

**MEASURING AND LEVERAGING THE CONTRIBUTION OF SPORT TO  
BUSINESS AND SOCIETY**

by

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## **DEDICATION**

Dear God, without you, my life would fall apart. I might not know where the life's road will take me, but walking with You, God, through this journey has given me strength and hope. Thank you for letting me trust in you with all my heart and acknowledge you in all my ways (Proverbs 3:5-6). You have proved that you make my paths straight (Proverbs 3:6). My families, friends and colleagues, without your love and understanding I would not be able to make it. You have given me so much, thanks for your faith in me, and for teaching me that I should never surrender.

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## **OVERVIEW**

### **Significance and Objectives of the Dissertation Work**

Sport events, programs, activities or facilities have been increasingly touted as an important tool in addressing social issues including community development, well-being, health, education, societal equity, sustainability and peace by various organizations including for-profit companies, non-profit organizations, government and sport organizations. One good example is the collaboration between the First Lady's Office's Let's Move! campaign and the NFL PLAY 60 to combat childhood obesity and make children active and healthy. The First Lady's Office launched the Let's Move! campaign with multiple partners including the USDA, U.S. Department of Health and Human Services in order to promote healthy eating and active and healthy lifestyles for kids. The NFL also has numerous partners including corporation, government and NPO for its PLAY 60 initiatives for youth health and fitness.

In spite of the popularity and expected outcomes of these programs, there has been little empirical research to examine the actual social impacts, effectiveness or values of sports in society and measure the actual outcomes from sport-based social initiatives. This might be owing to the intangible or unobservable characteristics of the outcomes of sport-based social initiatives which deal with goods or services that are difficult to quantify or value, for example, in areas related to health, well-being, environment,

societal equity, education, sustainability and peace. Often, this intangibility or unobservability of the outcomes can lead to low awareness of and even skepticism toward the social initiatives from various stakeholders including the general public.

Therefore, more quantifiable, standardized and systematic measurements would be useful to efficiently communicate the roles, effectiveness, impacts or values of sports for those areas in society. These measurements can help persuade policy-makers and various partner organizations including corporate sponsors, governments and nonprofit organizations (NPOs) / non-governmental organizations (NGOs), of their justified roles, investments, and outcomes in sport related social initiatives.

Thus, the objectives of this dissertation work were to: a) develop a new conceptual framework to measure the contribution of sport to society and to justify the roles and resources of and benefits to actors such as corporations, NPOs/NGOs, sport organizations and government in the forms of sport-based collaboration; b) develop a more quantifiable, standardized and systematic instrument to measure the intangible social values of sport in society and offer the actual measurement outcomes of the specific sport activities by applying the instrument into a specific context of sport with a target population; and c) to empirically examine how the measured societal value of sport could be leveraged to enhance the economic and social performance of multiple sponsor/partner organizations.

With the objectives in mind, I first provide an analytical framework that 1) includes an examination of various types of collaboration mechanisms including philanthropy, patronage, sponsorship, cause-related marketing, brand alliance, co-branding, social partnership, social alliances and corporate social responsibility, 2)

theoretically summarizes motivations, objectives and expected outcomes for business corporations, NPOs/NGOs, sport organizations and society through sport-based collaboration, 3) discusses measurement of the actual outcomes to society via/of sport and suggests five core measurement variables including social capital, collective identities, health and healthy environment, well-being and human capital as the contribution of sport to society and 4) theoretically explains why the measurement of the outcome is important and how the measurement can be leveraged for the economic performance of sponsor/partner organizations. It is important to frame this research in this way because we can pursue the win-win-win relationships among corporations, nonprofits and society via sport.

In order to empirically assess this proposed framework, I developed and applied an instrument to measure the intangible social values of sport in society in terms of social capital, collective identities, health literacy, well-being and human capital. The instrument includes two types of measures including composite measures and global measures. While the composite measure is theoretically sound, there are limitations in applying it into the practical study because the length of the measure might lead to respondent fatigue and bias. In order to overcome the practical limitation of the composite measures, global measures were developed and tested for efficiency and representativeness for the composite measures. One of the most important implications from testing the instrument is the role of marketing communication in measuring and maximizing the intangible social values of sport in society because those who are not aware of a major charity sport event do not perceive any social values of sport in spite of their exposures to and participation in various sport activities. Therefore, collateral

marketing communication activities should be effective to make the stakeholders including the general public better aware of sport-based social initiatives and their roles in the context of cause-oriented sponsorship or CSR.

Subsequently, the tested instrument was adapted into the specific measures for the social values of sport activities in the population of children with special needs to offer the measured outcomes as valued communication assets for sponsor/partner organizations who are willing to contribute to society via the forms of collaboration including sponsorship, or corporate social responsibility practices.

To address the third objective of this research, (i.e., to demonstrate why the measurement of the intangible social values of sport in society is important), I used an experimental design to examine how the measured societal values of sport can be leveraged to enhance the economic and social performance of multiple sponsor/partner organizations. Contingent valuation method was adapted to measure willingness to donate (WTD) to the partnering NPOs as one economic outcome to NPOs from the sport-based collaborative social initiative. The perceived fit between a corporation and a NPO, and the perceived corporate social performance were measured as outcomes to the sponsoring corporation from the sport-based collaborative social initiative. I posit that, fit is one of the most influential variables to determine the sponsorship outcomes to corporate sponsor (e.g., Cornwell et al., 2006; Cornwell, Weeks, & Roy, 2005; Speed & Thompson, 2000). I also speculate that, stakeholder assessment of corporate social performance (CSP) (Barnett, 2007; Luo & Bhattacharya, 2009, p.198; McWilliams & Siegel, 2001) can reduce idiosyncratic risk for the firm and enhance image, customer satisfaction and brand loyalty (Brown & Dacin, 1997; Luo & Bhattacharya, 2006; 2009).

In conclusion, this work provides highly valued information that offers an opportunity to measure the utilitarian or functional value of sport to society.

## **CHAPTER I**

### **A Framework for Measuring the Contribution of Sport to Society: Actors, Activities and Outcomes**

#### **Introduction**

Increasingly, sports are becoming a popular means, a “ride along” vehicle in many instances, for social contributions to society. These collaborative ventures often involving corporations, NPOs/NGOs, governments and sport organizations take many forms. Following are some examples.

“UNICEF and FC Barcelona signed a five-year partnership to raise awareness and funds to benefit children affected by HIV and AIDS. FC Barcelona donates €1.5 million per year over five years to help fund projects aimed at combating HIV and AIDS in Africa and Latin America. Along with the funding, the football club is featuring the UNICEF logo on its 2006-2007 jersey, the first placement of its kind in the club’s 107 year history. This commitment to UNICEF and the world’s children reinforces FC Barcelona’s motto, ‘More than a club’ ” (UNICEF, 2009).

“Children’s Healthcare of Atlanta is one of the designated charities of the AT&T Classic Golf Tournament. Including the 2007 donation, the tournament has now contributed more than \$15 million to its primary charity, Children’s Healthcare of Atlanta. Children’s, formerly known as Egleston Children’s Hospital, has been the primary recipient of tournament proceeds since 1981” (PGATOUR, 2009).

“The world's largest corporate running series is continuing its long-standing tradition of supporting charities and institutions that contribute to an overall quality of life in the communities served by JPMorgan Chase. In 2009, the Series will donate more than \$600,000 to charities and organizations in host cities around the world. The JPMorgan Chase Foundation makes a donation for each entry in the Corporate Challenge Series” (JPMorgan Chase & Co., 2009).

“The Prostate Cancer Charity and the Tour of Britain, the UK’s premier professional cycling race, have joined forces to create two mass participation events- the first of their



kind in the UK. Cyclists of all abilities will take to their bikes and raise money to help this important cause. As the official car partner, Honda will provide a fleet of around 40 more Honda Civics, CR-Vs and Insights for the event. This partnership with Honda is also testament to the fact that the Tour of Britain is an ideal platform for brands wishing to align themselves with Britain's best Olympic sport, while also addressing their corporate social responsibility needs" (Tour of Britain, 2009).

While sports in and of themselves have always been seen as a positive societal force, new cross-sector collaborations are creating new challenges and opportunities. In fact, these collaborative activities that seek to support social good have become common place in the last three decades. Austin (2003) argues that cross-sector collaboration will be much more prevalent in this new century for several reasons. First, "the growing complexity of the socioeconomic problems facing societies transcends the capabilities of single organizations and separate sectors, Secondly, boundaries between business, civil society, and government are increasingly blurred. Third, societal expectations of business to contribute to the resolution of social problems are rising" (Austin, 2003, p.37). I, however, note that there is little research done to date examining these collaborative initiatives through sports between corporations, NPOs/NGOs, and sport organizations. The challenge and opportunity is that while business may seek to expand their social contribution, they must still be responsible to shareholders. Also, there is a need to align partners such as corporations, NPOs/NGOs, sport organization and governments in ways that lead to mutual benefit. With this objective in mind, I bring together literatures from marketing, management, economics, and more specifically sport management and consumer behavior. I intend to provide an analytical framework that includes an examination of: 1) types of cross-sector relationship mechanisms, 2) motivations and

objectives for actors to work together through sport, 3) evaluation of collaborative activity outcomes, and 4) benefits of measurement to actors.

The emphasis on measurement and benefit to partners is important because it takes a transformative consumer orientation. Mick (2006) explains that in transformative research investigations are “framed by a fundamental problem or opportunity...and...strive to respect, uphold, and improve life in relations to the myriad conditions, demands, potentialities, and effects of consumption” (p. 2). Because sport involves production and consumption and because ultimately I measure the consumption activities in communities such as in the donating behavior of individuals, the participation of individual athletes, the awareness of audiences and the health and welfare decisions of people, I have consumer as well as organizational benefactors in mind. Thus, importantly, clear theoretical support and objective measurements of sport related outcomes will encourage corporations, and NPOs/NGOs and governments to participate in collaborative sports initiatives that are supportive of societal goals.

### **Types of Corporate Cross-Sector Relationship Mechanisms**

Corporate cross-sector activities oriented toward social good usually take already established forms including sponsorship, philanthropy, corporate social responsibility (CSR) activities, cause related marketing, corporate social marketing, cause branding, co-branding, mission marketing, social partnership and social alliances (Drumwright & Murphy, 2001, p.162). I briefly review eight of the most popular mechanisms and comment on the form they take as well as the power balance suggested in the relationship. These include philanthropy/patronage, sponsorship, cause related marketing, brand alliances, social partnerships, social alliances, and corporate social responsibility.

## **Philanthropy/Patronage**

Drumwright and Murphy (2001) categorized philanthropy as either traditional or strategic. While the former is referred to as “the paradigmatic case of a company initiative with low emphasis on economic goals,” the latter “represents the tying of the philanthropy function and budget to the company’s strategic objectives and markets” (Drumwright & Murphy, 2001, p.165). Seitanidi and Ryan (2007) define corporate philanthropy as corporate contributions to non-profit organizations (NPOs) in cash, products, material or labor with no or little expectation of public recognition for its behaviors (Seitanidi & Ryan, 2007). The balance in this relationship between corporations and NPOs is not symmetrical because corporate motivation for those behaviors is based on one-way giving (Seitanidi & Ryan, 2007). Patronage, a similar concept, is referred to as “a more altruistic and less commercial form of business support than sponsorship” by the Association for Business Support for the Arts (ABSA, 1997, p.3; Seitanidi & Ryan, 2007, p. 250). As it originated from a class-based ancient Roman arts society, the “patron” also has an asymmetric relationship with the NPO (Seitanidi & Ryan, 2007).

## **Sponsorship**

While modern-day sponsorship may have roots in philanthropy, it has evolved to become a market-driven phenomenon. Sponsorship is defined as “a cash and/or in-kind fee paid to property (typically a sports, entertainment, non-profit event or organization) in return for access to the exploitable commercial potential associated with that property” (IEG, 2000, p.1). Seitanidi and Ryan (2007) subdivide sponsorship as commercial sponsorship and socio-sponsorship. Both supposedly have symmetric relationships with

properties based on exchange compensations such as sales promotion, advertising, reputation and image. While commercial sponsorship is motivated as “tools of sales promotion and advertising” (p.249) to expect a predominantly tangible benefit, socio-sponsorship is related to corporate social responsibility and intangible outcomes. Socio-sponsorship aims to increase intangible benefits such as reputation and image with limited tangible benefits (Seitanidi & Ryan, 2007). Also, socio-sponsorship is defined as “the vehicle through which resources are justifiably allocated from the profit to the non-profit sector, when the company’s primary intent is the attainment of social responsibility, accompanied by compensation rewards” (Seitanidi, 1999, p.33). Following these definitions and observation of enacted sponsorships, this is a major form of CSR through alignment with sports.

### **Cause Related Marketing**

Varadarajan and Menon (1988) define cause related marketing as “the process of formulating and implementing marketing activities that are characterized by an offer from the firm to contribute a specific amount to a designated cause when customers engage in revenue providing exchanges that satisfy organizational and individual objectives”(p.60). There is also argued to be a symmetric relationship between corporations and NPOs based on mutual benefits such as increased sales for the company and increased funds for the NPO (Seitanidi & Ryan, 2007). This accepted definition of cause related marketing is narrower than the constituent terms suggested because it is limited to transactional exchanges. Narrowed to transactional exchanges, cause related marketing activities may have limited scope in international projects.

