country. (NSO C)

And at another NSO, the representative shared:

I think [SFD] is trying to allow the sport to be present for all – as many people as we can. Whether it be our [Special Needs] program, the sport for our female component of the game. Wherever we can try to reach out and get the sport out. (NSO K)

One interviewee suggested:

[SFD] means that we need to as a National Sport Organization, really [develop] people. We're about building communities. We're about building Nations, [and] using sport as the platform by which we try to develop individuals; coaches, communities; clubs; and Canada's reputation internationally. So, for most, we're a sporting body. But, we don't lose track of what the ultimate goal [is] here, which is really – sport has some broader goals than just how hard you hit a ball. (NSO H)

And, finally:

[SFD] is an opportunity for us to be able to accomplish a number of social goals, and that's really where I would look at it. I would say the second part of it is we see it as not just a sport for sport's sake. It's also an economic driver. It's a social driver, and as I said it's maybe a problem solver in a lot of ways. (NSO A)



**RQ2: How do NSOs address SFD?**

In relating how organizations address SFD, representative leaders from the NSOs described: whether SFD was perceived as part of their mission; internal and external pressures to support SFD; initiatives and programs designed to achieve SFD goals; facilitating or inhibiting mechanisms to achieve SFD outcomes; and the benefits their organization experienced from supporting SFD. In the following section we examine each of these topics, starting with the notion that SFD is a part of the NSOs' mission.

Despite few incentives to pursue SFD objectives, interviewees identified pursuing SFD goals as part of their NSOs mission, if not their formal mandate. For example, one NSO leader indicated:

I wouldn't say that [SFD] is necessarily part of our mandate. It is part of what we believe our mission is, which is more than developing high performance teams to represent Canada. It's more than developing and introducing youth to [our sport]. It is in fact in addition to those things, it is about developing leaders and developing values in young people through [our sport]. (NSO D)

Another shared:

I don't know [if] in the mandate it specifically indicates [SFD] from a wording perspective, but it's inherent in terms of I would say [our sport] in our country, just by way of participation is the most broadly-based association in our whole country. Because of the membership size, and the representation, [the] cross-sectional multicultural fabric; I would say we're the most inclusive of any one of the sports in our country. (NSO E)

Representative leaders from the NSOs indicated that SFD was part of their mission to develop leaders, instill positive values, and promote and enhance inclusivity in their programs. Regarding

inclusive programs being offered at their NSO, one representative indicated:

You know, already I can suggest that indirectly, without an expressed effort or concentration in the area of sport for development, both through our First Nations Aboriginal Program, and our Para Sport Program, we are having some impact in [SFD] without it being explicitly expressed. (NSO B)

Regarding internal/external pressures to support SFD, NSO leaders indicated there were few instances of pressure that impacted their decision to support SFD. Collectively, interviewees suggested their decision to support SFD was not impacted by external pressures. Rather, they suggested promoting SFD initiatives stemmed from a sense of responsibility (or internal force) to “grow the sport” (NSO J) using all available channels, including through SFD and SD programs. Regarding institutional pressures, “there is absolutely no pressure to do any development, and there’s actually no incentive to do any development. There’s no funding through Sport Canada” (NSO J). Instead, interviewees described pursuing SFD goals as part of their organization’s missions, citing “the opportunity” (NSO A) to increase mass participation by reaching underrepresented groups. For example, one NSO leader suggested:

I don’t remember it coming on as any pressure; it was just an opportunity. We had a former player who was Aboriginal and had been working with [us], and finding opportunities to get Aboriginal communities involved in [sport]...I don’t think there was any pressure or mandate. It was just [that] we had some people [who] were very interested in getting these programs started and we tried to help out as much as we could. (NSO N)

Another NSO representative shared:

You know, the pressure was helping youth. And this has kind of been under my area of leadership for quite some time...I’ve been here ten years [as] the longest standing

administrative staff member, [and] the pressure has really been self-induced. I think we have a big job to do, and an important one in this space. So, I guess no negative pressure only positive. (NSO C)

Another interviewee shared:

I think that we see it as an obligation of ours to grow the game. I mean that's one of our primary objectives is to grow the game and provide more opportunities for people across the country to become involved and exposed to the game, and the youth program is one way to do that. Number one: provide more opportunities, and number two: and even more importantly, provide opportunities that are age appropriate – that kids are being coached the right way and learning the game the right way. (NSO G)

Another NSO representative indicated:

I don't think there's any pressure – like from Sport Canada that “you have to do this.” It was more internal pressure that we have to come up with things that keep our sport relevant...it was kind of internal pressure on ourselves to get better and offer better things so that the sport can develop...and if somebody is new to our country, we want them to say: “let's try [our sport]”. (NSO K)

Where pressures were reported, they were often associated with allocating scarce resources among deserving programs and acquiring financial resources to support SFD. For example:

I guess if we want to continue using the word ‘pressure’ – it came from the opportunities that existed in the funding process. So, in the past years, both core and above core, again, directly relating to the [Canadian] Sport Policy, there was considerable opportunity to build in line with LTAD strategy, opportunities for underrepresented groups. (NSO C)

Another NSO representative indicated:

I'm not necessarily myself afraid of tension. You know, this is really about allocation of resources – and, you mentioned to me that we may have a few different goals that have tension. I mean, Sport Canada has five or six different goals and all of those have tension in them, and that's related to how you allocate your resources. (NSO A)

Another leader shared: “I mean, we have staff and elected board of directors who develop strategic plans and operational plans who develop policies related to things like diversity, inclusivity, and transparency” (NSO H). Regarding external pressures, one interviewee shared:

External? Absolutely not. There's absolutely no – I see no active support for trying to encourage the organization to move towards [SFD] as a priority. Internally, certainly we have groups of stakeholders who are very passionate about the objectives. (NSO I)

Still, others described being approached by interested groups regarding SFD:

We were approached by multiple underrepresented groups, and so First Nations [Sport] Team [came about] because the 2010 Games happening in Vancouver...So, they approached us [and] it was a positive, for lack of better, it kind of fell into our laps...it's the same with adapted [sport] – when it became an Olympic sport, we had some [athletes with a disability] approach us [saying] “what are we doing? How do we do this? Can we get it into the 2010 Games?” [And we said] “maybe, let's see what we can do!” (NSO C)

Another NSO representative shared:

There's [been] some cases where there are groups that approach us that are illuminated politically at that particular time and you want to be very respectful of where they are. Sometimes having a lot of media and political attention is a bit of a sword at times. I haven't had it as much in [our sport], but I have had it in other areas where I've had people basically come in and say if you don't support us we're going to rat you out that you're not

doing enough for us, and that's always been difficult. (NSO A)

Additionally,

We do have people coming to us and accusing us of all sorts of isms, and you need to be able to say “look, this has nothing to do with whatever cause it is, or whatever group you are. This has to do with not having the money and not being able to see the benefit of any money that we would invest behind this.” (NSO A)

However, with few exceptions, interviewees rarely indicated facing external pressures for SFD. More often, NSO leaders indicated challenges allocating scarce resources among SFD and high performance sport programs and initiatives.

To address SFD, representatives from the NSOs reported doing so in several ways, including by developing inclusive initiatives themselves, supporting SFD programs delivered by their members, promoting athlete ambassador programs in domestic and international settings, and delivering on the Canadian Sport Policy goal to promote “positive values at home and abroad” (CSP, 2012, p. 3). As well, NSO leaders shared their experiences working to develop programs for underrepresented groups, including women and girls, athletes with a disability, at-risk youth, and Aboriginal Peoples. At one NSO, for example:

We've really focused on making sure there's access to our sport or at least programming for underrepresented groups; be it Aboriginal participants in our Aboriginal [sport] program. We have a women-in-[sport] program with opportunities for girls and women at each stage in the LTAD, as well as persons of all abilities and disability types. (NSO C)

Regarding women and girls' programs:

We've gone from [in] 2004, not having any specific female [sport options]. They just played on the male teams, to now having three National Championships...we have three

female championships and the program has grown across Canada...[we] continue to offer the opportunity for females to grow in our game – and we now have a National team that we didn't have [before, that] girls aspire to. (NSO K)

And, regarding athletes with a disability:

The [Special] Program is our program for kids with cognitive and some physical disabilities. It allows them the opportunity to get into uniform and get on a team and to play the game just like everybody else...in four or five years of the program, I think we've increased from 29 members to well-over 60 communities doing the program – and I hope we continue to grow it to give everybody a chance to play the game! (NSO K)

With respect to other underrepresented groups, one interviewee shared:

We have deaf [sport] leagues, we have gay [sport] leagues...it's also a very gender balanced sport. We have a lot of programs that bring young people into it and we tend to target places where, in schools, we have a program where we bring [our sport] into schools and we've brought over one million children over the last number of years...and we do tend to target areas where not only are they near a [sport] club, but maybe, they're kids who might not have been exposed to the sport in the past. We're constantly looking to make sure we're showing the sport and we're showing how inclusive we are! (NSO A)

Representatives from the NSOs also reported achieving SFD goals through partnerships with local schools and universities. One leader shared:

Through the school program we created...we created an awareness that there are [sport opportunities] out there. So, not only did the kids go and play with other kids, but the parents who took them there did the same. So, all of a sudden you have parents and kids playing in the same club. (NSO J)

Another NSO representative suggested they:

look at what we can do in disadvantaged communities in the country from inner- cities to the North, and certainly we have programs that address all those communities...we have very active North West Territories (NWT) [Sport], and Yukon and so forth...we're doing some exchange work with NWT [Sport] and University [partner] to bring kids from the NWT [Sport] Association, and more specifically their provincial team – bringing them down to the University to see the campus and spend time with the University [team]. I would be interested to see if these kids will go play in [U Sports]. Hopefully one day that starts to happen, but maybe it's the case that they'll go to university or consider university, because that's a challenge. So that's how we're using sport in a lot of ways.

(NSO G)

NSO representatives also indicated they were achieving SFD goals through partnerships with established SFD organizations, NGOs, and International NGOS, including Right To Play International and Commonwealth Games Canada. For example:

I know that we have had some of our players involved with Right To Play, and through the Commonwealth Games Canada movements around using sport in developing areas around the world to teach values of the sport and using sport for development. (NSO D)

Interviewees indicated that supporting SFD (described above) and allocating resources to achieve meaningful outcomes required aspects of organizational capacity (or mechanisms) to achieve SFD goals. NSO representatives identified: (1) leadership; (2) human resources capacity; and (3) financial capacity, as the most important aspects that facilitated achieving SFD goals. Regarding leadership, interviewees described past sport leaders from their organizations who were instrumental in developing and promoting SFD initiatives to their members. For example,

one NSO representative shared:

[SFD was] a deep and important priority of a previous CEO. So, that would have been how the work was prioritized...Our previous CEO, who was the former CEO of [a SFD non-profit organization], was very passionate about the role of sport in improving kids' lives.

(NSO I)

Another NSO representative suggested:

We have a gentleman named [X] who does [sport] development and club development and he recognized right away that if you keep targeting the same population and they're shrinking – pretty soon your sport is shrinking. So, he's done some good work there that is a combination of SFD and club development. (NSO A)

Others indicated formal leadership from CS4L:

[Name]. He's a good friend and colleague and I would say that's how [SFD] got introduced amongst NSOs. If they've adopted and really pushed for it, it would have been because of the work of [CS4L] – driving everyone to build their LTAD strategy and finding the opportunities in that space to really push for how we can make it better. (NSO C)

Representatives from the NSOs also identified a lack of human resources capacity inhibited their ability to (support) achieve SFD outcomes. For example, one interviewee shared:

I would say [supporting SFD] is really a capacity issue. You know, in a perfect world we would be able to develop programs for everyone everywhere and have the uptake be consistent. But, I think these things go through resourcing issues in terms of being able to formalize the programs and being able to make sure that the programs get the targeted recipients. (NSO F)



Another interviewee shared: “even the question of having staff available to work on SFD projects becomes a question that management has to face in terms of the costs of managing that staff and how to fund that personnel requirement...[and] for me, my experience has been that there’s no lack of wanting to do something” (NSO I). Where human resources were sufficient, NSO representatives indicated they were able to achieve SFD outcomes. At one NSO, for example:

Just given our Canadian cultural values and certainly the values of [our sport] as I’ve learned, is you can still establish and do a lot just out of sheer effort. All that I’ve seen, certainly in my nine months [at NSO] is an extreme commitment from our volunteer board of directors to the staff; to our players in terms of wanting to give back to the community; and wanting to invest their own time in terms of developing the sport – and more than just high performance. As I said before, it’s a holistic view around growing the sport and developing individuals and their abilities through [our sport]. (NSO D)

Where resources were insufficient, NSO representatives indicated their willingness to support SFD if additional resources (human and financial) were made available. At one NSO, for example:

If [only] I had ten employees right now! Right now, I have one and a half. But, if I had ten – then I could have a lot more visibility. I could be much more active in all kinds of programs and strategic goals that we have. But I have one and a half. So, I have to deal with that. (NSO J)

Interviewees also identified a lack of financial capacity to support SFD. For example:

I don’t think I’ve ever heard people say let’s not do [SFD] because we don’t like this or that group of people. I’ve heard people say we want to do ten things but we can only afford

five. So, what five are we going to do? (NSO A)

And at another NSO, the representative indicated:

It's always a struggle. I can have wonderful debates speaking about [SFD] philosophically, and then when I put on my Executive Director 'hat', whose role is to allocate resources and scarce resources across an abundance of needs – [that] is where the development 'hits the road' so to speak. (NSO H)

When NSOs' capacity aligned to enable supporting SFD, representatives reported deriving benefits from doing so. NSO representatives indicated supporting SFD had benefited their sport and their organization "in a multitude of ways" (NSO C), including through improved high performance outcomes, increased participation in their sport, increased funding to support other initiatives, and a positive feeling from having done "the right thing" (NSO C). Regarding high performance outcomes:

We have these [SFD] programs and it brings in athletes from all over, and all walks of life. We've had athletes come into our system [who] would have been, because of these programs...some of them are deprived of access to sport in their territories...we've built them a sport system, [provided] some coaches, and low and behold you find a [Olympic-level athlete] and support them to the Canada Games and look where they're at ten years later! They're some of the world's leading athletes. (NSO C)

Another interviewee indicated:

We have one of our National team players who just competed in his first tournament over the past two weeks [overseas] representing Canada, who was introduced to [our sport] through this [SFD] program. So, there's lots of examples where we've been able to bring [our sport] to the community – inspired someone to be involved and volunteer themselves

and in this one particular case, someone's now been able to come through that program – competed at a regional and club, and provincial level, and then get tapped to come and represent Canada, which is a real milestone and a huge accomplishment for that individual, but also for the sport and for all the development programs that so many people pour their efforts and energy into. (NSO D)

Regarding increased participation:

I think anything we do that helps grow and develop the game and our country is seen as a positive. So, no matter what we do – if we're growing the game, we're bringing more people as we say "into the tent", then we're helping the game and we're helping the sport within our country. (NSO E)

Additionally,

I would say that inclusiveness and diversity of our programs is something that has kept the organization strong and I think it makes it attractive for barrier free access to sport. And [our sport] is a very independent and liberating sport, so having the right programs in place to get more people across the large geography with greater diversity participating - I think it does nothing but strengthen our communities and strengthen our clubs and programs. (NSO E)

NSO representatives also indicated benefiting from financial support resulting from supporting SFD. At one NSO, for example, "we've benefited from the capacity [SFD programs] have allowed us to access and receive funding above core" (NSO C). At another NSO, supporting SFD initiatives led to corporate sponsorships. Their representative indicated:

One of our largest partners that supports [NSO] is [Canadian Bank] – the presenting sponsor of our [Youth Program]. So, it is a property from a business perspective that is

incredible value for what it brings to the organization to help us both deliver [Youth Program], but also deliver many other programs within the organization and [to] run the organization – it’s a very valuable asset from that perspective. (NSO G)

NSO representatives also indicated benefiting from supporting SFD through the satisfaction of “[doing] the right thing” (NSO C). For example, one interviewee shared: “I mean definitely...you can never get away from the fact that it makes people feel good when you have an opportunity to inspire a young child” (NSO D). Another NSO representative suggested their “people are more engaged and more proud. I guess it’s more a feeling of pride in being involved in [NSO] and what it delivers and what it has to offer” (NSO L). Another NSO leader shared:

I wouldn’t have stayed in this position for twenty years if my belief was that winning a medal at an Olympic Games; at a World Championship; is what it’s about. It’s about making the lives of people better – and it’s very simple. It may sound like a little bit of a naïve motherhood statement, but that’s what it is. It’s people who play sport and they enjoy sport and they learn through sport. (NSO J)

### **RQ3: To what extent does SFD represent a divergent expectation for NSOs?**

Representatives from the NSOs shared the view that SFD outcomes, including enhanced diversity, strengthened community bonds, social capital, individual and community level social and economic development, gender equity, and reifying positive Canadian values, were being achieved as by- products of sport development programs that followed LTAD and CS4L principles. Specifically, interviewees indicated that by offering programs that were inclusive, accessible, and aimed at increasing participation, they were achieving SFD outcomes either inadvertently or simultaneously alongside their SD objectives. Thus, according to the NSO representatives in this study, SFD does not represent a divergent or conflicting expectation. At

one NSO, for example:

I do not think that sport for development and sport development and high performance are mutually exclusive of one another. That is, you don't have to just do-away with one just to focus on the other. And if there is a deliberate intention within your NSO, or within your group to address both ends, then it's just a question of conflicting resources and how you address that is through your operational planning and strategic planning.

(NSO B)

Another interviewee indicated their SD/high performance objectives aligned with SFD goals noting:

Even the way we develop our championships are highly inclusive. Right now, we're in the middle of a project where we're doing consultations, and it was an open consultation around infrastructure and the economic impact that [our sport] has in the communities. So, we have invested in work and study there to be able to demonstrate that we're an inclusive sport, and we're a sport that is also an economic driver within communities...[and] that's important for us as well. (NSO A)

Several NSO leaders described benefiting from pursuing SFD goals (including accessibility and inclusion) that aligned with their SD objectives. One interviewee shared:

I think they [SFD and SD] go hand in hand. I don't think it's one or the other. I think they complement each other exceptionally well, and if you have a robust high performance program; you have a strong grassroots program as well – because the bigger your pyramid, the bigger the base of your pyramid – the higher you can compete internationally. (NSO D)

One NSO representative viewed SFD as

one of those [pillars] like Introduction to Sport, or Recreational Sport, [in that] if it's not

there, we won't have high performance. And, from the perspective of working internationally and ensuring there's development in a number of other countries – if we don't help facilitate that, then we're not going to have high performance opportunities for any Canadians who [have a physical impairment] because they're not going to exist internationally. (NSO M)

At some NSOs, representatives indicated that simply promoting their sport to all Canadians meant they were increasing the likelihood participants would experience SFD outcomes inherent in their sport. For example, one interviewee indicated social capital was generated at community clubs through its traditional programs:

There's a lot of small municipal clubs – in smaller towns and cities where people go...and this is where people get married. This is where people have funerals. This is where people come after their husbands have left them or their wives have left them. This is their tribe of people, and there's a social network and friendships that have happened over long periods of time. So, they play the sport but they also develop a community of people [who] are truly there for each other...and they've come together through the sport they like, and the sport has become secondary to the things they do for each others' lives. (NSO A)

Another interviewee suggested its NSOs SD programs achieved individual SFD goals, such as improved self- esteem and confidence and learning to overcome adversity:

It's not like in school where you have book learning and maybe [you're] not challenged if you're not in a very good school. [Sport] is where you have to deal with situations all the time, and difficulties all the time. You play against somebody who's better than you, and if you're interested in winning you have to be a good problem solver. You have to learn problems. You have to find a tactic how you can possibly score points and so on. These are

skills that are life skills. They are incredibly useful later on. They form young people, and I can see for example from our National level athletes that I don't think we have anyone [who is] unemployed. That's not by accident. (NSO J)

Leaders from the NSOs indicated SFD was not a divergent or conflicting demand. Rather, they reported internal pressures to “grow the game” (NSO G), and to improve access to sport for underrepresented groups. Where internal/external challenges were reported, it was principally about allocating scarce resources to SFD. For example:

There's a lot of different times where, well, jeez, do I send this extra athlete to that National team training camp? Or, do I take that investment and put it into our broader participation goals of trying to encourage more young females to participate? (NSO H)

Another interviewee suggested:

I think by the very definition in terms of sport for development versus sport development on the continuum leading to high performance sport, that they do have different goals [and] different objectives. Given that, there is obviously some dynamic tension. But, I think you would have that in any organization, including the corporate world, when you have different goals being put forward. (NSO B)

### **The Future of SFD in Canada**

Leaders from the NSOs indicated they planned to continue supporting SFD initiatives in the future, with an emphasis on addressing barriers facing underrepresented groups including at-risk youth, women and girls, athletes with a disability, and Aboriginal Peoples. Interviewees also indicated there were other SFD goals they would like to pursue if additional financial (also human) resources were made available to do so. At one NSO, for example:

A big part [of the future] for us is bringing [our sport] out to the broader community.

And, how do we introduce more and more programs, be it at what we'd call the [youth

level] all the way up through junior high and high school where we can introduce [our sport]. [Because] once you get involved with [our sport], you very quickly understand the values of the sport. And it's those values I think [that] really represent that sport for development ethos – and those are important pieces. (NSO D)

If more financial resources were available for SFD, one interviewee suggested their NSO would reach out to our fellow citizens who maybe have come from a place where they didn't play sports on the ice, and they don't understand how it's done, and really inviting them and their communities in. And not just showing them how it is, but asking them how do you want to add to this? How do you want to be part of this? That's an area I think we can really focus on. (NSO A)

Further, they would “make sure that we have a more impactful introduction to the sport to people who are new to Canada; adults and young adults” (NSO A). Another NSO leader suggested they would

probably look at what I would call the, for lack of a better term, the traditionally marginalized – or groups identified as marginalized. We would look at sport for development with our First Nations. Probably women in sport, and with our Parasport program. (NSO B)

Representatives from the NSOs also expressed willingness and in some cases desire, to pursue partnerships with development-minded organizations and NGOs. One interviewee shared:

Maybe we don't do enough...and this is something that's been in the back of my mind; is partnering with external agencies that do development – true development. If they're doing the development...rather than us trying to do sport for development, is offering the assistance of our sport in order to help do development. It could be anything...abused



women; new immigrants; Aboriginal youth. [They may have] specific programs, specific goals, and perhaps [we could] work with them to see if [our sport] could fit into this – [if] this is a place where we can develop leagues, and teaching, and donate ice. (NSO A)

Meanwhile, others indicated supporting SFD remained a challenge requiring additional human and financial resources that were at the time, seemingly out of reach:

On the cultural inclusion question – I would have to say, honestly, that we're at a critical point of determining where that goes moving forward, and it's strictly because of the funding dilemma. We have not been able to find a way to fund that program through operational opportunities. So, that leaves us with trying to decide whether we continue the work taking money away from something else, or whether we partner with people who might have money...or whether we put it on a slow track in the background, which is, quite frankly, one of the things we're doing with athletes with a disability. (NSO I)

### **Discussion**

This section addresses several issues raised throughout this study. Firstly, we discuss how representatives from the NSOs' definition of SFD relates to its conception in the CSP and SFD literature generally. In doing so, further discussion regarding whether NSOs are acquiescing to, defying, or manipulating demands for SFD may be possible. Secondly, we address how NSOs leveraging SFD to achieve other organizational goals is viewed by NSO representatives themselves, and in related SFD literature. Implications for using SFD as a means rather than an end is also discussed. Finally, we discuss how NSOs' responses to demands for SFD align with Pache and Santos' (2010) model of organizational responses to institutional pluralism.