### **Brand Alliances**

Rao, Qu, and Ruekert (1999) define brand alliances as “all circumstances in which two or more brand names are presented jointly to the consumer” (p. 259). It includes joint promotion, dual branding and co-branding (Washburn, Till, & Priluck, 2004). Joint promotion is referred to as a circumstance where partner brands are presented as complementing one another, such as in the case of Smirnoff Vodka and Ocean Spray Cranberry Juice (Rao et al., 1999). Dual branding describes the circumstance where two brands share the same space, such as in the case of Tim Horton’s and Wendy’s (Levin & Levin, 2000). Co-branding involves the physical integration of two brands, such as in the case of Ruffle’s potato chips with K.C. Masterpiece barbeque sauce flavoring (Levin & Levin, 2000). “Brand alliances build brand equity by transferring new associations between partner brands or involving a short or long term association between two or more individual brands or other distinctive proprietary assets” (Dickinson & Barker, 2007, p. 77). In many instances, associations between nonprofit and commercial entities are designed to develop the reputation of the commercial ally because non-profit brands have higher levels of trust and confidence that can be transferred (Austin, 2000). One could, however, imagine a charity being the recipient of corporate reputation, when for example, a small local charity, which might be little known to the public receives support from a major corporate brand. This could easily be the case in cross-sector partnerships for sport.

### **Social Partnership**

Since arising in their modern form, with high social awareness of activities, social partnerships have been recognized as a popular collaboration method between corporations and NPOs (Brehm, 2001). Waddock (1988) defined social partnership as

“a commitment by a corporation or a group of corporations to work with organizations from a different economic sector (public or non-profit) in terms of resources, time and effort to benefit all partners by addressing social issues beyond traditional boundaries and goals of corporations” (p.18). The term “partnership” suggests equality in the relationship, but resource contributions may determine the power balance. Social partnerships are a natural form for many social sport investments since they frequently involve public-private collaborations for sport facilities – and other initiatives .Sport facilities are commonly supported by corporations seeking goodwill in the community and brand awareness for products (Cornwell, 2008).

### **Social Alliances**

Andreasen and Drumwright (2001) define social alliances as “any formal or informal agreement between a non-profit organization and for-profit organizations to carry out a marketing program or activity where: Both parties expect the outcome to advance their organization’s mission; the corporation is not fully compensated for its participation; there is a general social benefit expected” (Andreasen & Drumwright, 2001, p.100).

Drumwright and Murphy (2001) refer to social alliance as “collaborative efforts between companies and nonprofits that encompass close, mutually beneficial, long-term partnerships designed to accomplish strategic goals for both entities involving the sharing of resources, knowledge, and capabilities” (Drumwright & Murphy, 2001, p.169). Power imbalances have been frequently identified in social alliances and may restrict their potential, especially when it results in partner resources not being recognized or utilized (Berger, Cunningham & Drumwright, 2004). Thus, power balance is a critical condition in social alliances when corporations seek to impose a strategy on the social initiative.

## **Corporate Social Responsibility (CSR)**

There have been numerous efforts to define CSR over the past fifty years (e.g., Bowen, 1953; Carroll, 1979; Holme & Watts, 2000). Carroll (1979) proposed a definition of CSR as the social responsibility of business encompassing “the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time” (p.500). Holme and Watts (2000) defined CSR as “the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large”(p. 8). The first definition implies pressure to perform CSR activities while the latter suggests a volunteering participation. These definitions highlight CSR “writ large” as motivated behavior that may take many forms and would certainly apply to cross-sector collaborations in sport for social cause.

Based on the definitions of various corporate cross-sector mechanisms, I summarize that CSR activities, and / or actions based on CSR intentions, have a long history as a relationship mechanism between business and society. It is also the case that CSR, in a general sense, is a bigger, broader and more general concept than philanthropy, sponsorship, cause related marketing, social alliances and social partnerships. Therefore, I have adopted CSR as a general frame for the implementation of corporate cross-sector partnerships and include socially-oriented strategic philanthropy, sponsorship, cause-related marketing, brand alliances, social alliances and social partnerships as mechanisms for each partner to enact social responsibility. Thus, CSR becomes a centerpiece of our subsequent analysis of the firm.

## **Actors in Cross-Sector Partnerships in Sport**

### **Rationale for CSR of the Corporation Based on Theories of the Firm**

To understand what kind of motivations the firm (company or corporation) may have to commit to CSR activities, it is necessary to consider perspectives on the purpose of firms. Several theories have been posited, but there is no generally accepted theory of the firm since new major theories emerge every decade (Slater, 1997). Across economies at different levels of development firms may vary in their latitude for CSR. Thus, I briefly review the key elements of the four most influential theories of the firm so to understand the firm's theoretical motivations for CSR.

**The neoclassical theory of the firm.** The neoclassical theory assumes perfect competition, homogeneous demand, perfect information of consumers and homogenous firm resources with complete mobility (Slater, 1997). The firm exists to combine labor and capital to produce a final product (Slater, 1997). It also considers the firm as a perfectly rational actor to deploy inputs in order to achieve internal efficiency and profit maximization (Mahoney, 2005). From this perspective, the firm treats social issues as externalities separated from the core business of the firm (Bowen, 2007). The firm must not make a commitment to social activities unless they suggest a positive economic payoff. Thus, it is difficult to explain characteristics of corporate social strategy such as non-economic managerial values, stakeholder engagement and intangible capability development through the neoclassical theory of the firm (Bowen, 2007). While this view of the firm no longer receives support as a theory, firm activity in some sectors might aptly be described by it.



**The transactions cost economics theory of the firm.** The transactions cost theory assumes that “markets and firms are alternative mechanisms for coordinating transaction, and the choice of one or the other is based on the respective cost associated with the transaction” (Slater, 1997, p.163). Slater (1997) summarized that in this view, cost minimization of either production or transaction costs is the goal and behavior is opportunistic. Under these objectives there is little room to support social causes or leverage long-term CSR reputation.

**The behavioral theory of the firm.** Behavioral theory started from dissatisfaction with the inability of neoclassical theory of the firm to explain actual decision making behavior within organizations. This shortcoming of neoclassical thinking is due to the assumption of perfectly rational actors within the firm (Bowen, 2007). Under the behavioral view, the firm is more interested in survival or satisfactory profit with willing compromise among conflicting interests rather than pure profit maximization (Slater, 1997). Thus, behavioral theory is somewhat better able to explain the firm’s social activities at the strategic level than either neoclassical theory or transactions cost economics theory. Also, corporate social strategy researchers (e.g., Adams & Hardwick, 1998; Seifert et al., 2003) have considered organizational slack from behavioral theory as “a pre-requisite to afford corporate social strategy” (Bowen, 2007, p.99). Behavioral theory, however, has a limitation in that even though organizational slack can catalyze a corporate social strategy, Bowen (2007) argues that resources alone cannot initiate a corporate social strategy.

**The resource-based theory of the firm.** Finally, I come to the resource-based perspective. Under this theory, resources include all assets, capabilities, organizational

processes, firm attributes, information and knowledge that a firm uses to implement strategies that improve its efficiency and effectiveness (Barney, 1991). Further, resources can be divided into tangible and intangible assets. The former includes physical and financial assets and the latter includes corporate reputation, employee's knowledge, experience and skills, and their commitment and loyalty (Branco & Rodrigues, 2006). The firm can be thought of as a unique bundle of resources and capabilities used to develop and implement strategies (Branco & Rodrigues, 2006). However, it does not include the neoclassical assumptions of perfect information, homogeneous resources, and resource mobility (Conner, 1991). Thus, the resource-based theory of the firm can examine the relationship between resources, sustained competitive advantage and superior economic performance, while allowing for resource heterogeneity and resource immobility (Bowen, 2007). Further, the resource-based theory suggests that the resources and/or capabilities should be valuable, rare, inimitable and non-substitutable for sustainable competitive advantage (Barney, 1991). This view of resources sits well with the often unique events, actors and activities that sport affords. Amis, Pant and Slack (1997) have already identified how a resource based view of sport sponsorship is useful in achieving sustainable competitive advantage.

**CSR and resource-based perspective of the firm.** The resource-based theory of the firm provides insights on how CSR contributes to the firm's financial performance in terms of both internal and external benefits. Branco and Rodrigues (2006) explain these benefits as follows: internally, CSR activities, and disclosure of these activities, are critical in creating intangible resources and capabilities for employees, which are crucial for the success of the firm. A positive CSR reputation can improve employee's

motivation, morale, commitment and loyalty to the firm, which may lead to positive financial outcomes. In addition, CSR initiatives can foster important management competencies such as solving problems, discovering inefficiencies and incentivizing employees. Externally, engaging in CSR activities and disclosure can create corporate reputation as an essential intangible resource. This is accomplished by providing the firm a good relationship with external stakeholders including customers, investors, suppliers and competitors. In conclusion, based on the thinking of Branco and Rodrigues, the resource-based perspective is considered as the most appropriate theory of the firm to explain how CSR leads to the corporate financial performance both internally and externally.

### **NPOs/NGOs as One of the Actors in Cross-sector Partnership**

#### **Non-profit organization (NPO) and non-governmental organization (NGO).**

The roles of NGOs and NPOs are increasingly discussed in the resolution of social development problems both academically and politically. Most of the time, the terms NGO and NPO are used interchangeably. Still, however, I find a definitional difference between NGO and NPO in the literature. For example, the United Nations defines NGO as:

“A non-governmental organization (NGO) is a not-for-profit, voluntary citizens’ group, which is organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizens’ concerns to Governments, monitor policy and programme implementation, and encourage participation of civil society stakeholders at the community level. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Some are organized around specific issues, such as human rights, the environment or health” (United Nations, 2009).

On the other hand, NPO is defined as:

“Incorporated entities that qualify for exemption from the federal income tax under any of 26 specific subsections of the Internal Revenue Code” (Hopkins, 1987; Salamon & Anheier, 1992, p.133).

“Private organizations serving a public purpose, that is some cause related to the good of the society” (O’Neil, 1989, p.2).

In practice, the term NGO is mostly used in international settings and by international organizations such as the World Bank to emphasize the difference between government organizations and private organizations. On the other hand, the term NPO has typically been utilized to express the difference between nonprofit organizations and for-profit organization (Badelt, 1999). In fact, I define NGO and NPO here because they are one of the actor types in a strategic model of business that often cooperates with governments. Thus, while I take an international orientation, I see NGOs as being defined by the “not-for-profit” term and thus the term NGO is redundant as long as NPOs are understood as private and non-governmental.

**The identity of non-profit organizations (NPOs) and their reason for being.**

According to Salamon and Anheier (1992) and the European Commission (1997), NPOs have common elements in their definitions: They are formal or institutionally existent, non-profit-distributing, institutionally separated from government and free to govern themselves according to their own rules and procedures. Salamon and Anheier (1992) add a further key element of voluntary participation in their definition and the European Commission has also argued that NPOs should produce public good (Badelt, 1999). How is it that NPOs come in to being? How does the NPO behave and how does it, or should it select among public goods that might be produced? There are two important theories of

the arising of NPOs that may be informative: the market failure and the contract failure theories.

*Government failure/market failure theory (Weisbrod, 1977).* Weisbrod argues that there are hugely differing opinions as to which public goods to produce in democratic society, but actions only tends to reflect the preferences of the median voter. This causes considerable unsatisfied demand for public goods and does not respond to a diverse population of clients and any special needs that are not met by government (Salamon & Anheier, 1998; Schmid, 2004). In these circumstances, people rely on nonprofit organizations which can supply public goods unsecured through either the market or government (Salamon & Anheier, 1998). Under this thinking, nonprofit organizations also adopt an ideology of philanthropy and altruism (Schmid, 2004).

*Contract failure theory (Hansmann, 1980, 1987).* Hansmann assumes that there is asymmetry in information between customers and producer. In this case, consumers lack the information to judge the quality of the goods and services and producers have the opportunity and incentive to take advantage of customers with less quality or quantity services for their profit (Salamon & Anheier, 1998; Schmid, 2004). In these circumstance, non-profit organizations can be alternatives for trust in the quality of the goods or services because their nondistribution constraint and the prohibition on nonprofit distribution of profits to owners can be perceived as a sign of trustworthiness compared to for-profit organizations (Salamon & Anheier, 1998; Schmid, 2004). Therefore, Schmid (2004) argues that NPOs can expand their domains and increase access to resources and capital by taking advantage of the trust that the customers hold for them. These two theories suggest that the NPO role is mainly to provide goods and services not provided

by the market or government, or to play a “watch-dog” role in the provision of goods and services. It is also reasonable to add that in the current context they may, especially in international partnerships, arise to include the transfer of values or “know-how” from one sector to another.

In cross-sector partnerships related to sport, NPOs may provide, oversee or transfer products and services. In many instances they are beneficiaries of sponsorship. That is to say, they are the recipient of money or some value that comes from a sporting organization’s activities in order to support the NPO objective (Babiak, 2007; Babiak & Thibault, 2009). For example, as mentioned at the start of this chapter, Children’s Healthcare of Atlanta has been the primary recipient of the AT&T Classic Golf proceeds. NPO’s might also harness the energy or awareness of sport events or athletes to communicate a message. For example, a group called Grassroots Soccer utilizes the vast youth interest in soccer in Africa to communicate about HIV and AIDS (Botcheva, & Huffman, 2004). In 2009, Grassroots Soccer gained Barclays Bank as a three-year sponsor. While, as mentioned, sport alone can make a contribution to societal well-being, it is also the case that it plays a supporting role for many NPOs.

### **Sports Organization as One of the Actors in Cross-sector Partnership**

The third actor in cross-sector partnerships is the sport organization itself. There are many different types of sport organizations, including sport programs, activities and organizations that put forward events such as the International Olympic Committee (IOC), FIFA, NCAA, National Association for Stock Car Auto Racing (NASCAR), PGA, and YMCA. Even though they are not unitary entities, the classically accepted definitions and

the objectives of sport organizations provide a good starting point to understand sport organization as one of the actors in a strategic collaboration / partnership model.

**Definitions of sport organization and sport program.** A number of authors have defined “an organization.” For example, Rollinson defined an organization as: “a social entity brought into existence and sustained in an ongoing way by humans to serve some purpose, from which it follows that human activities in that entity are normally structured and coordinated towards achieving some purpose”(Rollinson, 2002, p.4). Based on Daft (1989, 2004) and Robbins (1990), Slack and Parent (2006) defined a sport organization as: “A social entity involved in the sport industry; it is goal-directed, with a consciously structured activity system and a relatively identifiable boundary” (p. 5).

Myers (1999) defined a program as “any organized or purposeful activity or set of activities delivered to a designated target group, consisting of a class, a pamphlet or booklet, a poster, a video, a prescribed regimen, or a combination of interventions” (p.10). Following from this, Chelladurai (2005) discussed the definition of sport program by illustrating that a youth sports program promoting sports participation among teenagers may be composed of several activities, including scheduled daily or weekly instructional, competitive, or recreational sessions. Accordingly, a program is repeated on a continuing basis, whereas a project is a one-time event. The term “program” is more frequently used in the context of public and nonprofit organizations than in the business context (Chelladurai, 2005). The activities of a sport organization, a sport program or a one-time sport project may be a part of cross-sector relationship.

**Objectives of sport organizations.** Objectives of sport organizations vary according to their classification. Although Chelladurai (2005) summarized five

characteristics important in classifying the sport organization including: profit orientation; source of funding; prime beneficiary; employee-customer interface; and volunteer participation. The most influential and inclusive characteristic is profit orientation. Therefore, I explore objectives of sport organizations based on for-profit sport organizations and non-profit organizations. When missions and objectives that each sport organization promotes are reviewed, the most important common goal among non-profit sport organization such as the IOC, FIFA, International Paralympic Committee and Commonwealth Games Federation is to contribute to building and promoting a peaceful world and better future through unifying, educational, cultural, humanitarian values of sports. On the other hand, objectives of for-profit organizations such as Professional Golfer's Association (PGA), English Premier League and the National Basketball Association (NBA) are more various and focus on increasing interest in their sports, games or competitions, enhancing their images and brands at all levels of society and business and generating commercial value for their long term success by satisfying their fans and sponsors.

Compared to for-profit sport organization, non-profit sport organizations have a stronger tendency to achieve goals and play roles in contributing to society by utilizing educational, cultural and social values of sport. Having said this, it is also the case that for-profit sport organizations are rapidly developing corporate social responsibility initiatives (Babiak & Wolfe, 2009). In parallel to non-profit companies, for-profit sport organizations see their first obligation as being to their owners but also like non-profit firms, they are motivated to engage in CSR activities.



At least two additional roles found in cross-sector partnerships should be mentioned: the role government may play and the role that society representatives may play. In-depth analysis of these roles is beyond the scope of this chapter but experience in other sectors suggests that these forces can be facilitative or not, well organized or not, and critical or not when it comes to proposed cross-sector partnerships.

### **Expected Outcomes for Cross-sector Partners**

I have summarized the sought outcomes of cross-sector sport-related partnerships in Figure 1. Business can expect reduced risk from working with society to solve problems, as well as enhanced reputation (Warner, 2004). NPOs gain financial support for their initiatives as well as a volunteer and contributor base (Berger, Cunningham & Drumwright, 1999; Samu & Wymer, 2001; Selsky & Parker, 2005). Sport organizations vary widely in their expected outcomes but central to most sports organizations is a continued interest in the sport as well as a positive image and reputation from social responsibility initiatives. In addition to the outcomes for firms, non-profits and sport, Figure 1 also briefly summarizes the outcomes for society including social networks, collective identities, health and healthy environments, well-being and human capital development (Lawson, 2005). A review of these outcomes as possible social responsibility initiatives measures is addressed in more depth in a subsequent section. While it is recognized that two actors (e.g., sport organization and government or NPO and government) may come together in a cross-sector partnership, my interest is mainly in the more complex relationship where a for-profit and a non-profit come together in seeking social good via sport. Further from a transformative research perspective, my research question is: How might “win-win-win-win” relationships be developed if we

were better able to account for the contributions of sport to society in its various forms? Thus, I intend to offer new conceptual frame work to measure the outcomes of the contribution of sport to society in a more systematic and consistent way and also to empirically justify the roles, resources and benefit of each actor such as sponsoring corporation, NPO/NGO, sport organization and government in the cross-sector partnership via sport.

Insert Figure 1 here

### **Measuring the Social Contributions of Sports via CSR Activities**

Having discussed the major actors and their objectives in cross-sector partnerships, and having established corporate social responsibility as the central motivation for for-profits and as a central understanding as a social movement for other partners, I now turn to a discussion of measurement of social responsibility activities via sports. I begin by considering the contribution of sport simply. As mentioned previously, the activities of sport are thought to contribute to society before their use as a message platform or a social intervention.

#### **Social Contribution of Sport**

Numerous policy papers claim that sport contributes to society in terms of social inclusion and the development of social capital. For example, in a review paper, Bailey (2005) identified the five areas of physical health, cognitive and academic development, mental health, crime reduction, and reduction of truancy and disaffection as areas where sport makes contributions to society. However, there is little research that examines these contributions empirically. Delaney and Keaney (2005) analyzed the relationship between the extent of sporting participation and the level of social capital across Europe to see

how sport contributes to community bonds and active citizenship. They measured “social capital” in terms of social trust, political and institutional trust, democratic participation and social participation. On the other hand, they measured “participation in sport” in terms of probabilities of membership in sport organizations and probabilities of being involved in sport organizations as a player, as well as probabilities of volunteering in sport organizations. They found that “there are very strong correlations between a nation’s level of sports membership and the levels of social trust and well-being, although the correlation with trust in institutions is much weaker, which indicates that countries with higher levels of membership in sports groups among citizens also have higher levels of social trust”(Delaney & Keaney, 2005, p. 32). Also, they found that “individuals who are involved in sports organizations, both as members and players, are slightly more likely to vote, contact a politician and sign a petition than both non-members and the average citizen” (Delaney & Keaney, 2005, p.32). Subsequently, to isolate the effects of sport from other factors such as age, income, education, they performed several multiple regression analyses. They found that a very small effect of sports club membership on political engagement is positive and statistically significant after controlling for the other factors mentioned. Further, they found that sport has a statistically significant and substantial effect on the frequency of social meeting with friends, a statistically significant effect on trust in civil institution but an insignificant effect on trust in other people (Delaney & Keaney, 2005). While some might question the causal direction of these relationships, still sport is correlated with positive social outcomes.

Tonts (2005) examined the links between sport and social capital in rural regions in a series of face-to-face interviews and surveys that were sent to 50% of the region’s

households. The interviews gathered information on the role of sport in social life, the networks associated with sport, participation and volunteering, and the links between sport and other realms of rural life, such as economic development; whereas the questionnaire gathered data on perceptions of community, levels of participation in sport, and the social role of sport in rural life (Tonts, 2005). Tonts concluded that sport is an important arena for the creation and maintenance of social capital through participation, social interaction and engagement.

In a more focused study, Seippel (2006) examined how social capital in relation to participation in voluntary sport organizations and other voluntary organization has implications for various kinds of social trust: generalized trust and political commitments. He categorized a random sample of the Norwegian population as ‘member of sport organization only,’ ‘member of sport and other voluntary organization,’ and ‘member of other voluntary organization.’ He measured the intensity of social capital as dependent variable and conducted regression analysis with group variables as independent variables. He concluded that being a member of a voluntary sport organization involves social capital which is conducive to generalized trust and political commitment (Seippel, 2006). However, he noted that the effect of sport organizations is stronger when members also belong to other voluntary organizations (Seippel, 2006).

In the final example of the basic contribution of sport, Jarvie (2003) examined the relationship between sport and the concept of communitarianism via three case studies in Scotland. He examined the issues of community identity, stake-holding in sport and the mutual ownership of sports clubs. In his findings, he argued that “it is unrealistic to expect sport to be totally responsible for sustaining a sense of community or citizenship

or even reinforce notions of social capital, however, sports projects and the place of sport within both imagined and active senses of Scottish communities can make a valuable contribution”(Jarvie, 2003, p.139).

From this discussion, one can see that sport’s contribution to society can take many forms. There is, however, a growing use of sport as a communications vehicle. In this sense the already positive values of sport are utilized in communication and action. One can think of this approach not as the societal contribution *of* sport but societal contributions *via* sport. Thus, I turn to societal contribution *via* sport.

### **Societal Contribution “via” Sport**

In this section, I consider how sport contributes via cross-sector partnerships. Grassroot Soccer, Inc. became a registered 501(c)3 charitable organization in 2002 and has strategic alliances with many foundations, corporations, governments and individuals who provide key financial assistance (Grassroot Soccer, 2010). As mentioned previously, Botcheva and Huffman (2004) evaluated the impact of HIV/AIDS education program of Grass Roots Soccer Foundation (GRSF) on student knowledge, self-efficacy beliefs, attitude, and perceptions of social support in Bulawayo, Zimbabwe. Data were collected from two groups of students, participants and non-participants in the program from four different schools. They found that the two-week education program produced significant positive change in student knowledge about HIV/AIDS, attitudes and perception of social support, but no significant changes in self-efficacy and control over disease (Botcheva & Huffman, 2004).

Mathare Youth Sport Association (MYSA) is an example of social development via sport participation. It was started by Bob Munro, a Canadian UN environmental

development officer in 1987 with the vision to use sport for environmental improvement. It now has over 14,000 participants through partnerships with organizations including FIFA, the Norwegian government and private sector supporters (MYSA Kenya, 2009). Munro (2005) summarized MYSA's achievements as production of new role models to encourage and inspire the youth in poor and rural communities.

Go Sisters is a Zambian program designed to empower girls and young women through sport by combining education and sport, creating a platform for life skills, leadership development, poverty reduction and HIV/AIDS education (UK Sport, 2009). It acts in partnership with NPOs and sport organizations including Commonwealth Games of Canada (CGC) and the EduSport Foundation. The aims of Go Sisters are to improve health and fitness, improve the chance that girls will stay in school or return, decrease in exposure to HIV/AIDS, strengthen self esteem and knowledge of rights, and provide role models. There has been, however, little systematic or effective measurement of programs like those just described. Coalter (2007) argues that how I evaluate programs raises significant questions since they address the fundamental economic, cultural and health issues. Also, Pollard and Court (2005) draw attention to the role NGOs/NPOs may play to improve the standard of evaluating procedures and to improve effectiveness in programs of this type.

In summary, there has been consistent support for the potential of sport to contribute to social development directly and indirectly (Bailey, 2005; Delaney & Keaney, 2005; Javie, 2003; Botcheva & Huffman, 2004; Munro, 2005; Seippel, 2006; Tonts, 2005) but for all the initiatives undertaken the evidence is sparse. One exception is the work of Zhang, Pease, and Hui (1996) on the perceptions of value contributed to

communities from professional sports. Their developed scale had eight dimensions including community solidarity, public behavior, pastime ecstasy, excellence pursuit, social equity, health awareness, individual quality, and business opportunity. While these dimensions share some aspects with other conceptualizations of sport's contribution to society, the scale items were oriented to the contributions professional sport can bring to society. In groundwork for a general measure of sport's contribution to society, there has been little agreement on how to approach the evaluation of the social contribution outcomes of sport and what core criteria should be measured.

### **New Framework for Measurement of the Contributions of Sport to Society**

#### **What to measure**

Lawson (2005) identified five areas where sport, exercise and physical education (SEPE) can contribute to sustainable and integrated social and economic development including 1) social networks, 2) collective identities, 3) health and health enhancing environments, 4) well-being and 5) human capital development. His thinking in these areas from the paper titled, "Empowering people, facilitating community development, and contributing to sustainable development: the social work of sport, exercise, and physical education programs," are summarized here. He argues first, that sport, exercise and physical education (SEPE) can generate and strengthen social networks among participants, their families, residents and professions. Consequently, strong social networks produce social trust, norms of reciprocity, coordination and collaboration and animate democracy and sustainable development of civil society (Lawson, 2005). Second, he states that sport, exercise and physical education can be designed to contribute to the development of collective identities by bridging inter-group differences, facilitating

solidarity and integration. Third, Lawson reasons that sport, exercise and physical education can enhance health and create healthy environments, which are vital to development initiatives. Fourth, sport, exercise and physical education can improve well-being, which includes health, nurturing relationships, opportunities for identity development, harmonious relations and reduction of social exclusion (Lawson, 2005). Fifth, sport, exercise and physical education can contribute to human capital development, which is focused on the knowledge, skills, attitude, competence, capacity and citizenship of individuals and groups (Lawson, 2005).