Implications for policy makers and SFD practitioners are also addressed.

## **Defining SFD**

In this study, representative leaders from the NSOs defined SFD as broadly supporting the development of programs designed to improve access to sport for Canada's underrepresented groups, including youth at risk, women and girls, athletes with a disability, and Aboriginal Peoples. Leaders from the NSOs also indicated SFD meant strengthening communities and supporting positive Canadian values through sport. This view closely follows the definition and goals set forth in the CSP that indicates SFD is about "social and economic development, and the promotion of positive values at home and abroad" (2012, p. 3). The CSP further suggests "a desired outcome of the policy is that both the number and diversity of Canadians participating in sport will increase over the timeframe 2012- 2022" (2012, p. 3). However, laudable these goals may be, they are (unfortunately) quite broad and open to interpretation. More concerning, is they provide little guidance to NSOs and other stakeholders interested in pursuing SFD goals in their sport and in their communities, and so it is perhaps not surprising that NSOs' SFD goals are equally broad.

Within SFD literature, similarly broad and all-encompassing conceptualizations are also used. Svensson (2017), for example, suggests SFD is "the use of sport as a vehicle for addressing various social issues or to promote peace building and reconciliation in areas of conflict" (p. 1). Lyras and Welty Peachey (2011), whose definition is often cited (i.e., Schulenkorf, 2017; Schulenkorf et al., 2016), define SFD as "the use of sport to exert a positive influence on public health, the socialization of children, youths, and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution" (p. 311). However, such broad descriptions of SFD, and the version adopted within the CSP, do little to support NSOs pursuing SFD as part of their missions. Of course, this

cannot be the responsibility of SFD scholars, but it should be a goal of the CSP and its authors.

What may be more useful to NSOs and SFD stakeholders generally, are more specific descriptions of SFD programs, initiatives, and research. For example, Schulenkorf et al. (2016) identify levels of development within SFD, including development at the individual, community, state, national, and international levels; information that could aid NSOs interested in developing initiatives at one or at multiple levels. Schulenkorf et al. (2016) also identify several frameworks used in SFD research, including notably, positive youth development (PYD), social capital, community development, and social inclusion, among others. Such information, if it were to be included in the CSP, or a CS4L-style supplement, could assist NSOs in achieving SFD outcomes. Informed (empowered) NSOs, for example, might be able to achieve development at the community level, utilizing sport programs designed with intentional consideration for aspects of positive youth development and social capital formation. However, currently, NSOs may be less ready to pursue development across these levels; lacking capacity and development expertise.

Together, these findings suggest future sport policies and related documents should indicate more clearly defined goals for NSOs (and other stakeholders) regarding the level of development sought through SFD and include specific performance indicators or targets for SFD. Future sport policies may also address whether certain sports are more appropriate SFD vessels than others. According to Schulenkorf et al. (2016), general physical fitness, soccer, and basketball are the top three sports utilized, and scholars (Bowers & Green, 2013; Sterchele, 2015) have suggested general and unstructured play may be the best option to achieve SFD goals. Additionally, a more thorough synthesis of SFD programming across Canada, presented as a CS4L-style supplement is warranted. SFD has been identified by the CSP as one of Canada's

priorities – articulated as part of the NSOs missions by the NSOs representatives themselves, and yet, NSOs receive little guidance regarding how to implement SFD programs, how to partner with SFD organizations, or what goals should (and should not) be pursued.

### **Leveraging SFD**

NSO leaders described leveraging SFD to achieve other organizational goals, including broadening their sport's participation base, finding and developing high performance talent, and deriving financial benefits from supporting SFD. Prior studies, including Waldman and Wilson's (2015) study of executive leaders' decision making to address SFD, revealed similar themes. In Waldman and Wilson's (2015) study, for example, executive leaders suggested they "saw value in supporting SDP programmes as a means to an end – with the end being 'achieving organizational goals'" (p. 13). And, according to Waldman and Wilson (2015), sport executives follow their bottom line – which is the number of participants – and seek to achieve increases in participation by recruiting "new markets" (p. 7). In another study that focused on partnership formation and management between SFD NGOs and national multi-sport organizations, Hayhurst and Frisby (2010) identified tensions related to power imbalances and SFD organizations' need for legitimacy. They described "a major concern for [the] NGOs was that they were sometimes seen as a feeder system for high performance sport that values medal counts over sport participation as a tool for reducing social inequalities" (Hayhurst & Frisby, 2010, p. 91). In the case of the Canadian and Swiss NGOs in their study, "being tightly coupled to high performance sport in spite of competing values was deemed necessary...because of resource dependencies on their more powerful sport partners" (Hayhurst & Frisby, 2010, p. 92).

In both Waldman and Wilson (2015) and Hayhurst and Frisby (2010), problems associated with unbalanced power relations and motivations to engage in SFD were addressed. In the

current study, NSO leaders identified opportunities to engage in SFD as going “hand in hand” (NSO D) with NSOs’ SD programming, and not having to do away with SFD to focus solely on high performance objectives. Representatives from the NSOs identified generating support for their programs beyond SFD, identifying talented athletes who would eventually compete on national teams, and developing financial relationships with corporate sponsors interested in aligning their organizations with NSOs that engage in SFD. NSO representatives also indicated a sense of satisfaction from supporting SFD.

As a contribution to scholars and practitioners, this study’s accounting of NSO leaders’ motivations for supporting SFD may enhance the ability of SFD organizations, including those at the local level (see Study 1 and 2) to partner with more powerful and ‘legitimate’ organizations (cf. Hayhurst & Frisby, 2010), including NSOs. As was identified by Hayhurst and Frisby (2010), SFD organizations interested in pursuing partnerships with NSOs (or similarly powerful organizations) should consider their motivations for pursuing SFD and develop plans to address those motivations. To some, as was the case with Hayhurst and Frisby’s (2010) NGOs, moving the SFD cause forward independently may be more appealing. But, for SFD organizations that wish to pursue legitimacy through partnerships, findings from this study and others (Hayhurst & Frisby, 2010; Waldman & Wilson, 2015) may serve as a guide.

### **Organizational Responses to SFD**

In this study, and with respect to Pache and Santos’ (2010) model, NSO representatives indicated any demands for SFD are what may be classified as ideological rather than functional. That is, they challenge the organization’s values and what it should do (ends), rather than how to do what they do (means). However, and importantly, interviewees indicated pursuing SFD was part of their NSOs mission and that it does not conflict with their primary responsibility to

enhance high performance and sport development outcomes. Nonetheless, according to Pache and Santos (2010), organizations facing ideological demands must decide “which goals are legitimate to pursue” (p. 459), and organizational members must “make decisions as to what demand to prioritize, satisfy, alter, or neglect in order to secure support and ensure survival” (p. 462). NSOs in this study were also characterized by single representation of the ideological demand or goals for SFD, according to Pache and Santos (2010). That is, members are generally committed to SFD, and there is no dispute with high performance goals in the NSOs. NSO leaders described supporting SFD because it was the right thing to do and because it makes people feel good. Representatives from the NSOs did not support the notion that SFD and high performance/SD are contrasting goals, and thus these organizations are not (yet) in a place where they must reconcile these demands. They are seen as complementary rather than conflicting.

Thus, it is not relevant to consider organization processes and structures put forth in the model by Pache and Santos (2010), and that may require radical organizational change (Svensson, 2017), in order to reconcile goals for SFD and high performance sport, at least not at this time. Leaders from the NSOs indicated supporting SFD does not require the level of organizational structural change suggested by Svensson (2017) – that is, creating hybrid forms – instead suggesting goals for SFD are being pursued as part of their operational and strategic plans. Interviewees indicated supporting SFD requires planning and dedicated resources, but that those resources are allocated just as resources for high performance and sport development are, following internal consultations and planning to determine the relative emphasis (resources) placed in each category. Leaders from the NSOs indicated supporting SFD is about placing it within a hierarchy of their organization’s goals:

I absolutely agree that there are tugs and pulls...we still are a National Sport Organization

that has certain mandates, and that is to promote [our sport] and to help athletes achieve their potential to be able to reach the highest stage internationally. So, the tugs are largely around allocation of resources. If we really wanted to insert other developmental goals ahead of high performance goals, we might be doing more things like promoting encouraging participation in sport by new Canadians or Aboriginal First Nations Peoples, or encouraging greater number of females to participate in the sport, to helping some of our member National Federations around the world that try and enhance their level of service for their citizens and so on. So, there's a lot of different times where well jeez, do I send this extra athlete to that National Team training camp? or do I take that investment and put it into our broader participation goals of trying to encourage more young females to participate? (NSO H)

## **Conclusion**

In this study we sought to determine how NSO leaders define SFD, whether and to what extent SFD is viewed as a divergent expectation by NSO leaders, and what NSOs are doing in response to internal/external pressures for SFD. NSO leaders view SFD and their role delivering SFD as promoting and delivering accessible and inclusive programs to Canada's underrepresented groups, and the mechanisms or capacity to deliver such programs include the NSO's leadership, its human resources, and its financial capacity.

According to NSO representatives, SFD does not represent a divergent expectation, and in fact, they described goals for SFD aligning with other organizational goals; notably, increasing participation, and making sport available and accessible to all Canadians. Where challenges for SFD were reported, they were internal forces associated with allocating scarce resources.

With respect to Pache and Santos' (2010) model of organizational responses to

institutional pluralism, NSOs appear to face ideological rather than functional demands for SFD. NSO leaders indicated single-representation of those demands within their organization, in which leaders and other organizational members share the view that developing SFD programs and supporting SFD generally is part of their mission.

For the future, NSO representatives indicated a willingness to work towards SFD objectives more forcefully, and to partner with organizations whose primary work is in development. Supporting those partnerships, re-examining formal goals and responsibilities for SFD indicated by the CSP, incentivizing NSOs to deliver and support evidence-based SFD programming, and building NSOs' capacity to achieve SFD outcomes should be at the forefront of discussions regarding SFD and its future in Canada. We believe the current study may support and inform those important discussions among policy makers and practitioners in Canadian SFD.



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## Summary

The three studies in this dissertation explored aspects related to managing SFD. According to Schulenkorf (2017), regarding managing SFD literature, “academics are now analysing the specific management and organizational aspects of SFD projects, including the specific tactics, strategies, and implications of sport related development work” (p. 245). Findings from this dissertation deepen and extend the managing SFD literature. Together, the three studies in this dissertation indicate how SFD organizations are achieving their goals – by developing and deploying their organization’s capital (Hall et al., 2003). The findings indicate how SFD organizations enhance their ability to achieve organizational goals through capacity building. And, findings from this dissertation indicate how NSO leaders conceptualize and address SFD goals as part of their mandate to “govern all aspects of sport within Canada...[and] implement national initiatives to develop and promote their sport” (Government of Canada, 2017, np). In the following section, I briefly review Study 1, Study 2, and Study 3. I then discuss the three studies’ contribution to knowledge and theory, the implications for practice, and conclude by offering directions for future research.

Study 1 uncovered an organizational framework for local SFD (Table 2). It followed Hall et al.’s (2003) framework for nonprofit organizational capacity, that had been used in the community sport context (Doherty et al., 2014; Misener & Doherty, 2009), and in SFD research (Svensson & Hambrick, 2016; Svensson, Hancock, & Hums, 2017) as well. Semi-structured interviews were conducted with a key representative from 17 local SFD organizations across Canada. The local SFD organizations interviewed represented a plurality of sport offerings (n=10), and were from densely populated urban areas, and sub-urban/rural communities as well. Local SFD representatives were asked to identify and describe organizational aspects that

enabled them to achieve their organizational goals. They identified critical elements in each of Hall et al.'s (2003) five broad capacity dimensions (human resources, finances, infrastructure, relationship and networks, and planning and development), including: familiarity with development issues; fundraising success; and strategic planning, to name a few.