Selsky and Parker (2005) support this new framework of social contribution, stating that “in the collaborative partnerships involving business, government and civil society actors (NPOs/NGOs), organizations jointly address challenges such as economic development, education, health care, poverty alleviation, community capacity building, and environmental sustainability”(p.850). Therefore, I support these five broad dimensions: social networks, collective identities, health and health-enhancing environments, well-being and human capital development as core measurement for the outcomes of social responsibility activities via sport. Naturally, any program with specific aims such as HIV awareness will have specific communication measurement. The objective with this measurement framework is to consider the core measurement of the contribution of sports to society so to begin to form a benchmark of sport contribution.

### **Measurement approaches**

*Survey research.* Survey research of cross-sector partnership outcomes would be an obvious starting point. With the caution of Jarvie (2003) in mind, I seek to measure those areas central and general to sport as well as those furthered by sport in programs



that vary in duration. Thus, I start with a focus on individual well-being, social capital, and health and healthy environments change, as thus capturing contributions to persons, relationships and contexts. Many existing measures are available to capture these constructs. In considering past measures that might be directly useful or adaptable to assessing the contribution of sport to social and economic development several criteria are outlined here. Firstly, the measures should be flexible in terms of the application to a variety of sports and exercise programs, a wide range of developmental and cultural backgrounds and a number of different audiences (participants and non-participants, community members, organizers, viewers/attendees). Secondly, the measures selected should be relatively global or summative rather than particular. Thirdly, the measures should be easily understood and as much as possible easily translated into other languages.

A measurement tool considering the areas of social capital, individual well-being and health and healthy environment is advanced as core measures but there is also a need to catalogue more particular measures and at the minimum offer a survey of them and potentially to develop modules that might be added to the core measures. Examples of particular areas of contribution and measurement include poverty reduction, education expansion, gender equality, environmental sustainability and disease understanding (Beutler, 2008).

*Contingent valuation method (CVM).* Contingent valuation method focused on individual willingness to pay (WTP) measure is a common empirical method to value public goods such as water or air quality and national parks in environmental economics (Haab & McConnell, 2002). It has been used in the benefit-cost analysis of governmental

projects for the past several decades and it recently has gained greater acceptance in the policy and economics literature (Haab & McConnell, 2002). Since sport is perceived to generate public goods such as civic pride and community spirit, sport economists have begun to apply CVM to the evaluation of sport facilities and professional sports teams. Johnson, Groothuis and Whitehead (2001) used CVM to measure the civic pride value of the NHL Pittsburgh Penguins. Similarly, Johnson, Mondello and Whitehead (2007) used CVM to estimate the value of public goods of civic pride and community spirit produced by the NFL Jacksonville Jaguars.

Another aspect of CVM using a willingness to pay measure is that it can provide persuasive evidence about the social contribution values of sport. For example, when respondents are asked about their willingness to pay for a sport value, their answers are considered in terms of a unit of currency. This is why they have been dominantly used for the benefit-cost test for the past several decades. Policy makers and government officials can put a financial value on a difficult-to-measure construct. Therefore, I suggest the measurement concept of willingness to pay and contingent valuation method as one approach for measuring the outcomes for cross-sector partnership via sport.

### **Why is Measurement Important?**

As social problems have grown while governmental budgets have shrunk, many functions previously performed by governments have been moving to the private or non-profit sector and as noted, expectations for corporations to contribute to the resolution of social problems are increasing as well (Austin, 2003). This trend is motivated at the individual as well as group level. For example, the 1999 Cone/Roper Cause Related Trends Report noted that more than 70% of American consumers would be likely to

change brands or retailers to one associated with a good cause, given the same price and quality and that 90% of workers at companies with a good cause program feel proud of their company's values (Cone, Inc. & Roper Starch Worldwide, 1999). Weiser and Zadek (2000) found that over 25,000 consumers in 23 countries expect companies to contribute to society beyond being profitable and law-abiding. Thus, it can be assumed that corporate social contributions through cross-sector partnership via sport can enhance competitive advantages for corporations both in direct forms including sales, target market, distribution and revenue, and in indirect forms such as reputation, trust, respect, and learning ( London et al., 2005, Millar et al., 2004; Steckel & Simons, 1992). More strategically, Warner (2004) noted four types of outcomes for corporate reputation including: 1) "reduced risks to marketing, sales and share price associated with perceived poor management of social impacts, 2) evidence to stakeholders of the effective implementation of company policy on sustainability and corporate citizenship, 3) reduced risk of negative public reaction and 4) increased attractiveness of the company to prospective employees" (p.27).

There have been, however, many challenges in measuring CSR outcomes. In 1985, Ullmann identified lack of theory and inappropriate definitions of key terms in the causal relationship between corporate social responsibility and corporate financial performance as problematic to measurement. More than 100 studies have been conducted and published since then; yet, the lack of a theoretical foundation has been the repeated reason for failure in explaining the relationship between corporate social responsibility and corporate financial performance (Aragon-Correa & Sharma, 2003; McWilliams & Siegel, 2001; Rowley & Berman, 2000; Schaltegger & Synnestvedt, 2002). Another

challenge is that corporate social responsibility activities can have less obvious impacts or invisible values. Lankoski (2007) argued that firm image with customers, goodwill with regulators, employee health and motivation, and attitude of local populations hold monetary values that are difficult to establish. Lastly, the uncertain long-term nature of CSR outcomes may be calculated only in terms of probabilities. Therefore simple “before and after” comparisons are not sufficient to reveal all impacts of CSR.

To address these challenges, Lankoski (2007) argues that corporate responsibility (CR) activities influence economic performance of the corporation via one or more of three outputs: learning, reputation and corporate responsibility outcomes as show in Figure 2. Learning is generated through the acquisition, distribution or interpretation of new information and it causes a change to the range of potential behaviors for the organization (Huber, 1991). It can be divided into two categories: regular learning and innovative learning. The former is generated through existing knowledge or available extra-organizational capabilities and the latter is generated through completely new knowledge or capabilities—both forms of learning result in cost reduction (Lankoski, 2007). Reputation refers to “the image that stakeholders have of the firm and its corporate responsibility outcomes” (Lankoski, 2007, p.558). Reputation and CR outcomes are argued to be separate. Reputation may be either false or valid because reputation is in the eyes of stakeholders (Lankoski, 2007). While false reputation may exist independently of actual CR outcomes, valid reputation is always linked to CR outcomes, which in turn result in revenue impact through stakeholder actions as shown in Figure 2.

Most importantly, CR outcomes refer to “improvements in the social or environmental impacts of the firm” and can be observable or unobservable (Lankoski,

2007, p.538). Observable CR outcomes are experienced or perceived by the stakeholders' interaction with the firm, while unobservable CR outcomes are not directly experienced (Lankoski, 2007). The former results in stakeholder action directly and the latter results in stakeholder actions only through reputation. Therefore, it is important for the current discussion that measurement of CR outcomes can make CR more observable and support corporate reputation. More observable CR outcomes and more valid reputation result in improved economic impact through cost reduction and revenue impact. For example, revenue impact may come from the positive environment afforded community members at the site of product production. Trudel and Cotte (2009) argue from empirical investigation that "consumers are willing to pay substantially more for ethically produced goods than unethically produced goods" (p.67).

Insert Figure 2 here

In these ways, CSR activities via sport can become verified sustainable resources for corporations to utilize for their competitive advantage. Lankoski's causal chain from responsible corporate behavior to economic performance supports sport's potential as an asset for firms, as well as a path to sustainable development of society in terms of social networks, collective identities, health and healthy environments, well-being and human capital. Further, strong measurement of sport's contribution to society allows firms to see the contribution possible in cross-sector partnerships.

As described before, measurement of CSR activities makes CSR more observable. More observable CSR outcomes can result in more stakeholder actions. In particular, consumer behavior outcomes can be readily influenced because consumers can receive information and knowledge on CSR outcomes directly through their interaction with the

corporation (Lankoski, 2007). In fact, the expectation that corporate social responsibility activities can influence consumers by differentiating products and services has already been found in the sponsorship context (Becker-Olsen et al., 2006). Becker-Olsen et al. (2006) argue, however, that “consumers are unlikely to blindly accept corporate social initiatives as sincere actions and thus may or may not reward the firm” (p.46). Further, research suggests that “consumers punish corporations that are perceived as insincere in their social involvement” (Becker-Olsen et al., 2006, p.46; Sen and Bhattacharya, 2001; Simmons and Becker-Olsen, 2004). Therefore, measurement of CSR outcomes is critical since it has the potential to enhance understanding of the societal contribution and thus sincerity of CSR to consumers.

In summary, the objective of this chapter has been to bring together divergent literatures to paint a broad outline of how sport can contribute to society. This transformative agenda also has sought to show how better measurement of these intangibles should lead to wider participation of corporate social responsibilities programs involving sport or cross-sector partnerships via sport. Clearly this framework could be applied to all sorts of social projects, not simply sport. There are several limitations to the chapter beginning with the fact that in bringing together diverse areas, depth in each was not possible. Nonetheless, I believe this to be a starting point for those keen to make a contribution to research that can address social challenges and at the same time support corporate objectives.

**CHAPTER II**  
**Measuring the Intangible Social Values of Sport in Society: Social Capital,  
Collective Identities, Health Literacy, Well-being and Human Capital**

**Introduction**

Recently, sports have been recognized as a powerful means to promote education, culture, health, sustainable development and peace by many organizations including the International Olympic Committee (IOC) and United Nations Office on Sport for Development and Peace. This unique potential is based on the universal popularity of sport in global communication platforms and on its capacity of a powerful and positive force for social change (Beutler, 2008). There has been, however, little research to quantitatively measure social outcomes from sport programs, initiatives or events. Many past findings regarding the social outcomes of sport depend on qualitative examinations by interviews, observations, focus groups, poetry readings and video messages (Bailey, 2005; Beutler, 2008; Jarvie, 2003). This limitation might be due to the fact that the social outcomes from sport are frequently in the “difficult-to-measure” construct category. Often, intangible or unobservable outcomes can lead to low awareness of and even skepticism toward the social commitment of those involved. As a result, the proper roles and values of sport-based social initiatives may be undervalued and underleveraged to sponsors, partners or investors.

Therefore, standardized, quantifiable and systematic measurement would be useful to effectively communicate the intangible social values of sport with various stakeholders. This may serve to persuade the stakeholders including policy-makers and potential cross-sector partners (e.g., corporate sponsors, governments, and non-profit organizations (NPOs) /non-governmental organizations (NGOs)), who are often involved in the development and implementation of sport-based social initiatives, of their roles and the importance of the resources they build. In fact, in corporate social responsibility (CSR) literature, Du, Bhattacharya and Sen (2009) emphasize the importance of effective communication based on the actual societal impact of social initiatives, stating that “stakeholders’ low awareness and skepticism towards social initiatives are critical impediments for sponsoring or partnering organizations to maximize business outcomes from their social initiative investment” (p. 17). Thus, the purpose of the study is to develop an instrument to measure the intangible social values of sport so that the benefits of sport-based social initiatives can be effectively communicated to various stakeholders.

### **Literature Review and Objectives of the Study**

Numerous policy papers claim that sport impacts society in terms of social inclusion and the development of social capital. For example, in a review paper, Bailey (2005) identified the five areas of physical health, cognitive and academic development, mental health, crime reduction, and reduction of truancy and disaffection as areas where sports have an impact on society. There has been consistent support for the potential of sport for social development directly and indirectly (Bailey, 2005; Botcheva & Huffman, 2004; Delaney & Keaney, 2005; Javie, 2003; Munro, 2005; Seippel, 2006; Tonts, 2005) but for all the initiatives undertaken the quantified empirical evidence is sparse. One



exception is the work of Zhang, Pease, and Hui (1996) on the perceptions of value contributed to communities from professional sports. Their measurement has eight dimensions including community solidarity, public behavior, pastime ecstasy, excellence pursuit, social equity, health awareness, individual quality, and business opportunity. While these dimensions share some aspects with other conceptualizations of the intangible social values of sport, the scale items are oriented to the value dimensions professional sport can bring to the community.

In the groundwork for a general measure of the intangible social values of sport, there has been little agreement on how to approach evaluation and what core criteria should be measured. Addressing this challenge, Lawson (2005) has suggested the broad base of sport, exercise and physical education (SEPE) can contribute to sustainable and integrated social and economic development in terms of 1) social networks, 2) collective identities, 3) health and health-enhancing environment, 4) well-being and 5) human capital. He argues that SEPE professionals may design and deliver their practices, programs, and policies to maximize impact on society. Although this potential of sport seems to be ambitious from a “utopian view to sustainable societies in peaceful world” (Lawson, 2005, p.138), it provides a conceptual map to capture the diverse values of sport to society. Also, the selection of these five core variables is broadly supported by other scholars. For example, five legitimations for sport including health, salubrious socialization, economic development, community development, and national identity are conceptualized by Chalip, Johnson, and Stachura (1996) and Chalip (2006). Salubrious socialization is referred to as building self-esteem, personal values, life skills and moral values (Chalip, 2006), which is similar to Lawson’s conceptualization of human capital.

They legitimate community development by using the potential of sport as social capital. Also, national identity in these conceptualizations is a type of collective identity under Lawson's category.

Thus, the objective of this study is first to develop a general instrument to measure the intangible social values of sport including both spectator and participant sport, adapting these five areas suggested by Lawson (2005) as core measurement variables. I test the instrument with a convenience sample for reliability and validity. I also examine the efficiency of a global measure, which is designed to overcome the practical limitations of a lengthy and detailed instrument with theoretical integrity. Lastly, I seek to offer a more standardized and systematic measurement catalog to assess the social outcomes of sport programs, events, or initiatives as a valued communication asset. The second aim of this study is to apply the instrument into a specific context with a target population, extracurricular programs or activities of children with special needs, to examine how sports impact on their social development in terms of social capital, collective identities, health literacy, well-being and human capital development.

### **Proposed Conceptual Measurement Variables**

Each of the areas outlined by Lawson (2005) is associated with various past measures. Considering that the past measures may be useful or adaptable in assessing the contribution of sport, exercise and physical education to social and economic development, several selection criteria are established. Firstly, the measures should be flexible in terms of application to a variety of sports and exercise programs, a wide range of developmental and cultural backgrounds and a number of different audiences (participants and non-participants, community members, organizers, viewer/attendees).

Secondly, the measures selected should be relatively global or summative rather than particular. Thirdly, the measures should be easily understood and as much as possible easily translated into other languages for use in other cultures. With three criteria in mind, I intend to seek appropriate definition and conceptualization for each core measurement variable for the contribution of sport to society by reviewing the past measurement literature and conceptual work.

### **Social Capital**

Social capital has various definitions in the social science literature. Putnam (1993, p.167) defined it as “those features of social organization, such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions” and as “features of social life-networks, norms and trust that enable participants to act together more effectively to pursue shared objective”(Putnam, 1995, p.664). Bourdieu (1997, p.51) defined social capital as “the aggregate of the actual or potential resources which are linked to a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.” Coleman (1994, p.300) defined it as “the set of resources that inhere in family relations and in community social organization and that are useful for the cognitive or social development of a child or young person.” For this research, I have adopted the definition of social capital by Putnam (1993, 1995) because of the potential extension of sport to influence social networks by producing social trust, norms of reciprocity, and conditions conducive to cooperation, coordination, and collaboration and animating democracy (Lawson, 2005). Lawson (2005) also admits that “social capital is the popular concept used in lieu of social networks” (p.159).

In an effort to better understand the dimensions of social capital, Sudarsky (1999) developed an instrument that draws partly on the World Values Survey and applied the instrument in Colombia, South America. Using factor analysis, he identified ten dimensions of social capital: institutional trust, civic participation, mutuality and reciprocity, horizontal relationships, hierarchy, social control, civic republicanism, political participation, information, and media. Narayan and Cassidy (2001) developed an instrument of seven hypothesized dimensions of social capital including group characteristics, generalized norms, togetherness, everyday sociability, neighborhood connections, volunteerism, and trust by building on a review of the literature and a multidisciplinary workshop at the World Bank. They pilot tested it to two African countries, Ghana and Uganda in 1998. They found that the hypothesized dimensions of social capital are largely stable and consistent in both countries by using exploratory and confirmatory factor analyses. Onyx and Bullen (2000) developed an empirical definition of social capital. With data from five Australian communities, they identified eight factors such as participation in local community, proactivity in social context, feelings of trust and safety, neighborhood connections, family and friend connections, tolerance of diversity, value of life, and work connections by using factor analysis of 68 potential items drawn from an extensive review of literature.

From this literature review of main stream social science beyond sport, there is substantial consistency across researchers in the dimensions to be included within the construct of social capital. For instance, trust is identified in all research. Participation in community, social proactivity, networks and diversity are prominent in the studies. Admittedly, these components cannot explain all of what construct of social capital might

be. They, however, could be efficient indicators. Thus, I intend to look at these as the prominent components of social capital to be influenced by sport.

### **Collective Identities**

There are several different terms that are related to the definition of “collective identities” in the social science literature such as social, personal, and relational identity and social roles (Ashmore, Deaux & McLaughlin-Volpe, 2004). Simon and Klandermans (2001) defined a collective identity as “one that is shared with a group of others who have some characteristics in common and serves important functions related to basic psychological needs such as belongingness, distinctiveness, respect, understanding, and agency and thus contributes ultimately to a meaningful social existence” (p.320-321). Tajfel defined social identity as “that part of an individual’s self-concept which derives from his knowledge of his membership of a social group together with the value and emotional significance attached to that membership” (Tajfel, 1978, p.63). Thoits and Virshup defined social identities as “socially constructed and socially meaningful categories that are accepted by individuals as descriptive of themselves or their group” (Thoits & Virshup, 1997, p.106).

I have adopted the definition of collective identities by Simon and Klandermans because of the potential of sport to “bridge inter-group differences and conflicts and facilitate social integration and solidarity, and enable collective action” (Lawson, 2005, p.138) and its focus on respect, understanding and agency. Although numerous researchers have maintained the multidimensionality of collective identity and provided empirical support (Ashmore, Jussim, Wilder & Heppen, 2001; Deaux, 1996; Ellemers, Kortekaas, & Ouwerkerk, 1999; Jackson & Smith, 1999; Luhtanen & Crocker, 1992;

Phinney, 1992; Sellers, Smith, Shelton, Rowley & Chavous, 1998), there is no consensus as to what the most important dimensions might be and which dimensions should be included in a basic measure (Ashmore, Deaux & McLaughlin-Volpe, 2004). Also, each of four prominent theories of collective identity (e.g., Tajfel & Turner's (1979) social identity theory; Turner et al.'s self-categorization theory (1987); Stryker's (2000) identity theory; Cross's (1991) nigrescence model) have featured different elements in their dimensions. For our proposed instrument, I have chosen the most commonly prominent three components of the dimensions of four major theories of collective identity including 'self-categorization,' 'evaluation' and 'importance.' Self-categorization is recognized as the core of collective identity: identifying oneself as a member of, or categorizing oneself as a particular social group (Deaux, 1996). Evaluation refers to "the positive or negative attitude that a person has toward the social category in question" (Ashmore et al., 2004, p.86). Importance refers to the degree of importance of a particular group membership to the individual's overall self-concept (Ashmore et al., 2004). Thus, I focus on these three components of collective identities influenced by sport. Together these measures can capture how sports contribute to collective identities for a number of different audiences in a community.

### **Health Literacy**

Lawson (2005) suggested 'health and health-enhancing environment' as one of the five areas that sport, exercise and physical education (SEPE) can contribute to in communities. Lawson states: "they may improve human health, and at the same time, they may create health enhancing environments" (p.138). There has been, however, no measure for a health-enhancing environment. Further, health-enhancing environment is

often dependent on infrastructure and things not, per se, associated with sport. Thus, I prefer 'health literacy' as appropriate because it has the potential to capture immediate outcomes from sport. Obviously, sport often helps people learn about their body, and about performance. For example, Moons et al., (2006) found that sports camp attendance significantly improved children's perceived health status including self-perception of physical functioning, role-physical functioning, general health and mental health. From a public health perspective, Ferron et al. (1998) determined an association between the frequency of sport and perceptions of health. They found that athletic adolescents have more confidence in their future health, a better body image, a lesser tendency to attempt suicide, a higher frequency of use of the car seat belt, and a lower use of tobacco and marijuana. While participant sport or community-oriented sport activities may result in positive outcomes related to health literacy, it may be possible for spectators to gain appreciation for the relationship between sport and health through viewing. Thus, while one can expect variation due to types, form or characteristics on health literacy, it is still a reasonable near-term of goal for sport. Therefore, I have selected health literacy as one of the general measurement variables of the intangible social values influenced by sport.

It should be noted that health literacy is considered to play a critical role in health education and promotion (Deaton, 2002; Nutbeam, 2000) and to affect health decisions, outcomes and decrease health disparities (Feedman et al., 2009). Notably, the concept of health literacy from a medical perspective is viewed narrowly. Parker et al. (1995) defined it as "adequate literacy skills to health related materials such as prescriptions, appointment cards, medicine labels, and directions for home health care" (p. 537). According to Baker (2006), the US Institute of Medicine (IOM) Report and Healthy

People 2010 finds health literacy to be “the degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions” (p.878). In contrast, the World Health Organization (WHO) states that health literacy represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to understand and use information in ways which promote and maintain good health (WHO, 1986).

I adopt this most comprehensive WHO definition as one construct of the intangible social values of sport because “it aligns health literacy more closely with an understanding that literacy is not simply a set of functional capabilities, it comprises a set of skills that enable people to participate more fully in society and to exert a higher degree of control over every day events” (Nutbeam, 2008, p. 2075). Nutbeam (2000) suggests that the definition by WHO reflects three levels of health literacy including functional health literacy, interactive health literacy and critical health literacy, arguing that “it significantly broadens the scope of the content of health education and communication, indicates that health literacy may have both personal and social benefits, and has profound implications for education and communication methods” (p.264). Thus, I focus on functional, interactive, and critical components of health literacy based on the conceptual model of Nutbeam (2000) as one of the intangible social values influenced by sport.

### **Well-being**

As with other areas, well-being has many definitions and extensive measures. It can be summarized in single dimension indicators such as the gross domestic product (GDP), economic well-being, individual living conditions or happiness (Bergheim, 2006).



It extends to composite indicators such as human development index (HDI) (UNDP, 2002) or physical quality of life index (PQLI) (Morris, 1979). These approaches are, however, considered to lack multidimensionality in well-being measurement. Clarke, Islam and Paech (2006) used Maslow's (1970) psychological human motivation theory to develop a multidimensional measurement of well-being. They defined well-being as "a function of the extent to which society facilitates the attainment or fulfillment of the ultimate hierarchical need: self-actualization" and incorporated five dimensions of well-being measurement based on five levels: basic needs; safety needs; belonging needs; self-esteem needs; self-actualization (Clarke, Islam, & Paech, 2006, p.934). Ryff (1989) integrated the dimensions of psychological well-being such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth by summarizing the extensive literature such as Maslow's (1968) conception of self-actualization, Roger's (1961) view of the fully functioning person, and Erikson's (1959) psychosocial stage model. It still, however, lacks consideration of the economic dimensions of well-being. Meanwhile, Ormel et al. (1999) described social production function (SPF) theory as effectively integrating psychological well-being and economic well-being theories. SPF theory describes well-being by five instrument goals including stimulation, comfort, status, behavioral confirmation, and affection toward both physical and social well-being (Nieboer et al., 2005).

I adopt well-being as one construct of the intangible social values of sport because it well represents the well-being of Lawson (2005)'s framework, which focuses on loving and harmonious relationships, environments and opportunities conducive for human development, efficacy and self-worth to be improved by SEPE. There is ample evidence

that sport and physical activities have a positive effect on well-being. For example, Kavetsos and Szymanski (2010) examined national well-being as another benefit from hosting major sporting events and found national well-being associated with hosting football events is large and significant for twelve European countries. Greenleaf, Boyer and Petrie (2009) found that high school sport participation has a significant and positive impact on psychological well-being through mediation of body image, physical competence, and instrumentality in college among female undergraduate students. Admittedly, sport alone might not yield all these values directly and it depends on how the specific sport programs, systems and policies are designed, implemented and managed (Lawson, 2005). Therefore, we adopt the definition of well-being supplied by SPF theory as one construct of the social value of sport to and focus on its established five components of well-being as most likely influenced by sport.

### **Human Capital**

Human capital is broadly defined as the aggregation of investments in activities, such as education, health, on-the-job training, and migration that enhance an individual's productivity in the labor market (Becker, 1964; Kiker, 1966; Schultz, 1961, 1962). Thurow (1970) defined it as "an individual's productive skills, talents, and knowledge measured in terms of the value of goods and services produced" (p. 1). Recently, it has been extended to non-market activities (Jorgenson & Fraumeni, 1989; Laroche & Merette, 1999; Schultz, 1994). Laroche and Merette (1999) defined it as "the aggregation of the innate abilities and the knowledge and skills that individuals acquire and develop throughout their lifetime" (p.89). In a work context, Dess and Picken (1999) defined it as "the individual's capabilities, knowledge, skill and experience of the company's

employees and managers, as they are relevant to the task at hand, as well as the capacity to add to this reservoir of knowledge, skills, and experience through individual learning” (p.8). The organization for economic co-operation and development (OECD) defines human capital as “the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being” (OECD, 2001, p.18).