Building on the findings from Study 1, Study 2 endeavored to build capacity at two local SFD organizations from the Study 1 sample. Study 2 used an action research methodology (Ferkins, Shilbury, & McDonald, 2009), that required participating organizations and researchers (Ryan Clutterbuck) to work collaboratively as co-researchers to set priorities and implement the capacity building interventions. Study 2 co-researchers identified aspects of capacity that required capacity building, and together, implemented three separate interventions addressing the identified organizational weaknesses. Study 2 co-researchers generated (and collected) qualitative data and reflected on the process of capacity building for local SFD throughout the project, culminating in three unique stories of capacity building. Broadly, findings from Study 2 supported Millar and Doherty's (2016) process model as a means to enhance local SFD organizations' ability to successfully enhance their programs through strategic capacity building.

Building on the findings from Study 1 and Study 2 – notably, that local SFD organizations rely on partnerships to enhance their financial, human resources, infrastructure, and planning and development capacity - a goal for Study 3 was to explore the perceptions, motivations, and experiences of NSO leaders (as potential partners) regarding SFD in Canada. Prior research indicated partnerships between SFD organizations and organizations whose primary objectives were not development were characterized by power imbalances (Hayhurst & Frisby, 2010; Waldman & Wilson, 2015), and further, that organizations choosing to address SFD might require significant restructuring to achieve SFD goals (Svensson, 2017). However, empirical

research regarding whether, and to what extent, NSOs experienced institutional pluralism was scarce (Hayhurst & Frisby, 2010). Thus, I sought to fill this gap in the literature. I was interested to know: how NSO leaders defined SFD; how NSOs addressed SFD; and whether NSO representatives viewed SFD as a conflicting or divergent demand.

Following Pache and Santos' (2010) model of organizational responses to institutional pluralism, I conducted semi-structured interviews (Patton, 2015) with a key person(s) from 13 NSOs (n=14). Their model suggests organizations facing divergent (or conflicting) demands respond by either acquiescing to, avoiding, manipulating, or defying the demands, based on the nature of the demands (as either ideological or functional), and the internal dynamics of the organization (characterized by absence of representation, single representation, or multiple representation of the demands). In Study 3, NSO leaders indicated goals for SFD are not divergent from their mandates to enhance high performance sport. Representatives from the NSOs indicated they are addressing SFD by offering inclusive programs targeted to Canada's underrepresented groups, including women and girls, athletes with a disability, youth at risk, and Aboriginal Peoples. NSO leaders also indicated a willingness to partner with development-minded organizations, and further enhance existing SFD programs if additional funding were available.

### **Contribution to Theory and Knowledge**

The findings from these three studies contribute to the growing SFD management literature (Svensson, 2017), through extending our understanding of capacity for SFD (Svensson et al., 2017; Svensson & Hambrick, 2016), and revealing the processes involved in capacity building for local SFD, in support of Millar and Doherty (2016). Study 3's findings diverge from SFD literature (Hayhurst & Frisby, 2010; Svensson, 2017; Svensson & Selfried, 2017) that suggests



organizations (like NSOs) that adopt SFD goals outside or beyond their core mandate may require significant organizational changes to achieve the new goals.

First, regarding SFD management literature – Study 1 contributes to the emerging understanding of organizational capacity in the local SFD context. The local SFD framework indicated in Study 1 extends Svensson et al.’s (2017) findings, supporting several critical capacity elements uncovered in their research, including: fundraising, facilities, and strategic planning. Further, the capacity for local SFD framework indicated in Study 1 suggests new (previously unreported) capacity elements for local SFD, including: familiarity with development issues; training and support from the organization; sustainable funding; sustained partnerships; social capital; and awareness of risks and opportunities. Study 1 also extends the capacity for SFD literature (Svensson et al., 2017; Svensson & Hambrick, 2016), by broadening the investigation to consider a range of independent community organizations from urban and rural settings, using multiple sports in sport plus and plus sport programs (Coalter, 2010), representing the breadth of local SFD in Canada.

Secondly, findings from Study 2 contribute to the capacity building literature, and capacity building for SFD literature, by revealing the process in its entirety. According to Millar and Doherty (2016), “understanding of capacity building remains incomplete and largely fragmented, focusing on individual components of capacity building while neglecting to capture the process in its entirety” (p. 2). Study 2 fills this research gap, and supports Millar and Doherty’s (2016) process model of capacity building as well. According to Wing (2004), “whatever capacity building might be, it is not going to be the same across such a diversity of kinds of organizations” (p. 154). Therefore, understanding how local SFD organizations build capacity to enhance their programs and to achieve their goals is both important and necessary. Study 2

uncovered those processes and can serve as a guide to both scholars and practitioners.

Thirdly, findings from Study 3 diverge from SFD literature that suggests sport organizations that adopt SFD goals (Svensson, 2017), or partner with SFD NGOs (Hayhurst & Frisby, 2010; Waldman & Wilson, 2015), face institutional or conflicting pressures that must be reconciled (Svensson, 2017). In Study 3, NSO leaders indicated that goals for SFD did not represent divergent or conflicting demands (Kraatz & Block, 2008; Pache & Santos, 2010). Instead, they suggested goals for SFD could be pursued (and ultimately achieved) alongside goals for sport development and high performance sport by allocating resources according to the relative importance of SFD to their overall mission and mandate. NSO leaders also indicated supporting SFD benefits their organization – prompting future research to examine the potential to leverage SFD.

### **Implications for Practice**

Collectively, findings from these three studies indicate several implications for SFD stakeholders. First, regarding SFD organizations (implementers), the organizational capacity framework for local SFD (Study 1) can be used as a tool to assess capacity strengths and weaknesses. Using the framework as a guide, SFD managers may reflect on, for example, whether they have the volunteers and staff who are familiar with the development context of their programs, and if not, consider recruiting volunteers from their alumni network. More broadly, guided by the local SFD framework (Study 1), SFD managers may reflect on the critical skills they require to achieve their goals, and seek out volunteers who possess those skills. The local SFD framework (Study 1) suggests those skills include fundraising experience, grant writing skills, and information technology expertise, among others.

Once SFD practitioners have identified the critical capacity elements necessary to achieve

their organization's goals, a logical next step might be to enhance those elements through capacity building. Findings from Study 2 indicate support for Millar and Doherty's (2016) process model of capacity building as a tool for practitioners to assist in that process. Broadly, SFD organizations that identify a need to build capacity must set clear objectives, identify organizational strengths that may facilitate capacity building, and ensure the organization is ready to build and sustain the change (Millar & Doherty, 2016).

Findings from Study 1 and Study 2 have implications for SFD partners as well. By understanding SFD organizations' capacity strengths and weaknesses, partners that fund SFD programs may be better positioned to support strategic initiatives that enhance SFD organizations. For example, based on Study 1's findings, strategic funding may be directed towards staffing SFD organizations, IT support, and facilities. Further, SFD partners might also consider conducting (or supporting) needs assessments and consider SFD organizations' readiness to build and sustain organizational change (Millar & Doherty, 2016; Study 2).

At the national level, Study 3 indicates several implications for Canadian Sport Policy makers and NSO leaders interested in pursuing (also supporting) SFD as part of their mission. At NSOs, mechanisms that facilitate SFD identified in Study 3 include NSOs leadership, human resources capacity, and financial capacity. Thus, NSO leaders interested in pursuing SFD should first determine whether they are ready – and use findings from Study 3 as a guide in that process. SFD organizations that are interested in pursuing partnerships with NSOs may find Study 3's results useful as well. Representatives from the NSOs indicated a willingness to partner with development-minded organizations and indicated their expectations and motivations for pursuing SFD generally. This information can assist SFD organizations that pursue partnerships for legitimacy (Hayhurst & Frisby, 2010), and critical resources (Waldman & Wilson, 2015) as well.

Canadian Sport Policy makers may also consider how supporting and incentivizing such partnerships can enhance SFD outcomes, and high performance sport and sport development objectives as well.

### **Directions for Future Research**

There are several avenues warranting further research based on these three studies' findings. Regarding organizational capacity for SFD, future researchers may endeavor to explain how certain elements emerge (or are developed) by SFD organizations. Researchers may ask, for example, how is it that SFD alumni effectively communicate and build trust with SFD participants. More broadly, future researchers may include multiple perspectives from stakeholders across levels of the organization to gain a richer insight into the nature of capacity for SFD. Future research may also consider the role of leadership in SFD organizations' capacity. To date, no capacity for SFD research has indicated leadership as a critical element – perhaps because interviews have (most often) been conducted with leaders who may not realize, or be reluctant to identify, the importance of leadership to their organization's success. Yet, leaders make many of the key decisions regarding whether and how to build capacity at their respective organizations, and so exploring leaders' roles in this context is important.

Regarding capacity building for SFD, Study 2 indicates support for using Millar and Doherty's (2016) process model of capacity building as a tool for practitioners, and by extension action researchers. In future, (action) researchers may also consider implementing capacity building interventions that refine organizational strengths, rather than focusing exclusively on addressing areas of weakness. According to Millar and Doherty (2016), "the literature supports the general notion of capacity building as an effort to build strength in areas of weakness while refining areas of organizational strength" (p. 4). However, in Study 2, only organizational

weaknesses were chosen for capacity building. Thus, future research that aims to refine SFD organizations' strengths through capacity building can provide further important insights.

Findings from Study 3 indicate NSO leaders are willing to partner with and support development-minded organizations to achieve SFD outcomes. For PAR researchers, there is an opportunity to facilitate these important partnerships, by aligning SFD goals with NSOs' objectives to increase participation and to enhance high performance outcomes. More broadly, Study 3 revealed the experiences of NSO leaders with respect to SFD – but there are several other important stakeholders that can (and do) support SFD in Canada, including the provincial/territorial sport organizations, national multi-sport organizations, and professional sport organizations. Future research should endeavour to include these critical stakeholders – all of whom have a responsibility to support SFD in Canada (Canadian Heritage, 2012).

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Appendix A  
Western University  
Research Ethics Approval Notices





**Western  
Research**

Research Ethics

**Western University Health Science Research Ethics Board  
NMREB Delegated Initial Approval Notice**

**Principal Investigator:** Dr. Alison Doherty

**Department & Institution:** Health Sciences\Kinesiology, Western University

**NMREB File Number:** 106027

**Study Title:** Organizational Capacity for Sport for Development

**Sponsor:**

**NMREB Initial Approval Date:** January 21, 2015

**NMREB Expiry Date:** January 21, 2016

**Documents Approved and/or Received for Information:**

Document Name	Comments	Version Date
Instruments	Interview guide	2014/11/07
Revised Western University Protocol	Western protocol	2015/01/11
Revised Letter of Information & Consent	LOI	2015/01/11

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB\_00000941.

*This is an official document. Please retain the original in your files.*



**Western  
Research**

**Western University Non-Medical Research Ethics Board  
NMREB Delegated Initial Approval Notice**

Research Ethics

**Principal Investigator:** Dr. Alison Doherty

**Department & Institution:** Health Sciences\Kinesiology, Western University

**NMREB File Number:** 107162

**Study Title:** Action Research for Sport for Social Change

**Sponsor:**

**NMREB Initial Approval Date:** October 14, 2015

**NMREB Expiry Date:** October 14, 2016

**Documents Approved and/or Received for Information:**

Document Name	Comments	Version Date
Letter of Information	Appendix A Letter of Information for Organizations	2015/09/02
Letter of Information & Consent	Appendix B Letter of Information and Consent for Participants	2015/09/02
Western University Protocol		

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

*This is an official document. Please retain the original in your files*



**Western University Non-Medical Research Ethics Board  
NMREB Delegated Initial Approval Notice**

**Principal Investigator:** Dr. Alison Doherty  
**Department & Institution:** Health Sciences\Kinesiology, Western University

**NMREB File Number:** 108569  
**Study Title:** Sport for Development in Canada: Perspectives of NSO Leaders

**NMREB Initial Approval Date:** November 15, 2016  
**NMREB Expiry Date:** November 15, 2017

**Documents Approved and/or Received for Information:**

Document Name	Comments	Version Date
Western University Protocol		2016/11/03
Instruments	Attachment A Interview Guide	2016/10/03
Letter of Information & Consent	Appendix B Letter of Information Email	2016/11/03
Letter of Information & Consent	Verbal Consent Script	2016/11/03

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Appendix B  
Letters of Information  
Study 1



## **Organizational Capacity for Sport for Development**

### **Information:**

We are a research team from Western University undertaking a study of factors influencing the successful implementation of sport for development and social change initiatives in Canada. We are interested in understanding the role that human resources (volunteers, staff), finances, external networks/relationships, infrastructure, and planning and development play in organizations implementing such initiatives.