Among various definitions above, I have adopted the definition of OECD (2001) as one construct of the intangible social values of sport. It reflects the human capital of Lawson (2005)’s frame, which focuses on “the knowledge, skills, attitudes, competence, and characteristics of individuals and groups, especially their capacities for productive citizenship and work-related activities to be likely contributed to by SEPE” (p.139). In fact, researchers have shown that sport experiences facilitate productive citizenship, leadership skills, positive peer relationship (e.g., Elley & Kirk, 2002; Wright & Cote, 2003; Fraser-Thomas, Cote, & Deakin, 2011). Also, studies show that youth participation in physical activities has a positive correlation with academic performance (e.g., Dwyer et al., 2001; California Department of Education, 2002), and with school grade, attendance, educational aspirations (Snyder & Spreitzer, 1990; Eccles & Barber, 1999).

According to OECD (2001), the measurement of human capital should be on individual characteristics that are instrumental in facilitating personal, social and economic well-being to distinguish it from social capital, which resides in social relations (Stroombergen, Rose & Nana, 2002). They suggest three approaches for the measurement of human capital: 1) “student achievement in particular areas of knowledge and competence at different stages of school education; 2) competencies of school-age

children that cross the boundaries defined by subject curricula; 3) adult skills and competencies relevant to everyday life and work” (Stroombergen, Rose & Nana, 2002, p.36). Thus, I focus on the component as the most general and inclusive including knowledge and skill, competencies, attitudes and attributes of human capital based on the approach of Stroombergen, Rose and Nana (2002) to be included as one construct of the intangible social values of sport.

## **Pilot Test**

### **Methods**

#### **Exploring antecedents influencing levels on the measures**

The core measurement constructs described were utilized to develop a new instrument to measure the social values of sport. In order to examine the newly developed measure in context, I use antecedent variables that one would expect to influence the awareness and perception of the social values of sport (Cornwell & Coote, 2005). Thus, the antecedent variables of past awareness, frequency of exposure to, and participation in various sport events including participant and spectator sports may influence perceptions of the various dimensions of the proposed instrument.

I test the measure utilizing a sample of college students who may or may not have exposure to sport as a contributor to society. For example, those with awareness of a charity sport event in the community would be hypothesized to have a heightened sense of what sport might impact on society. Additionally, those with exposure to sport charities would be hypothesized to have different response levels for the dependent variables of interest according to the degree of participation in various forms of sport. In particular, I expect the social aspects and group behaviors of our convenience sample to

influence measures of social capital and collective identities. Use of a convenience sample permitted an overall examination of the properties of the new scale but only a limited examination of the connectivity to other variables. Overall, well-being and human capital development were not central to my examination using the student sample due to the nature of the fun run. The short duration and the orientation toward the health care system allow examination of only social capital, collective identities and health literacy.

Further than simple examination of scale properties, I sought to consider the scale in context. In keeping with Cronbach and Meehl (1955), I seek to demonstrate that “one’s measure of a given construct relates to measures of other constructs in theoretically predictable ways” for psychological testing of the instrument (Smith, 2005, p. 396). In this way, I can test the construct validity of the new instrument within a “nomological network” (Cronbach & Meehl, 1955). The design of a nomological network includes the theoretical framework of what we are trying to measure and specifies lawful relationships or linkages among entities when testing the instrument (Smith, 2005). It enables us to test the model beyond simple internal validity. As will be discussed, I was able to conduct an examination of three of the five dimensions.

### **Participants**

The 221 participants in this pilot test were voluntarily recruited from six sections of undergraduate courses from various departments including kinesiology, psychology, literature, science and the arts at a large public university located in the Midwestern United States. I asked the students to participate in the study during the regular class hours. The respondents were asked to indicate the degree of involvement in, participation in, exposure to, or awareness of various types of sport activities (e.g., community

oriented sports, a university football or a major charity sport event in the community). They were also asked to respond to the items which addressed the dependent variables of social capital, collective identities, health literacy, well-being and human capital. Respondents were 57.9% male and 41.6% female; 79.2% Caucasian, 5.9 Asian, 5% African American, 2.7% Hispanic; 13.7% nineteen years old, 26.7% twenty years old, 38.0% twenty one years old, 12.2% twenty two years old and 9.7% over twenty two years old.

The use of a convenience sample of students is appropriate, considering that the principal objective of the study is to test the relationships between variables of theoretical significance (Sternthal, Dholakia, & Leavitt, 1978). In the theory-oriented research, individual differences are not of interest and homogeneous samples are more appropriate since it minimizes between-subject variance as random error (Sternthal, Dholakia, & Leavitt, 1978). Thus, the use of a homogeneous sample of undergraduate students is appropriate to generate inferences regarding theoretical relationship testing a new instrument to measure the social values of sport.

### **Instrumentation**

*Composite measures.* First, I developed the composite measure for the contributions of sport to society (CMCSS) based on the major components of the conceptual variables presented. The development of the CMCSS follows the standard psychometric procedures suggested by Nunnally and Bernstein (1994). As the first step in the scale-development process, I generated a list of items for each construct of the contributions of sport to society. Multiple items for each component of each variable were developed and modified from the items of existing scales and conceptual models

from literature such as sociology, psychology, public health and economics (Gurin & Townsend, 1986; Henderson-King & Swart, 1994; Huo et al., 1996; Luhtanen & Crocker, 1992; Nieboer et al., 2005; Nutbeam, 2000; Onynx & Bullen, 2000; Phinney, 1995; Sellers et al., 1998; Stroombergen, Rose & Nana, 2002). On the basis of the review and synthesis of all the relevant literature and conceptual models, I generated an initial pool of 75 items for five constructs of the contributions of sport to society (14 items for social capital, 18 items for collective identities, 18 items for health literacy, 15 items for well-being and 10 items for human capital). While this composite measure is theoretically sound, it has some practical limitations. For example, the length of the measure (75 items for the five constructs) may limit its use in surveys and lead to respondents fatigue and subsequent bias (Breugh & Colihan, 1994). The format for the instrument was a seven-point Likert scale from strongly agree (7) to strongly disagree (1). See Table 1 for a presentation of items in the five constructs selected for this study.

Insert Table 1 here

*Global measures.* To overcome the practical limitations associated with the composite measures, I developed global measures for the contribution of sports to society (GMCSS), following the guidelines of Hinkin (1995) and Breugh and Colihan (1994) in writing items for the global scales for the contribution of sport to society. First, I examined the target constructs: social capital, collective identities, health literacy, well-being and human capital and found clear examples. The main intent of a global measure is that each global item adequately captures the full construct of each variable, while each composite item addresses only one component of the construct. I developed a small number of global items to capture the full construct. I generated a list of 3-4 global items

for each construct using a seven-point Likert scale ranging from strongly agree (7) to strongly disagree (1).

Both composite and global measures were assessed for content validity and face validity by a cross-cultural panel of experts. The panel consisted of seven faculty members from five different sport management and sport marketing programs at the primary researcher's universities in Michigan, Ohio, Oregon, Indiana and Canada in North America. This process resulted in 75 general items for the composite measure and 15 general items for the global measure for the five constructs of the social values of sport. See Table 1 for global measures developed for this instrument. See Appendix A for all the general measure items including the composite measure and the global measure.

#### **Antecedent variables measure**

*Awareness of a major charity sport event.* The Big House Big Heart run (5K, 10k, 1mile Fun Run) is the biggest annual charity sport event in the community where the instrument is tested. It supports children and adults being treated at the university health system and numerous area charitable organizations. Awareness of the major charity sport event was measured by a "yes" or "no" answer.

*Frequency of exposure to community oriented sport.* Exposure to community oriented sports (e.g., intramural sport, city tennis tournaments, softball leagues organized by local community) was measured by the format of never, 1-2 times a year, 1-2 times a month, 3-4 times a month, 5-6 times a month, 7-8 times a month and over 9 times a month.

*Frequencies of participation in various kinds of recreation, sport and arts activities.* Frequencies of participant sport activities, spectator sports, arts and musical



activities and computer or video games are measured by the format of never, 1-2 times a year, 1-2 times a month, 3-4 times a month, 5-6 times a month, 7-8 times a month and over 9 times a month.

### **Data Analysis**

The efficacy of the proposed model and psychometric properties of the instrument was analyzed using PASW Statistics 18 and AMOS 18. By using confirmatory factor analysis with maximum likelihood method, I provide an initial assessment of the constructs and the factor structures of the measurement models. Importantly, I conduct a correlation analysis between the composite measures and global measures to examine how efficiently the global measures represent the composite measures in each construct, as shown in Figure 3.

Insert Figure 3 here

### **Results**

#### **Measurement models of composite measures and global measures**

The goodness of fit indices for the confirmatory factor analyses on all the constructs of the contribution of sport to society is summarized in Table 2. The overall fit of the measurement models were found to be good based on fit indices including Chi-square/df, the comparative fit indices, the incremental fit index, SRMR and RMSEA. A Chi-square per degree of freedom ratio ( $\chi^2/df$ ) in the range of 2-3 indicates acceptable fit (Carmines & McIver, 1981). A ratio less than 2 of  $\chi^2/df$  ratio represents a good fit (Byrne, 1989). A value less than .05 of SRMR is considered good fit and below .08 adequate fit. RMSEA values less than .05 indicate that a model has good fit (Steiger, 1990) and

RMSEA values of 0.8 or less indicate acceptable fit. CFI close to 1 indicates a good fit (Bentler, 1990). Based on an examination of these criteria, I conclude that the measurement models fit well. Importantly, very strong correlations (0.78-0.98 in Table 2) between the constructs of composite and global measure suggests that the 15 global measure items efficiently represent the 75 composite measure items for the five constructs of the contribution of sport to society.

Insert Table 2 here

A few of the component constructs in the composite measures have only two items (see Table 1), although most researchers recommend three to four items for each latent construct. Two indicators, however, can work if there is a nonzero correlation with another construct in the model because the presence of a correlation between constructs adds a third indicator on each construct (Jaccard & Wan, 1996; Savalei & Bentler, 2006). Since every component is obviously related to each other in the composite measure, even two indicator items work for the construct in the composite measure in the study.

*Reliability.* Cronbach's alpha coefficients (see Table 1) indicate acceptable internal consistency for all the component constructs except for only two out of twenty five components since a lenient cut-off of .60 is acceptable in exploratory research (Garson, 2010).

*Convergent Validity.* All factor loadings from items were significant with critical ratios ranging from 3.602 to 10.489 for social capital, 8.800 to 15.276 for collective identities, 10.955 to 15.002 for health literacy, 5.325 to 11.803 for well-being and 7.010 to 10.955 for human capital. A value of at least .70 of Cronbach's alpha for all the global constructs and most of the composite constructs shows that indicators for the constructs

correlate with each other to an adequate degree. Therefore, convergent validity is established for all five constructs of the global and the composite measures.

*Discriminant Validity.* As shown in Table 3, since there is no correlation more than .85 between constructs in the global measures (Kline, 2005) and since there is no squared correlation between one and any others bigger than the AVE for each construct (Fornell & Larcker, 1981), discriminant validity for all five constructs in the global measure is established.

Insert Table 3 here

### **Structural models**

*Figure 4* shows the structural model by charity sport event awareness (yes) group (N=161, Chi-square/ df=230.267/133=1.731,  $p < 0.001$ , CFI=.890, IFI=.895, RMSEA=0.068). The overall fit of the model was found to be good based on fit indices including Chi-square/df ratio, the comparative fit indices, the incremental fit index and RMSEA. As shown in *Figure 2*, within those who are aware of the major charity sport event (N=161), frequency of exposure to community oriented sports has a statistically significant and substantially positive impact on social capital, collective identities and health literacy at  $\alpha = .05$ . Also, frequency of individual recreational sport activities has a statistically significant and substantial positive impact on dependent measures, collective identities and health literacy at  $\alpha = .05$ . On the other hand, frequency of watching college football games on TV has a statistically significant and negative impact reported on social capital, collective identities and health literacy at  $\alpha = .05$ . Also, frequency of computer or video games has statistically significant and negative impact on social capital and health literacy at  $\alpha = .05$ . Interestingly, frequency of arts and musical activities

has no significant impact with coefficients of almost .00 on social capital, collective identities and health literacy at all. R-squares for three constructs are .17 for social capital, .15 for collective identities and .20 for health literacy, which are relatively significant in the social science.

*Figure 4* also shows the structural model of two group comparison by awareness of the major charity sport event (“yes” group (N=161), “no” group (N=60), Chi-square=461.002, df=266, Chi-square/df=1.733, CFI=.845, IFI=.854, RMSEA=.058). As shown in *Figure 2*, within those who are not aware of the major charity sport event (N=60), the frequencies of exposure to community oriented sports, individual recreation sport activities, watching college football games on TV, arts and musical activities, and computer or video games do not have any statistically significant impact on social capital, collective identities and health literacy. Only one exception is the positive impact of the frequency of watching college football games on TV on social capital, which is the opposite in the yes group (N=161). Also, the R-squares for global collective identities and health literacy decreased from .15 to 0.07 and .20 to .13. Overall, I can conclude that antecedent variables such as exposure to community oriented sport and, involvement in individual recreation sport activities have a significant effect on social capital, collective identities and health literacy as the constructs of the contributions of sport to society only in those who are aware of the major charity sport event in the community.

Insert Figure 4 here

### **Discussion/Implications**

The first important contribution of this study is to offer a simple and efficient global measure to assess the multi-dimensional intangible social values of sport in society.

One of the main roles of the global measure is to summarize numerous items for each construct into a few simple items without losing the instrument's theoretical integrity. It is particularly effective when we attempt to measure the multi-dimensional constructs at the same time, which might lead to respondent fatigue and subsequent bias with a lengthy instrument (Breaugh & Colihan, 1994). Also, this innovative reduction enables us to easily apply the instrument into the different types of sport event, programs, or initiatives even in other countries.

Another important contribution of the study is the empirical evidence for the potential of sport to society depending on their forms or characteristics. As shown in the structural models, the frequency of exposure to community oriented sports has a substantial positive effect on social capital, collective identities and health literacy, while the frequency of watching college football on TV has a substantial negative effect on them. It implies that all the forms of sport-related activities do not necessarily contribute to society and empirically supports that sport can play a role of contributing to society as Lawson (2005) conceptualized.

Notably, this general instrument can successfully capture social capital, collective identities and health literacy as the constructs of the intangible social values of sport in society in the convenience sample of the general college students. I also observe that exposure to community oriented sports, individual recreation sport activities, watching football games on TV and computer or video game playing have the similar relationships with the other two core variables such as well-being and human capital. But, they have little explanatory power in terms of well-being ( $R^2=5\%$ ) and human capital ( $R^2=4\%$ ). Considering the focus of a charity sport event and the convenience sample of students, it

is reasonable that the two variables, human capital and well-being would show a limited and weak relationship. If we apply the instrument into a specific sport program with target population (e.g., sport for development programs in developing countries), we might expect more explanatory power in terms of these variables because it is more likely to have well-developed expectations, goals, objectives or deliveries for participants and society.

The structural model of the two group comparison implies the significant roles of marketing communication activities to harness the power of sport as a contributor to society because those who are not aware of the major charity sport event in the community do not perceive any positive effect of sport on social capital, collective identities and health literacy in spite of their frequencies of exposure to or participation in sport activities. Thus, collateral marketing communication activities could be effective to make them better aware of those events, programs, or initiatives. Also, this finding suggests that potential sponsors of sport may document the social value of their contribution and perhaps further this value by leveraging the positive effect. In the context of sponsorship, leverage is defined as “the act of using collateral marketing communications to exploit the potential of the association between a sponsee and sponsor (Weeks, Cornwell & Drennan, 2008, p.4). Leveraging has been described as valuable in promoting sponsorship awareness and sponsor identification (e.g., Quester & Thompson, 2001; Weeks et al, 2008). In the same context, leveraging communication activities should be effective in capturing the invisible association and measuring the intangible values of sports to the general public and society at large. This could be valuable to sponsors in terms of their corporate social responsibility image.

## **Instrument Application to Contextual Setting**

The second aim of this research was to apply the pilot tested instrument including composite and global measures into a specific sport event, program or initiative and examine how the specific sport event or program impacts on the target population in terms of social capital, collective identities, health literacy, well-being, and human capital development. Further, I examine the efficiency and utility of the global measures in the specific sport context by analyzing the correlation between the global measures and composite measures. The final goal of the study is to offer measurement outcomes of the programs or activities when seeking a sponsor or a partner for financial support for programs.

### **Methods**

#### **Sample**

A convenience sampling (N= 96) was employed, administering the instrument to children (10 to 18 years old) with special needs diagnosed with Autism and Down-Syndrome in several different cities in one Midwestern state. Either the mother or father of these children with special needs was asked to answer the survey questionnaire for their children with special needs. The parent was asked to answer questions about their child's physical and social development, frequencies of participation in or exposure to various extracurricular activities or programs including sports, arts, and music activities. Survey responses are on a 7 point Likert scale ranging from strongly agree (7) to strongly disagree (1).

#### **Instrumentation**

The tested general instrument to measure the intangible social values of sport in society in terms of social capital, collective identities, health literacy, well-being and human capital was adapted into a specific context with a target population, the children with special needs and their extracurricular activities or programs. This specific measure items including antecedent variables items in the context of children with special needs was assessed for content validity and ecological validity by discussion with one professor and three graduate students in adapted physical education. This process resulted in 75 specific measure items for the composite measure and 21 specific measure items for the global measure for the five constructs of the social values of sport in society for children with special needs. Since the parent was asked to respond to the specific measure items regarding their child with special needs, I adapted each item of the general measure items from 'I' to 'My child' (e.g., I often attends local community events -general measure; My child often attends local community events -specific measure). See Appendix B for a presentation of all the specific measure items for the five constructs selected for children with special needs children.

### **Antecedent variables**

*Frequency of team-based recreational sport activities.* Frequencies of monthly participation in team-based sport activities (e.g., soccer, T-ball, softball, basketball, and volleyball) was measured by the format of never, once a month, every other week, once a week, 2-3 time a week, 4-5 times a week, and 7 times a week.

*Frequencies of individual recreational sport activities.* Frequencies of monthly participation in individual recreational sport activities (e.g., bowling, bicycling, doing



martial arts, and swimming) was measured by the format of never, once a month, every other week, once a week, 2-3 time a week, 4-5 times a week, 7 times a week.

*Frequencies of arts, crafts and music.* Frequencies of monthly participation in arts, crafts and music activities (e.g., doing crafts, drawing or colorings, learning to sing, playing an instrument, and dancing) was measured by the format of never, once a month, every other week, once a week, 2-3 time a week, 4-5 times a week, 7 times a week.

*Frequencies of social activities.* Frequencies of monthly participation in social activities (e.g., talking on the phone, going to a party, going to the movies with friends, going for a walk with friends) was measured by the format of never, once a month, every other week, once a week, 2-3 time a week, 4-5 times a week, 7 times a week.

*Frequencies of sedentary games or activities.* Frequencies of monthly participation in sedentary games or activities (e.g., playing board or card games, playing computer or video games, reading or watching TV or video) was measured by the format of never, once a month, every other week, once a week, 2-3 time a week, 4-5 times a week, 7 times a week.

### **Data Collection and Analysis**

The questionnaire for the study was distributed to the parents of the children with special needs at the bike camps face to face. The bike camps were a week-long program to teach children with disabilities to ride a conventional two wheel bicycle. The University of Michigan Center for Motor Behavior and Pediatric Disabilities ran the camps in Indiana and Michigan in summer 2011. Also, the same online survey using Qualtrics was distributed to the parents of children with special needs via several parent organizations, who did not participate in the bike camp. Sufficient explanations of the

importance and purpose of study and the confidentiality of the participants' responses for their children were provided. Also, the cover letter explained the importance and purpose of study, the expected time to complete the questionnaire, and the confidentiality of the responses. When the respondents complete the survey online, the answers were saved into the database in the format of an SPSS data file.

The efficacy of the proposed model and psychometric properties of the specific instruments were analyzed using PASW Statistics 18 and AMOS 18. By using confirmatory factor analysis with maximum likelihood method, I provided an assessment of the constructs, the factor structures of the measurement models, and the structural models.

## **Results**

### **Measurement models of composite measures and global measures**

The goodness of fit indices for the confirmatory factor analyses on all the constructs of the contribution of sport activities to children with special needs is summarized in Table 5. The overall fit of the measurement models were found to be good based on fit indices including Chi-square/df, the comparative fit indices (CFI), the incremental fit index (IFI), and RMSEA. A Chi-square per degree of freedom ratio ( $\chi^2/df$ ) in the range of 2-3 indicates acceptable fit (Carmines & McIver, 1981). A ratio less than 2 of  $\chi^2/df$  ratio represents a good fit (Byrne, 1989). RMSEA values less than .05 indicate that a model has good fit (Steiger, 1990) and RMSEA values of 0.8 or less indicate acceptable fit. CFI close to 1 indicates a good fit (Bentler, 1990). Based on an examination of these criteria, I conclude that overall the measurement models for the specific measure fit well. Most importantly, very strong correlations (0.74-0.92 in Table

5) between the constructs of composite and global measure suggests that the 18 global measure items efficiently represent the 62 composite measure items for the five constructs of the contribution of sport activities to children with special needs.

Insert Table 5 here

Three out of twenty component constructs in the composite measures have only two items (see Table 4, feeling of trust and safety, implicit importance, affection), although most researchers recommend that 3-4 items are appropriate to measure each latent construct. As discussed in the pilot test, two indicators, however, can work if there is a nonzero correlation with another construct in the model because the presence of a correlation between constructs adds a third indicator on each construct (Jaccard & Wan, 1996; Savalei & Bentler, 2006). Since every component is obviously related to each other in the composite measure, even two indicator items work for the construct in the composite measure in the study.

*Reliability.* Cronbach's alpha coefficients (see Table 4) indicate acceptable internal consistency for all the constructs except for only one (stimulation in well-being) out of twenty five constructs including both twenty composite measure constructs and five global measures constructs because a lenient cut-off of .60 is acceptable in exploratory research (Garson, 2010).

*Convergent Validity.* All factor loadings from items were significant with critical ratios ranging from 3.145 to 6.371 for social capital, 2.794 to 9.487 for collective identities, 4.450 to 30.961 for health literacy, 2.321 to 6.335 for well-being and 3.610 to 9.489 for human capital. A value of at least .70 of Cronbach's alpha for all the global constructs and most of the composite constructs shows that indicators for the constructs

correlate with each other to an adequate degree. Therefore, convergent validity is established for all five constructs of the global and the composite measures.

*Discriminant Validity.* As shown in Table 6, since there is no correlation more than .85 between constructs in the global measures (Kline, 2005) and since there is no squared correlation between one and any others bigger than the AVE for each construct (Fornell & Larcker, 1981), discriminant validity for all five constructs in the global measure is established.

Insert Table 6 here

### **Structural models**

Figure 5 shows the structural model of the contribution of sport activities to children with special needs (N= 96, Chi-square/ df=454.508/234=1.942,  $p < 0.001$ , CFI=.856, IFI=.862, RMSEA=0.097). The overall fit of the model was found to be acceptable based on fit indices including Chi-square/df ratio, the comparative fit indices, the incremental fit index and RMSEA. As shown in Figure 5, among various extracurricular activities of the children with special needs, the sum of frequencies of participation in team-based recreational sport activities (e.g., soccer, T-ball, softball, basketball, volley ball) has a significant and positive impact on social capital (standardized path coefficient=.48,  $p < .001$ ), collective identities (standardized path coefficient=.66,  $p < .001$ ), well-being (standardized path coefficient=.63  $p < .001$ ) and human capital (standardized path coefficient=.27,  $p = .025$ ). Also, the sum of frequencies of social activities (e.g., talking on the phone, going to a party, going to the movies with friends, going for a walk with friends) has a significant impact on health literacy (path coefficient=.51,  $p < .001$ ) and human capital (path coefficient=.27,  $p = .049$ ). I found,

however, the sum of frequencies of individual recreational sport activities (e.g., bowling, bicycling, doing martial arts, and swimming), arts, craft and music activities (e.g., doing crafts, drawing or colorings, learning to sing, playing an instrument, and dancing) and sedentary activities (e.g., playing board or card games, playing computer or video games, reading or watching TV or video) do not have any significant impact on the dependent variables. Notably, the amount of explanation, R-square for the five dependent variables are .26 for social capital, .45 for collective identities, .41 for health literacy, .38 for well-being, and .27 for human capital. The amount of explanation was substantially increased compared to when pilot-testing the general measurement within the college students (e.g., .15 to .45 for collective identities, .20 to .41 for health literacy).

Insert Figure 5 here

### **Discussion/Implications**

Most importantly, this study shows that the specific measures adapted from the newly developed general measures including both composite and global measures of the intangible social values of sport in society successfully capture social capital, collective identities, health literacy, well-being and human capital in the population of the children with special needs. In addition, the amounts of explanation, R-squares for the five constructs of the specific measure were substantially increased in the specific context with children with special needs, compared to when testing the general instrument in the pilot study. As discussed earlier, this increase might be from the specific context with target population. Children with special needs are more likely to have higher expectations or more specific objectives for participation in sport programs or activities.

These all demonstrate the quality of the new instrument including composite measures and global measures in terms of reliability and applicability to different sport contexts.

Another important contribution of the study is the empirical evidence for the potential of sport activities to the population of children with special needs. I found this potential can depend on the forms or characteristics of sport activities. As shown in the structural models, monthly frequency of participations in team-based sport activities can have a substantial positive effect on social capital, collective identities, well-being and human capital, and it appeared that individual-based recreational sport activities did not have any significant impact. This might imply that all the forms of sport-related activities do not necessarily contribute to children with special needs children and empirically supports that sport programs or activities can play a role of contributing to children with special needs only when they are properly designed and implemented society as Lawson (2005) conceptualized. Also, it implies an approach for parents of children with special needs as to how to choose the effective sport programs or activities for the social development of their children.