We are inviting one or two representatives from several organizations that are implementing some type of sport for development program that is funded by an external source such as a granting agency or foundation to take part in the study. As a member of such an organization we invite you to take part in a personal interview.

If you are interested in participating please contact Ryan Clutterbuck for further information or to schedule an interview. We will also follow up shortly to determine your interest.

### **Participation:**

Participation in the study is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time and withdraw any information collected to that point. The information reported to us will be held in the strictest confidence. No one else in the organization will be informed whether you are participating, and any findings will be aggregated across your organization and across the sample. The interview will be conducted by telephone, and is expected to take about 45 minutes. The interview will be audio recorded with your permission. You may ask that the recording be stopped at any time during the interview. If you do not want to be audio recorded then handwritten notes will be taken. Interviews will be scheduled at a time that is convenient for you.

### **Benefits:**

The interview will provide you with an opportunity to reflect on the above-noted aspects of organizational capacity with regard to the conditions and challenges that are associated with your organization's sport for development initiative. We will also be pleased to provide you with a summary report of the aggregate findings and recommendations for effective practice. The findings are expected to enhance our understanding of the capacity of organizations to implement sport for development initiatives.

### **Confidentiality and Potential Risks:**

There are no known risks to participation. Your name and the name of your club, and any other identifiers will be removed from the interview transcript and fictitious names will be used in any publicly reported results from the study. A copy of the transcribed interviews will be kept on a password-protected computer, accessible only to the researchers conducting the study. Audio files will be deleted once the interviews have been transcribed. We will send

you a copy of your transcribed interview in order to verify the statements. Changes can be made to the transcript if you feel that your thoughts and opinions were not properly conveyed. Representatives of the Western University Research Ethics Board may contact you or require access to your study- related records to monitor conduct of the research.

**Contact:**

This letter is for you to keep. If you have any questions about the study, you can contact us at the numbers given below. If you have any questions about your rights as a research participant or the conduct of this study you may contact The Office of Research Ethics.

Thank you for your consideration,

Mr. Ryan Clutterbuck  
PhD Candidate, Sport Management  
School of Kinesiology, Faculty of Health Sciences  
Western University

Dr. Alison Doherty  
Professor, Sport  
Management  
School of Kinesiology, Faculty of Health Sciences  
Western University

## Organizational Capacity for Sport for Development

### Consent Form for all Participants

I have read the Letter of Information, I have had the study explained to me, and I agree to participate. I am satisfied that all of my questions have been answered. I understand that I do not waive my legal rights by signing this consent document.

Please circle Yes or No to indicate whether you agree or disagree with each of the following statements, then sign the form at the bottom.

I will participate in an interview.	Yes
	No
The interview can be taped with an audio recorder.	Yes
	No

Your name (please print):

---

Your signature:

---

Name of person responsible for obtaining informed consent (please print):

---

Signature of person responsible for obtaining informed consent:

---

Date: \_\_\_\_\_

Appendix C  
Interview Guide  
Study 1



## Uncovering Organizational Capacity for Sport for Development Interview Guide (2015)

Hello Mr./Mrs. XXXX,

Thank you for taking time from your busy schedule to talk today. We're going to discuss your organization, and specifically, the sport-for-development initiatives you have recently implemented (or started).

So you know, there are no wrong answers or wrong responses. We are interested in your experiences, and your perspective on your organization's attributes and characteristics that have contributed to the success of the initiative – and areas you identify as needing further improvement.

If you could, please state your role within the organization, and describe the purpose of the organization – its goals and objectives.

Further, could you please describe the sport-for-development initiative your organization has recently implemented?

How does this initiative align with the mission of the organization? Who introduced this new initiative to the organization?

*Thank you for that introduction to your organization and its SFD initiative. If we can turn our attention now to specific attributes of your organization...*

Start by thinking about...

Human resources capacity [which] is the knowledge, attitudes, and values people bring to the organization, as well as the organization's ability to develop and use people to achieve its goals.

1. a) With regard to your SFD initiative, what are the critical strengths or 'best things' about the volunteers or any staff involved in your organization?

- b) AND... Has the organization been particularly good at developing and using people for this initiative? If so, in what ways?
- c) ... what difference does this make to your organization successfully implementing the initiative?

[Challenges Section]

- 2. a) With respect to the SFD initiative, what are the critical challenges or weakness in terms of volunteers/staff involved in your organization?
  - b) What are the organization's challenges or difficulties in terms of being able to develop and use people for this initiative?
  - c) ...(what difference does this make?)

Financial capacity is the ability to develop and use financial capital to achieve the organization's goals. It concerns organization revenues and expenses, as well as its assets and liabilities.

With respect to the SFD initiative,

- 1. What are the strengths related to finances in your organization?
- 2. What are the financial challenges implementing this SFD initiative? And what difference does this make to your organization achieving its goals?

Relationship and network capacity is the ability of an organization to develop and draw on relationships with, for example, clients, members, funders, facility partners, government, media, corporations, and the public to achieve its goals.

With respect to the SFD initiative,

- 1. Describe your organization's most effective relationship(s); how does the organization develop/maintain that relationship, and how does it use that relationship to effectively implement the initiative?
- 2. What challenges or difficulties does your organization face developing and drawing on relationships? And what difference does this make?

Infrastructure and process capacity is the ability of an organization to develop and rely on such internal operations as communication, policies and procedures, information technology, and organizational culture to achieve its goals.

With respect to the SFD initiative,

1. What are the critical strengths or best things about your organization's operations? And what difference does that make to achieving the goals of your initiative?
2. What are the critical challenges or weaknesses of your organization's operations? And what difference does that make?

Planning and development capacity is the ability of an organization to develop strategic plans, program plans, and proposals for future activities, and use those plans.

With respect to the SFD initiative,

1. What are the critical planning and development strengths of your organization? And what difference does that make to successfully implementing the initiative?
2. What are the critical challenges with regard to planning and development in your organization? And what difference does that make to your organization achieving its goals?

Do you have any comments or issues you feel are relevant to our discussion?

And with that, again, thank you for your participation today!

End Interview.

Appendix D  
Coding Framework  
Study 1

## SFD Capacity Coding Framework

### 1.0 SFD Initiative

- 1.1 Objectives/mandate
- 1.2 Impact
- 1.3 Origin (adopted, adapted, evolved, new)
- 1.4 High performance consideration

### 2.0 Organization Characteristics

- 2.1 Mandate

### 3.0 HR Capacity

#### 3.1 Strengths

- 3.1.1 Passion
  - 3.1.1.1 Passion for helping others
  - 3.1.1.2 Passion for (the) sport
- 3.1.2 Skills, competencies, certification
- 3.1.3 Volunteers provide admin help (not just program delivery)
- 3.1.4 Common priorities
- 3.1.5 Ideas, creativity
- 3.1.6 Active, engaged, committed
- 3.1.7 Low conflict, quick resolution
- 3.1.8 Familiarity with development issues
- 3.1.9 Orgn provides training
- 3.1.10 Orgn provides support to vols
- 3.1.11 Diverse staff/volunteers
- 3.1.12 Access to volunteers/interns
- 3.1.13 Hardworking, tireless
- 3.1.14 Volunteer/board succession
- 3.1.15 Volunteers bring in other volunteers

#### 3.2 Challenges

- 3.2.1 Lack of time (vol barrier)
- 3.2.2 Work overload, burnout
- 3.2.3 Work not completed by staff/vols
- 3.2.4 Inexperienced, unskilled vols
- 3.2.5 Management of vols
- 3.2.6 Reliance on one/few people
- 3.2.7 Short-staffed
- 3.2.8 No shared vision, priorities

#### 3.3 Impact of HR capacity

### 4.0 Financial Capacity

#### 4.1 Strengths

- 4.1.1 Fundraising (able to be successful)
- 4.1.2 Grant funding success
- 4.1.3 Budgeting, fiscal responsibility

- 4.1.4 Fundability (credibility)
- 4.1.5 Reserve fund
- 4.2 Challenges
  - 4.2.1 Fundability (credibility)
  - 4.2.2 Need money to generate money
  - 4.2.3 Insufficient funds (to organize/administer programs)
  - 4.2.4 Sustainable funding
  - 4.2.5 Competition for funding
  - 4.2.6 Grant funding amounts limited
  - 4.2.7 Insufficient staff
  - 4.2.8 Unstable expenses
- 4.3 Impact of financial capacity
- 5.0 Relationship/Network Capacity
  - 5.1 Strengths
    - 5.1.1 Partner funding/in-kind support
    - 5.1.2 Engaged partners (range from interested to actively involved)
    - 5.1.3 Sustained partnerships, esp. re. funding
    - 5.1.4 Shared values
    - 5.1.5 Personal connection (a priori or over time) + reputation
    - 5.1.6 Communication with social service partners
    - 5.1.7 ROI proof to partners, communication, feedback, evidence
    - 5.1.8 Leveraging partnership
    - 5.1.9 Wide network
    - 5.1.10 Credibility of program
  - 5.2 Challenges
    - 5.2.1 Partner has limited funding available
    - 5.2.2 SFD mandate/interest is tangential
    - 5.2.3 Sustainable partnerships, esp. re. funding
    - 5.2.4 ROI focus
    - 5.2.5 Competition with other social service agencies
    - 5.2.6 Credibility with funding bodies
    - 5.2.7 Time to manage partnership(s), bureaucracy
  - 5.3 Impact of R/N capacity
- 6.0 Infrastructure capacity
  - 6.1 Strengths
    - 6.1.1 Little bureaucracy
    - 6.1.2 'organic', flexible, responsive structure
    - 6.1.3 Innovative, creative
    - 6.1.4 Database, IT
    - 6.1.5 Finance, accounting
    - 6.1.6 Strong culture

- 6.1.7 Strong volunteer board
- 6.1.8 'legalities' covered, formalization
- 6.1.9 Internal communication
- 6.1.10 Facility(s)
- 6.1.11 Follows parent organization

## 6.2 Challenges

- 6.2.1 No facility (must rent, borrow)
- 6.2.2 Database, IT
- 6.2.3 Lack of effective policies/procedures, manuals; not followed
- 6.2.4 Marketing, social media process

## 6.3 Impact of infrastructure capacity

## 7.0 Planning/Development Capacity

### 7.1 Strengths

- 7.1.1 Assess, aware of risk to orgn
- 7.1.2 Planning is collaborative
  - 7.1.2.1 With partners
  - 7.1.2.2 With volunteer input
- 7.1.3 Flexibility
- 7.1.4 Awareness of opportunities
- 7.1.5 Build on strengths
- 7.1.6 Strategic planning
- 7.1.7 Regular planning
- 7.1.8 Commitment to P/D

### 7.2 Challenges

- 7.2.1 Plan implementation
- 7.2.2 Personnel time, skills to plan
- 7.2.3 Not on same page with vision
- 7.2.4 No facilities makes P/D difficult

### 7.3 Impact of P/D capacity

## 8.0 Capacity Dimension Connections (evidence of combo)

- Combo of dimensions, indicated by the seeming order of 'effect'; e.g., 54 (R/N affects Financial), 35 (HR affects R/N), etc.

## 9.0 Overall outcomes/impact

10.0 Most important dimension(s) (indication of "most" important)

11.0 Great quotes

12.0 SFD challenges (in general)

Appendix E  
Letters of Information  
Study 2





**Letter of Information (To Organizations)  
Action Research for Sport for Social Change**

**Information:**

We are a research team from Western University undertaking an action research project of capacity building for sport for social change. Action research is a collaborative process where researchers and participating organizations work together to identify areas for change and development that are important to them. As part of this process, an intervention to improve your organization's ability to achieve its social change objectives will be designed and implemented with the help of Mr. Ryan Clutterbuck.

Based on your participation and interest in our previous study of organizational capacity for sport for social change, we are inviting you and your organization to participate in this second project. Your organization would collaborate with Western researchers (Mr. Clutterbuck) to identify areas of weakness, and work to develop those areas. This process will include preliminary discussions to identify areas for potential growth in your organization. When an area (or areas) has been identified, Ryan will work with your organization to develop a plan to strengthen those areas, design an intervention to improve outcomes critical to your social change initiative, and implement the intervention. During all stages of the project, Ryan will be available to facilitate discussion, provide background information related to action research and capacity building strategies, and work with your organization to build capacity to meet its social change objectives.

The research part of the project focuses on monitoring the process of building capacity. As Ryan and your organization work together, he will be keeping track of how that process unfolds. He will do this by taking notes and audio recording (with permission) during meetings, compiling documents and correspondence pertaining to the project, and writing a personal journal reflecting on what transpires. It is expected the project will last for several months, and its progress will be assisted and monitored by Ryan throughout that time. By collaborating in this process, we hope to better understand how organizations that offer sport programs to promote positive social development strengthen their organization and the programs they offer.

If you are interested in participating please contact Ryan for additional information or to schedule a meeting to discuss this project further. We will also follow up shortly to determine your interest.

**Participation:**

Participation in the project by the organization, and by any staff or volunteers, is voluntary. Individuals may refuse to participate, refuse to answer any questions, or withdraw from the project at any time and withdraw any information collected to that point. The information

reported to us will be held in the strictest confidence. Findings will be aggregated across the organization in order to ensure that individual participants cannot be identified. We will be collecting information (“data”) about the capacity building process as it unfolds over several

months. It is expected that this will happen through meetings and various forms of correspondence pertaining to the capacity building initiative. Meetings and telephone correspondence will be audio recorded with the participants’ permission. Participants may ask that the recording be stopped at any time during the project, and if they do not want to be audio recorded then handwritten notes will be taken.

**Benefits:**

This action research project will provide an opportunity to improve areas of perceived weaknesses in your organization through a capacity building intervention with the help of Western researchers (Mr. Clutterbuck). This project will provide you with an opportunity to reflect on and improve your organization. We will also be pleased to provide you with a summary report of the findings and recommendations for effective practice. The findings are expected to enhance our understanding of capacity building for sport for social change.

**Confidentiality and Potential Risks:**

There are no known risks to participation. The names of all participants, the name of the organization, and any other identifiers will be removed from audio recording transcripts and fictitious names will be used in any field notes and in publicly reported results from the project. A copy of the transcribed audio recordings will be kept on a password-protected computer, accessible only to the researchers conducting the project. Audio files will be deleted once they have been transcribed. We will send participants a copy of the transcriptions in order to verify the statements. Changes can be made to the transcript if participants feel that their thoughts and opinions were not properly conveyed.

**Contact:**

This letter is for you to keep. If you have any questions about the project, you can contact us at the numbers given below. If you have any questions about your rights as a research participant or the conduct of this study you may contact The Office of Research Ethics.

Thank you for your consideration,

Mr. Ryan Clutterbuck

PhD Candidate, Sport Management  
School of Kinesiology, Faculty of Health Sciences  
Western University

Dr. Alison Doherty  
Professor, Sport Management  
School of Kinesiology, Faculty of Health Sciences  
Western University



## **Letter of Information (To Participants)**

### **Action Research for Sport for Social Change**

#### **Information:**

The research team of Mr. Ryan Clutterbuck (Doctoral Candidate) and Professor Alison Doherty invite you to participate in an action research project of capacity building for sport for social change. Action research is a collaborative process where researchers and members of an organization (participants) work closely together to identify areas for change and development that are important to them, design and implement strategies for change, and evaluate the outcome. Your organization has agreed to participate in this project, and we are inviting you to be involved.

The research part of the project focuses on monitoring the process of building capacity to improve your organization and its sport for social change program(s). In other words, as the researcher (Mr. Clutterbuck) and your organization work together, Ryan will be keeping track of how that process unfolds. He will do this by taking notes and audio recording (with permission) during meetings, compiling documents and correspondence pertaining to the project, and writing a personal journal reflecting on what transpires. It is expected the project will last for several months, and its progress will be assisted and monitored by Ryan throughout that time. By collaborating in this process, we hope to better understand how organizations that offer sport programs to promote positive social development strengthen their organization and the programs they offer.

We will follow up with you shortly to determine your interest in being involved, or you may contact us

#### **Participation:**

Participation in the action research project is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the project at any time and withdraw any information collected to that point. The information collected by us will be held in the strictest confidence. Findings will be aggregated across the organization in order to ensure that individual participants cannot be identified. During this project, you may have contact Mr. Clutterbuck as part of the typical process of working together in an organization to make change happen. This may include email, telephone, in-person conversations, and regularly scheduled meetings at your organization. Mr. Clutterbuck may also contact you for a personal interview to discuss the organization and the intervention as it unfolds. These communications will vary in duration, and are not intended to inconvenience participants in any way. At times, meetings and interviews will be audio-recorded. Participants may ask that the recording be stopped at any time. If participants do not want to be audio recorded then handwritten notes will be taken.

**Benefits:**

This action research project will provide an opportunity to improve areas of perceived weaknesses in your organization through a capacity building intervention with the help of Western researchers (Mr. Clutterbuck). This project will provide you with an opportunity to reflect on and improve your organization. We will also be pleased to provide you with a summary report of the findings and recommendations for effective practice.

**Confidentiality and Potential Risks:**

There are no known risks to participation. The names of all participants, the name of the organization, and any other identifiers will be removed from audio recording transcripts and fictitious names will be used in any field notes and in publicly reported results from the project. A copy of the transcribed audio recordings will be kept on a password-protected computer, accessible only to the researchers conducting the research. Audio files will be deleted once they have been transcribed. We will send participants a copy of the transcriptions in order to verify the statements. Changes can be made to the transcript if participants feel that their thoughts and opinions were not properly conveyed.

**Contact:**

This letter is for you to keep. If you have any questions about the project, you can contact us at the numbers given below. If you have any questions about the conduct of this project or your rights as a participant you may contact The Office of Research Ethics, Western University.

Thank you for your consideration,

Mr. Ryan Clutterbuck  
PhD Candidate, Sport Management  
School of Kinesiology, Faculty of Health  
Sciences Western University

Dr. Alison Doherty  
Professor, Sport  
Management  
School of Kinesiology, Faculty of Health Sciences  
Western University

## Action Research for Sport for Social Change

### Consent Form for all Participants

I have read the Letter of Information, I have had the study explained to me, and I agree to participate. I am satisfied that all of my questions have been answered.

Please circle Yes or No to indicate whether you agree or disagree with each of the following statements, then sign the form at the bottom.

I am willing to be taped with an audio recorder during the project.

Yes

No

Your name (please print):

---

Your signature:

---

Name of person responsible for obtaining informed consent (please print):

---

Signature of person responsible for obtaining informed consent:

---

Date: \_\_\_\_\_

Appendix F  
Letters of Information  
Study 3

**[Subject line:]** Sport for development in Canada: Policy and perspectives from NSO leaders. An invitation to participate in a study at Western University



### **Sport for Development in Canada: Policy and Perspectives from NSO Leaders**

Dear \_\_\_\_\_,

We are a research team from Western University undertaking an exploratory study of the perspectives and policy responsibilities of NSOs to support sport for development in Canada. As you may know, sport for development is listed within Canadian Sport Policy 2.0 as one of five policy goals and objectives alongside introduction to sport; recreational sport; competitive sport; and high performance sport. We are interested to hear your perspectives and ideas with respect to existing or past sport for development programs as well as considerations for future programs.

We are inviting several NSO Executive Directors from across Canada to participate in a conversational interview to discuss these issues. The interview will provide an opportunity for you to reflect on the role of NSOs regarding sport for development initiatives, and to discuss experiences and expectations as a leader in Canadian sport. The information you provide will help us to better understand the opportunities and challenges faced by NSOs to support sport for development as part of an increasingly broad mandate to “govern all aspects of a sport within Canada”.

We will be pleased to provide you with a summary of the findings, highlighting challenges and opportunities for sport for development in Canada. Where appropriate, recommendations for effective practice will be generated based on yours and your colleagues responses. We will contact you shortly to determine your willingness to participate.

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time. The information reported to us will be held in the strictest confidence. As well, no one from your NSO (or colleagues at other NSOs) will be informed whether you are participating or not. The findings will be aggregated so that individuals and their NSOs cannot be identified. The interview will take approximately 40 minutes to complete, and will be audio recorded with your permission. You may ask that the recording be stopped at any time during the interview, and if you do not want to be audio recorded then handwritten notes will be taken. The interview will be scheduled at a time and location that is convenient for you.

There are no known risks to participation. Your name and the name of your NSO will not be disclosed in any publicly reported results from the study. The NSO itself will not be identified by name in any published data. A copy of the transcribed interviews will be kept in a locked



office, accessible only to the researchers conducting the study. We will send you a copy of your transcribed interview in order to verify the statements, and changes can be made to the transcript if you feel that your thoughts and opinions were not properly conveyed.

This letter is for you to keep. If you have any questions about the study, you can contact us at the numbers given below. If you have any questions about the conduct of this study or your rights as a research subject you may contact the Director, Office of Research Ethics, Western University.

Thank you for your consideration,

**Sport for Development in Canada: Policy and Perspectives from NSO Leaders****Consent Form for all Participants**

I have read the Letter of Information, I have had the study explained to me, and I agree to participate. I am satisfied that all of my questions have been answered.

Please circle Yes or No to indicate whether you agree or disagree with each of the following statements, then sign the form at the bottom.

The interview can be taped with an audio recorder.                      Yes                      No

Your name (please print):

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Your signature:

---

Name of person responsible for obtaining informed consent (please print):

---

Signature of person responsible for obtaining informed consent:

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Date: \_\_\_\_\_

Appendix G  
Interview Guide  
Study 3

### Interview Guide for NSO Leaders (President, CEO, Executive Director)

1. What does SFD mean to you and your NSO?
2. It has been suggested that there are fundamental differences and tensions between goals for SFD and high performance sport. Based on your experiences as an NSO leader, do you believe this is the case?
  - a. Why or why not?
3. Social development through sport is described in the current Canadian Sport Policy as relating to respect, tolerance, inter-cultural awareness, integration, and inclusion, among others. Does your NSO address these SFD issues?
  - a. Is it part of your mandate?
  - b. And, does supporting SFD conflict with your NSOs responsibilities to enhance high performance outcomes?

IF YES, MOVE TO NEXT QUESTIONS ABOUT INITIATIVES

IF NO, MOVE TO QUESTION 5 ABOUT PRESSURES, THEN QUESTION 7

FUTURE PLANS

4. What experiences does your NSO have with SFD? What initiatives or programs do you have (have you had)? [probe to elaborate on activities, history, etc.]
5. Was/is there any pressure for your NSO to engage in SFD?
  - a. If so, where does that pressure come from?
    - i. Do you feel pressure from within your NSO to support SFD?
    - ii. Do you feel pressure from external (partners, stakeholders) to support SFD?
  - b. Why do you feel there is pressure?
  - c. If none at all:
    - i. Why do you believe that is the case?
6. Who first introduced supporting SFD at the NSO?
  - i. At that time, was there any resistance to supporting SFD?
  - b. What challenges/barriers has the NSO experienced in this/these initiative(s)?
  - c. What things have facilitated the initiative(s)?
    - i. Probe for HR, finances, infrastructure, strategic planning, external partnerships
  - d. Has supporting SFD benefited your NSO?
    - i. If so, in what ways? (probe: community relations, PR, funding, etc.)
7. Does your NSO have any future plans with regard to SFD?
  - a. Is doing so a priority?

Thank you for your time today. That concludes our interview. If you have any questions for me I'm happy to answer them now.

Appendix H  
Coding Framework  
Study 3

### Coding Framework for Study Three: NSO Leaders SFD

#### 1.0 Sport for development definition

- 1.1 Own –
  - 1.1.1 social good,
  - 1.1.2 community good
- 1.2 NSO's –
  - 1.2.1 economy,
  - 1.2.2 social,
  - 1.2.3 lifelong participation

#### 2.0 Tension between SFD and SD

- 2.1 YES – b/c multiple goals/different priorities,
  - 2.1.1 resource allocation,
  - 2.1.2 participation undervalued
- 2.2 NO – “not incompatible”, “not mutually exclusive” complementary (esp. if SFD contributes to HP through SD), aligned/on a continuum, “not in principle”

#### 3.0 Is SFD part of the NSOs mandate

- 3.1 YES –
  - 3.1.1 develop leaders,
  - 3.1.2 instil positive values,
  - 3.1.3 inclusiveness,
  - 3.1.4 adaptive activity,
  - 3.1.5 social, lifelong participation;
  - 3.1.6 see NSO websites/missions
- 3.2 NO – not directly/overtly, more implicit – we offer sport and all its goodness but we do not state SFD or any of its attributes specifically

#### 4.0 Does SFD conflict with NSOs responsibilities to enhance HP outcomes (not great question as its really more whether HP conflicts with SFD; SFD seems to have little bearing on HP outcomes, except as it might be part of SD and thus talent ID)

- 4.1 YES
- 4.2 NO – HP is primary priority, different money, different level

#### 5.0 Programs and initiatives (not always relevant at NSO level; more likely general means to pursue/achieve SFD) –

- 5.1.1 (i) with/through HP – HP athletes increase profile of sport and share good news stories,
- 5.1.2 HP success generates resources that may be used for SFD, inspire others;
- 5.1.3 (ii) targeted programs – girls/women, Aboriginals, parasport, etc. and marketing image to reflect that;

- 5.1.4 (iii) generally a sport that is/values adaptive, inclusive, ‘for life’, LTAD pathways, community development;
  - 5.1.5 (iv) links with partners to offer/support SFD;
  - 5.1.6 (v) assist with international SFD (best practices, HP athlete reps);
  - 5.1.7 (vi) community sport development - support infrastructure/facility development that allows broader programming, equipment to needy communities, club-based sport
- 5.2 SFD programs (ongoing)
- 5.3 SFD programs (past/history of)

## 6.0 Pressure to engage in SFD – seen as a pressure (more re. SD by Sport Canada as per funding and need to grow the sport) and an opportunity

### 6.1 YES

- 6.1.1 Internal pressure – Sport Canada/govt social platform, board values community development and individual social development, PSO pushing for S(F)D, NSO staff/board members want SFD
- 6.1.2 External pressure – groups request support for SFD initiative
- 6.1.3 Reasons for pressure

### 6.2 NO – its an “opportunity,” an “obligation”

- 6.2.1 Reasons

## 7.0 Origins and resistance

### 7.1 Person/time when SFD introduced to NSO

- 7.1.1 Resistance to supporting SFD

### 7.2 Challenges or barriers to supporting SFD –

- 7.2.1 money,
- 7.2.2 time,
- 7.2.3 HR capacity and skill/experience,
- 7.2.4 vision/plan for SFD,
- 7.2.5 change

### 7.3 Factors that enable/support SFD programs –

- 7.3.1 board members ID with community,
- 7.3.2 supportive board,
- 7.3.3 personnel commitment and effort,
- 7.3.4 champions

## 8.0 Does the NSO benefit by supporting SFD

### 8.1 YES –

- 8.1.1 can generate extra funding,
- 8.1.2 talent ID,
- 8.1.3 warm fuzzy feeling,
- 8.1.4 brand recognition,
- 8.1.5 credibility,

- 8.1.6 grow the sport,
- 8.1.7 improved environment,
- 8.1.8 diversity

## 8.2 NO

## 9.0 Future plans for SFD at NSO

### 9.1 YES –

- 9.1.1 hosting with development themes and legacy plans,
- 9.1.2 programs focused on inclusiveness and accessibility,
- 9.1.3 continue to develop youth programs and leaders to run them,
- 9.1.4 continue initiatives

### 9.2 NO – SFD is a by-product of offering the sport, embedded in any future plan

### 9.3 Wish list –

- 9.3.1 S4L pathway for youth,
- 9.3.2 target new Canadians,
- 9.3.3 more inspirational stories of HP athletes,
- 9.3.4 partner with SFD agency,
- 9.3.5 programs for First Nations/women/para,
- 9.3.6 new initiatives around specific aspects of SFD



*Curriculum Vitae*

**Ryan Clutterbuck**

**PhD Candidate**

School of Kinesiology, Faculty of Health Sciences, Western University (UWO)

***Education***

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**PhD Candidate, Sport Management (ABD)**

Western University, London, Ontario, Canada  
Dissertation: Capacity for Sport for Development  
Supervisor: Dr. Alison Doherty

**Master of Arts, Kinesiology, Coaching Specialization (2012)**

Western University, London, Ontario, Canada  
Capstone: Performance Evaluation in CIS Football  
Supervisor: Dr. Robert La Rose

**Hon. Bachelor of Arts, Political Science with Ethics (2008)**

Western University, London, Ontario, Canada

***Honours & Awards***

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**Kinesiology Graduate Students Association (KGSA) Research and Service Award (2016)**

Description: presented annually to a Kinesiology graduate student who excels in academics, service, volunteer activity, and sport at the University of Western Ontario and in the London, Ontario community. The award recognizes well-rounded peers and is given as the KGSA's highest honour.

## **Financial Awards**

- Western Faculty of Health Sciences (FHS) Conference Travel Award (2014-2017)
- Western School of Graduate Studies (SOGS) Conference Travel Award (2013)
- Western Graduate Research Thesis Fund Award (2013)

## **Sport and Other Awards**

- Ontario Varsity Football League Hall of Fame Inductee (2013)
- Darwin Semotiuk/Western Mustangs Football Leadership Award (2008)
- J.C. Hawlik Award for Academic and Athletic Achievement (2008)
- Western Athletics Bronze “W” Award (2006)

## ***Scholarly Work***

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### **Publications**

#### **A. Book Chapters**

Doherty, A., & Clutterbuck, R. (2013). Canada. In Hallman, K. & Petry, K. (Eds.), *Comparative sport development: Systems, participation, and public policy* (pp. 323-342). New York, NY: Springer.

#### **B. Works in Progress**

Clutterbuck, R., & Doherty, A. Organizational capacity for local sport for development. In preparation for submission to the *Journal of Sport for Development*.

Clutterbuck, R., & Doherty, A. Building capacity for sport for social change: An action research project.

Clutterbuck, R., & Doherty, A. Sport for development in Canada: Perspectives from national sport organization leaders.

Millar, P., Clutterbuck, R., & Doherty, A. Building football for life? The adoption of long-term athlete development in one minor football club. In preparation for submission to *Managing Sport and Leisure*.

Clutterbuck, R. Applying flipped classroom principles in high performance sport: An introduction to teaching and learning strategies for coaching candidates at Western. In preparation for submission to the *Teaching Innovation Projects Journal*.

### **C. Writing for Sport Development**

Craney, W., & Clutterbuck, R. (2018). We analyzed the data and the kids won the game: U19 team Canada defensive game planning and adjustments for Team U.S.A. Prepared for Ontario Football. Available at: [http://ontariofootball.ca/files/coach\\_craney\\_vccc\\_presentation.pdf](http://ontariofootball.ca/files/coach_craney_vccc_presentation.pdf)

### **Peer-Reviewed Presentations**

#### **A. North American Society for Sport Management Conference Presentations**

Clutterbuck, R., & Millar, P. (2018). Women in football: Pursuing radical organizational change at one provincial sport organization. In preparation for NASSM, Halifax, Nova Scotia.

Clutterbuck, R. (2018). It takes two: Donor perspectives on managing successful partnerships for sport for development. In preparation for NASSM, Halifax, Nova Scotia.

Clutterbuck, R., & Doherty, A. (2017). Sport for development in Canada. Perspectives from national sport organization leaders. Presented at NASSM, Denver, Colorado.

Clutterbuck, R., & Doherty, A. (2016). Building capacity for local sport for social change: An action research project. Presented at NASSM, Orlando, Florida.

Clutterbuck, R., & Doherty, A. (2015). Uncovering organizational capacity for sport for development. Presented at NASSM, Ottawa, Ontario.

Clutterbuck R., & Doherty, A. (2014). The ties that bind: A case study of community sport partnerships. Presented at NASSM, Pittsburgh, Pennsylvania.

Clutterbuck, R., Charest, M-P., Millar, P., Doherty, A., & Demers, G. (2013). Multiple perspectives on the organizational implementation of an athlete development framework. Presented at NASSM, Austin, Texas.

#### **B. Other Conference Presentations**

Clutterbuck, R., & Doherty, A. (2017). The role and capacity of NSOs for sport for development in Canada. Presented at the Sport Canada Research Initiative Conference, Toronto, Ontario.

Clutterbuck, R., & Doherty, A. (2016). Exploring critical connections in organizational capacity for sport for development. Presented at the Sport Canada Research Initiative Conference, Gatineau, Quebec.

Clutterbuck, R. (2016). Collaborative approaches to research in sport for social change. Presented at the University of Toronto Bodies of Knowledge Conference, Toronto, Ontario.

Clutterbuck, R. (2016). Local voices from research in sport for social change. Presented at the Western University KGSA Symposium, London, Ontario.

Clutterbuck, R. (2016). Building capacity in a sport for social change organization. Presented at the Brock University Sport Management Colloquium, St. Catherine's, Ontario.

Clutterbuck, R. (2015). Coaching education in Canada: Reflections and future directions. Presented at the University of Toronto Bodies of Knowledge Conference, Toronto, Ontario.

Clutterbuck, R. (2015). Financial capacity for sport for development in Canada. Presented at the Western University KGSA Symposium, London, Ontario.

Clutterbuck, R. (2015). Exploring human resources capacity for sport for development. Presented at the Brock University Sport Management Colloquium, St. Catherine's, Ontario.

Clutterbuck, R. (2014). Canadian Inter-University Sport (CIS) – Canadian Junior Football League (CJFL) partnership case study: The 2012 London Beefeaters. Presented at the Canadian Sport for Life (CS4L) National Summit, Gatineau, Quebec.

Millar, P., Clutterbuck, R., & Doherty, A. (2013). Football for life: Implementation of the long-term athlete development model in one minor football club. Presented at the European Association for Sport Management (EASM) Conference, Istanbul, Turkey.

Clutterbuck, R. (2013). Performance evaluation in Canadian Inter-University Sport (CIS) football: 2011 Western Mustangs receivers. Presented at the University of Toronto Bodies of Knowledge Conference, Toronto, Ontario.

### **C. Invited Presentations**

Clutterbuck, R. (2018). Canadian women's national team offensive systems. An invited presentation to the Football Saskatchewan Annual Coaches Clinic, Saskatoon, SK.

Clutterbuck, R. (2018). Football receivers' skills and drills. An invited presentation to the Football Saskatchewan Annual Coaches Clinic, Saskatoon, SK.

Clutterbuck, R., et al. (2017). Sport Leadership Alumni Day. An invited panel discussion on leadership theory and practice to graduate students at Western University, London, ON.

Clutterbuck, R., Huebert, D., Soto-Corominas, A., Vera, L. (2016). Avoiding the blank stare: Great ideas for engaging students in tutorials across disciplines. An invited presentation at the Future Professor Workshop Series, Western University, London, ON.

Clutterbuck, R., Huebert, D., Lapointe, A., Toxopeanus, J. (2016). Thriving as a TA: Panel of outstanding TA's. An invited presentation at "TA Day" Graduate Student Conference on Teaching, Western University, London, ON.

Clutterbuck, R. (2016). Collaborative research for sport for social change. An invited presentation to the Ontario Sport Symposium, Toronto, ON.

Clutterbuck, R. (2016). An introduction to sport for development and sport for social change in Canada. An invited presentation as part of the Graduate Student Seminar Series at Western University, London, ON.

Clutterbuck, R., Riggin, B., & Paradis, K. (2016). Multiple perspectives on long-term athlete development (LTAD) in Canada. An invited presentation as part of the Graduate Student Seminar Series at Western University, London, ON.

Clutterbuck, R., Di Sebastiano, A., Farais, L., Filipowich, M., & Herra, A. (2016). The graduate game-plan: Strategies for success. An invited panel discussion as part of the Western University Teaching Support Centre Winter Conference on Teaching, London, ON.

Clutterbuck, R., Geris, K., Jacquart, M., Jay, M., & Sadeghieh, S. (2015). How we learn: Western students share their perspectives. An invited panel discussion as part of the Western University Teaching Support Centre Fall Perspectives Conference on Teaching, London, ON.

Clutterbuck, R. (2014). Experiences "from the field": What to expect from your master's in coaching program. An invited presentation to first year Master's in Coaching students at Western University, London, ON.

Clutterbuck, R. (2014). An introduction to receiver fundamentals: Skills, drills, and Canadian Inter-University Sport (CIS) passing concepts. An invited presentation to the Metro Toronto Wildcats "Coaches School", Toronto, ON.

Clutterbuck, R., et al. (2013). Sport Leadership Alumni Day. An invited panel discussion on leadership theory and practice to graduate students at Western University, London, ON.

### **D. Research Assistantships**

Research Assistant (September 2012 – December 2012)

Description: Researched long-term athlete development (LTAD) model, including Football Canada's adapted version: Football for Life. Conducted interviews with volunteer coaches and administrators at one minor football club in Ontario. Findings were presented at the 2013 NASSM Conference, and at the 2013 EASM Conference.

## ***Teaching Experience***

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### **A. Instructor, Teaching Support Centre at Western University (July 2015-Present)**

Description: Teaching Assistant Training Program (TATP) instructors prepare over 300 teaching assistants from over 50 disciplines and 30 countries for their teaching assignments in intensive, twenty-hour weekend training sessions each year. TATP Instructors facilitate both large and small group learning sessions, introducing TAs to active learning techniques, effective methods of leading discussions, giving them feedback during small group micro-teaching sessions, and advising them on teaching practices in both classroom and laboratory settings.

#### **Evidence of teaching effectiveness sample:**

#### **2017 Teaching Assistant Training Program Instructor Feedback:**

Not At All Effective	A Little Effective	Moderately Effective	Very Effective	Extremely Effective	Total Responses
0	1	0	9	18	28

### **B. Seminar and Laboratory Instruction**

#### **Laboratory Instructor, Field Experience in Sport Management (4498B) (2016, 2015, 2014)**

Description: Supervised the laboratory component of the Field Experience in Sport Management (4498B) for the 2014, 2015, and 2016 winter terms. Responsibilities included assisting the professor with assignment development, in-class instruction, grading assignments, and providing guidance and feedback to students during weekly labs.

### **C. Guest Lecturer**

Organizational leadership, Part 2. Human Resource Management in Sport and Recreation Organizations. School of Kinesiology, Western University, London, ON. (November 26, 2015)

Organizational leadership, Part 1. Human Resource Management in Sport and Recreation Organizations. School of Kinesiology, Western University, London, ON. (November 24, 2015)

Sport for development and sport for social change: An introduction to research and practice. Human Resource Management in Sport and Recreation Organizations. School of Kinesiology, Western University, London, ON. (November 19, 2015)

Teaching with technology. Theory and Practice of University Teaching. Teaching Support Centre, Western University, London, ON. (March 9, 2015)

Organizational leadership, Part 2. Human Resource Management in Sport and Recreation Organizations. School of Kinesiology, Western University, London, ON. (November 20, 2014)

Organizational leadership, Part 1. Human Resource Management in Sport and Recreation Organizations. School of Kinesiology, Western University, London, ON. (November 18, 2014)

#### **Evidence of teaching effectiveness sample:**

##### **2015 Human Resources Management Guest Lecture Student Feedback:**

“Incorporating videos = good way to present course material. Tested questions = good way to review and go over concepts” (Undergraduate Student Feedback)

“I really liked that there was class involvement exercises and discussion of videos” (Undergraduate Student Feedback)

##### **2014 Human Resources Management Guest Lecture Student Feedback:**

“I thought the videos and the questions you asked to facilitate class discussion were great” (Undergraduate Student Feedback)

#### **D. Teaching Assistantships**

Teaching Assistant at Western University from 2010 to the present as part of MA and PhD responsibilities. General responsibilities included assisting professors with grading assignments and exams, maintaining accurate grade reports, supervising exams, and providing feedback to undergraduate students at Western. Courses include:

- Kinesiology 4498B – Field Experience in Sport Management (2016, 2015, 2014)

- Kinesiology 3398F – Human Resources Management in Sport and Recreation Organizations (2015, 2014, 2013)
- Kinesiology 2912S/2212S – Alpine Skiing and Snowboarding (2013, 2012)
- Kinesiology 1080B – Introduction to Psychomotor Behaviour (2012, 2011)
- Kinesiology 1088A – Introduction to Sport Psychology (2011, 2010)

### **E. Marking Duties**

Marker for graduate-level (MA and PhD) book reports and final exams for Kinesiology 9032E – Sport Leadership at Western University (2013).

### **F. Related Certifications**

#### **National Coaching Certification Program (NCCP) Master Coach Developer (2018)**

Description: MCD's train and evaluate learning facilitators and evaluators in the NCCP.

#### **Western Certificate in University Teaching and Learning (2016)**

Description: The Western Certificate in University Teaching and Learning is designed to enhance the quality of teaching by graduate students, and to prepare them for a future faculty career.

#### **Instructional Skills Workshop (2015)**

Description: The ISW provides instructors with an introduction to designing and facilitating effective learning activities. During the three-day workshop, participants design and deliver three mini-lessons and receive verbal, written, and video feedback from their peers. Using an experiential approach, participants are provided with information on the theory and practice of teaching adult learners, the selection and writing of useful learning objectives with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluating learning.

#### **National Coaching Certification Program Learning Facilitator and Evaluator (2013)**



Description: Every NCCP workshop is led by a trained learning facilitator (LF). The goal of an LF is to effectively facilitate sessions that result in the development of coaches who can demonstrate their abilities and meet the standards established for certification.

## ***Professional Development***

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### **A. Western Teaching Support Centre Teaching Master Classes Workshop Attendee**

- Teaching Master Class Series Lecture in Astronomy (2016)
- Teaching Master Class Series Lecture in Chemical and Biochemical Engineering (2016)

### **B. Western Teaching Support Centre Future Professor Workshop Series Attendee**

- The university of the future: An institution wide approach to pedagogical change (2015)
- Innovative assessments at Western (2015)
- Mental health and wellness in the classroom: What faculty should know (2015)
- Publish and flourish: Become a prolific scholar (2015)
- Using social media effectively in the university classroom (2014)
- Getting feedback on your teaching (2014)
- A look back: Leading effective exam review sessions (2014)
- Netiquette: Communicating with your students (2013)
- Blogging as a teaching tool (2013)
- Transformative learning through collaboration (2013)
- High impact teaching and learning that transforms classroom and community (2013)
- Connecting high impact practices with deep learning (2013)

### **C. Related Academic Conferences and Workshops Attended**

- Society for Teaching and Learning in Higher Education Conference, Western University and Fanshawe College, London, ON (2016)
- See the Line Concussion Education Workshop, Western University, London, ON (2015)

- Massachusetts Institute of Technology Sloan Sports Analytics Conference, Boston, MA (2012)
- North American Society for Sport Management Conference, Western University, London, ON (2011)
- Massachusetts Institute of Technology Sloan Sports Analytics Conference, Boston, MA (2011)

### ***Volunteer Experience***

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#### **A. Peer-Reviewer, Teaching Innovation Projects Journal (TIPs), London, ON, September 2015 to present**

Description: The Teaching Support Centre at Western University publishes 1-2 issues per year that focus on the scholarly and pedagogical foundations for instructor development workshops on a variety of topics in higher education.

#### **B. Director, Community Sport Organization, London, ON, (2014-2015)**

Description: The London Junior Mustangs Football Club is a non-profit organization that provides elite and developmental football programs for London youth (ages 8-18). As a Director with the organization, I was responsible for representing the club at league meetings, strategic planning, and monitoring coaching development initiatives.

### ***Related Professional Experience***

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#### **A. Program Evaluator, Mentoring Junior Kids Organization (MJKO), Toronto, ON, December 2016 to present**

Description: Responsible for monitoring and reporting the progress of MJKO's Champions in Training initiative to the Ontario Trillium Foundation.

#### **B. Non-profit Sport Organization Consultant, Guelph, ON, January 2015 to present**

Description: Successfully achieved \$374,000.00 Ontario Trillium Foundation award for MJKO. The Trillium Foundation award provides funding for three years of programming and operational

expenses, allowing MJKO to continue to serve Toronto's youth.

**C. NCCP Coordinator and Technical Director, Ontario Football Alliance, Guelph, ON, January 2016 to present**

Description: Responsible for coordinating Safe Contact and Introduction to Competition NCCP clinics across Ontario. In 2017, 40 coaching clinics were held across the province.

**D. Community Sport Leader, Football Canada, Ottawa, ON, March 2017 to present**

Description: Community Sport Leaders strengthen community programming by offering guidance to youth football clubs in the areas of coach training, officials training, and administration.

***Football Coaching Background***

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**Offensive Coordinator** for the Sr. Women's National Team that competed at the 2017 International Federation of American Football (IFAF) World Championships in Langley, British Columbia.

**Head Coach** for the under-16 Ontario Football Alliance (OFA) Team Ontario that competed at the 2017 International Bowl versus Team U.S.A. in Arlington, Texas.

**Receivers Coach** for the under-17 OFA Team Ontario that competed at the 2016 International Bowl versus Team U.S.A. in Arlington, Texas.

**Head Coach** for the under-17 OFA Team Ontario that competed at the 2015 Spalding Cup Championships in Montreal, Quebec.

**Head Coach and Special Teams Coordinator** for the under-16 OFA Team Ontario that competed at the 2015 International Bowl versus Team U.S.A. in Arlington, Texas.

**Head Coach and Offensive Coordinator** for the under-17 OFA Team Ontario that competed at the 2014 Spalding Cup Championships in Montreal, Quebec.

**Offensive Coordinator** for the Canadian Junior Football League (CJFL) London Beefeaters that competed in the Ontario Football Conference (OFC) between 2012 and 2014.

**Receivers Coach** for the Ontario Varsity Football League (OVFL) London Junior Mustangs between 2012 and 2013.

**Graduate Assistant** for the U Sports Western University Mustangs between 2010 and 2011.

**Head Coach and Offensive Coordinator** for the OVFL Metro Toronto Wildcats between 2009 and 2010.

**Offensive Assistant** Coach at Upper Canada College in 2009.

**Offensive Assistant** Coach at Northern Secondary School in 2008.