The final contribution of the study is to provide the actual measured societal value of sport activities to children with special needs as valued communication assets with the improved documentation. Although sport has been frequently recognized as a powerful means to promote education, culture, social equity, environment, sustainable development and peace, there has been little theoretical and empirical evidence to substantiate these claims. This study enables us to document the measurement outcomes of the social values of sport in society for children with special needs.

### **Limitations and Future Research**

In this chapter I have suggested the core measurement variables such as social capital, collective identities, health literacy, well-being and human capital that sport can contribute to hinging on strategically designed and delivered SEPE programs, practices and policies, adapting Lawson (2005)'s framework. Admittedly, in the pilot test, I only have a partial test of the new instrument in terms of social capital, collective identities and health literacy with the convenience sample, although I successfully captured social capital, collective identities, well-being and human capital for in the population of children with special needs in the instrument application in contextual setting. In spite of the limitation, the results are promising and provide significant implications as to measurement and leverage of the measured societal outcomes of sport. Thus, future research is required to examine all the core measurement variables at the same time within sport program or initiative more carefully designed and delivered with specific objectives and goals in terms of education, health, well-being, culture, environment, economy (e.g., sport development programs in developing country).

Also, these five core measurement variables should be flexible with auxiliary/additional measures according to characteristics of sports, causes, corporations and NPOs involved. Other relevant dimensions such as obesity prevention and reduction, poverty reduction, education expansion, environmental sustainability and gender equality need additional measures beyond the general five core measurement variables in further research to determine other various ways in which sport enhances and improves society. For example, the 2010 World Cup in South Africa was billed as a corporate opportunity to support skills transfer to small, medium and micro enterprise. NFL Play 60 is designed to tackle childhood obesity by getting kids to commit to 60 minutes of exercise every day

such as playing football, skipping rope, walking, or riding a bike in partnerships with various organizations.

Future research might apply this instrument to sport for development research, which aims to use the power of sport to enrich the lives of children and young people of all abilities in schools and communities in developing countries around the world (UNICEF, 2011). This type of research will enable researchers to evaluate the outcomes of strategically-designed and delivered sport programs or initiatives to society. Also, evaluating the impact of programs will help practitioners who deliver these programs to make improvements and enhance the experiences or lives of the beneficiaries of the programs. Further, one might examine how their measured actual impact on society can be leveraged to enhance the economic and social performance of the sponsoring /partnering organizations (e.g., sponsoring corporations, NPOs/NGOs, governments, and other sport organizations) engaged in sport for development programs or initiatives.



## **CHAPTER III**

### **Measurement-Based Leverage of Cause Oriented Sport Sponsorship/Partnerships**

#### **Introduction**

Corporate sponsorship of social causes is an increasingly popular promotional vehicle (Cornwell & Coote, 2005; Lichtenstein, Drumwright, & Braig, 2004; Simmons & Becker-Olsen, 2006). The IEG Sponsorship Report (2011) indicates that cause sponsorship is up 6.7% to \$1.62 billion in 2010 from 2009 and has increased from \$120 million in 1990. It is currently the fastest-growing sponsorship category. The increase in corporate social sponsorship with nonprofit organizations (NPOs) is facilitated by expected win-win outcomes to both corporations and NPOs (Lichtenstein et al., 2004). For example, corporations partnering with NPOs might enhance their reputation (Drumwright, 1996; Sen & Bhattacharya, 2001) as well as strategically avoid or reduce perceptions of commercialization (Cornwell, 2008). NPOs can gain financial support as well as expand their volunteer and contributor bases via collaboration (Berger, Cunningham, & Drumwright, 2004; Samu & Wymer, 2001; Selsky & Parker, 2005). To date, however, only a few researchers have empirically examined these relationships from the perspective of corporate social responsibility (CSR) (e.g., Lichtenstein et al., 2004) or corporate social sponsorship (e.g., Simmons & Becker-Olsen, 2006). Given Milton Friedman's thinking (1962) that truly altruistic CSR should not exist since the only responsibility of business is to increase profit for its shareholders, all CSR activities should be strategic to accomplish business goals. From this perspective, CSR and

corporate social sponsorship are similar since both aim to benefit both business and society. Therefore, the broad objective of the following study is to empirically examine the outcomes to both corporations and non-profits as well as the mechanisms of communication in collaborative social initiatives such as corporate social sponsorship and CSR.

### **Literature Review and Objective of the Study**

Lichtenstein, Drumwright, and Braig (2004) investigated effects of corporate social responsibility (CSR) initiatives on both nonprofits and for profit corporations. They found that perceived corporate social responsibility affects donations to nonprofits through customer-corporate identification as well as purchase behavior for a corporation's products. This finding suggests that information enhancing perceptions of CSR may in turn enhance contributions to CSR initiatives. Thus, articulated measurement of CSR contributions should encourage desired outcomes to both corporations and NPOs if it enhances perceptions of CSR.

In addition, researchers have argued that "simply being 'socially responsible' or simple transfer of positive affect from causes to firms" fails to utilize the power of social initiatives in reinforcing brand positioning (Simmons & Becker-Olsen, 2006, p.154). Further, according to Du, Bhattacharya, and Sen (2010), "Stakeholders' low awareness of and skepticism towards social responsibility activities are critical impediments to maximize the business returns to sponsors/partners from their investment in social responsibility activities" (p. 17). In light of these challenges, collateral marketing communication may be needed to support stakeholders' awareness of the firm's actual societal values, roles or impacts.

In the context of sponsorship, leverage is defined as “the act of using collateral marketing communications to exploit the potential of the association between a sponsee and sponsor” (Weeks, Cornwell, & Drennan, 2008, p.4). Leverage is used to “forge a link/association between a sponsor and the sponsored property and to capture a unique position in consumers’ minds” (Cornwell, Weeks, & Roy, 2005, p. 36). Leveraging has been described as valuable in promoting sponsorship awareness and sponsor identification (e.g., Quester & Thompson, 2001; Weeks et al., 2008). Several researches (e.g., Humpreys et al., 2010, Weeks et al., 2008) have examined the effect of leveraging on affective outcomes (e.g., attitude) and cognitive outcomes (e.g., memory, recall) in sponsorship-linked marketing. There, however, has been no research examining how collateral marketing communications can be utilized to enhance benefits to both nonprofits and corporations.

Nonprofit organizations typically have been the less powerful partners in social alliances (Andreasen, 2003; Berger et al., 2004; Lichtenstein et al., 2004) and from this position may not pursue long-term goals. In examining sponsorship alliances most, researchers have focused on examining the benefits to corporate sponsors, while there has been less research examining the benefits to nonprofit. Thus, this research considers the nature of communication about these social alliances for the direct betterment of NPO outcomes but also the related value that may accrue to the sponsor.

In the traditional sponsorship literature, fit or congruence has been one of the most important concepts influencing outcomes including memory or attitude toward corporate sponsors (e.g., Cornwell et al., 2006; Cornwell et al., 2005; Speed & Thompson, 2000). Also, Simmons and Becker-Olsen (2006) examined how fit between corporations

and causes can reinforce or blur the corporation's brand positioning in social sponsorships. They found that high fit reinforces the corporation's positioning with favorable attitudes toward the relationship, while "low fit dilutes the corporation's positioning, creates dislike for the sponsorship and lowers firm equity" (Simmons and Becker-Olsen, 2006, p. 164). To date, however, little research has examined how fit can be better managed or developed in sponsorship or CSR practices. Thus, the specific objective of this research is to investigate how communication regarding specific measurable outcomes of sponsorship engagement might influence returns to both NPOs (e.g., increased willingness to donate) and corporations (e.g., enhanced fit, corporate social performance) in the context of sport based - corporate social sponsorship or CSR practices.

## **Theoretical Foundation and Hypotheses**

### **Why Does CSR Measurement Matter?**

In a theoretical framework of the returns stemming from social responsibility activities, Lankoski (2007) argues that CSR activities can influence the economic performance of the corporation via observable and valid claims of reputation based on CSR outcomes. One could also argue that CSR outcomes are important to the non-profit. NPOs may be viewed as organizations with performance goals that include improved funding. Thus, I adapt Lankoski's (2007) theoretical framework to explain the increase in valid reputation of both NPO and corporation via observable measurement communication.

As shown in Figure 6, social responsibility activities involving both a NPO and a corporation can generate social responsibility outcomes. Social responsibility outcomes can refer to “improvements in the society” and can be observable or unobservable (Lankoski, 2007, p. 538). Observable social responsibility outcomes can directly affect stakeholder action (e.g., the general public as potential donors to NPOs; consumers, employees and investors to corporations), while unobservable social responsibility outcomes can result in stakeholder action only through valid reputation because “reputation is the only way for stakeholders to receive information” (Lankoski, 2007, p. 540). Reputation and social responsibility outcomes are also argued to be separate (Lankoski, 2007). Reputation may be either false or valid because reputation is based on the perception of stakeholders (Lankoski, 2007). While a false reputation may exist independently of actual social responsibility outcomes, valid reputation is always linked to social responsibility outcomes, which in turn results in enhanced economic performance through stakeholder actions, as presented in Figure 6.

Insert Figure 6 here

Therefore, it is important for the current discussion that measurement outcomes of social responsibility activities can make previously unobservable social responsibility activities more observable and thus support reputation through validation. Further, featuring the measured societal value of social responsible initiatives can be a creative strategy to leverage observable claims in collateral marketing communication activities. Subsequently, it is expected that more observable claims can lead to more behavioral outcomes (e.g., willingness to pay, willingness to donate) beyond cognitive level outcomes. Thus, hypothesis 1 is:

**H1:** NPOs that communicate the measured societal value of their social sponsorship or CSR initiatives in mass-media audience (via press releases) will receive higher donations than NPOs that do not communicate this information.

### **Corporate Social Performance (CSP)**

Corporate social performance (CSP) is defined as a corporation's overall performance in improving social welfare in its prosocial programs compared to its competitors (Brown & Dacin, 1997; Luo & Bhattacharya, 2006; 2009; Varadraján & Menon, 1988). Especially, according to Luo and Bhattacharya (2009), "whereas CSR refers to the prosocial programs or initiatives in which a corporation engages, CSP refers to stakeholders' assessments of those programs and/or initiatives" (p.198). Influential stakeholders including investors and managers are interested in CSP and are eager to know how the market values CSP and whether it influences the financial performance of the firm (Luo & Bhattacharya, 2009). Previous research has shown that CSP supports reduction of idiosyncratic risk for the firm and increases in image enhancement, customer satisfaction, identification and brand loyalty (Brown & Dacin, 1997; Luo & Bhattacharya, 2006; 2009). In essence, CSP consists of the assessments and perceptions of stakeholders including customers, investors, employees and media toward CSR programs, activities, or initiatives (McWilliams and Siegel, 2000). Therefore, more observable and impactful social responsibility outcomes based on measurement communication are likely to make CSR perceived as more valid by influential stakeholders.

In the context of cause-brand alliances (CBA), Alcaniz, Caceres, and Perez (2010) found that "trustworthiness or sincerity represents a key indicator for consumer judgment about whether a company is credible in its social responsibility intentions" (p.180). Also,

using a persuasion knowledge model (PKM), Hoeffler, Bloom, and Keller (2010) identified multiple characteristics of corporate social initiatives including sincerity, fairness, importance and efficiency, when stakeholders perceive corporate social initiatives. Given this discussion, hypothesis 2 is:

**H2:** Corporations that communicate the measured societal value of their corporate social sponsorship or CSR initiatives in mass-media (via press releases) will have higher CSP than corporations that do not communicate this information.

### **Fit/congruence in Social Sponsorship or CSR**

Also, documented and measured CSR outcomes might enhance the stakeholders' perceptions that corporation and NPO effectively collaborate on social initiatives.

Because the measured societal outcomes can signal the successful collaboration between partners as well as signal their collaborative capacities and skills in the social initiatives (Alcaniz et al., 2010), I expect this will influence perceptions of fit/congruence.

Fit/congruence refers to the degree of similarity or compatibility that consumers perceive between a brand and a cause (Alcaniz et al., 2010; Lafferty, 2007; Pracejus & Olsen, 2004). The role of fit/congruence in social sponsorship or CSR mechanism has been examined in several contexts (Alcaniz et al., 2010; Du, Bhattacharya, & Sen, 2010; Menon & Kahn, 2003; Simmons & Becker-Olsen, 2006). Overall, high fit or a perceived natural and coherent relationship reinforces the firm's positioning as a sponsor and results in positive outcomes from the sponsorship. In contrast, low fit reduces stakeholders' positive reactions to programs because it increases cognitive elaboration on the rationale for their relationships and may result in skepticism about company intentions (Alcaniz et al., 2010; Du et al., 2010; Forehand & Grier, 2003).

In cause-brand alliances, Alcaniz, Caceres, and Perez (2010) described two general types of cause-brand fit including functional fit and image fit. “Functional fit is the assessment of the affinity between the category of product marketed by the brand and the type of social cause sponsored, while image fit refers to a general evaluation of compatibility between brand associations and social cause” (Alcaniz et al., 2010, p.175). They discussed that consumers perceive functional fit and image fit differently and that functional fit is an indicator for evaluating company expertise and experience in cause-brand alliances, while image fit is a more symbolic and peripheral indicator with less cognitive elaboration (Alcaniz et al., 2010). I also note a similar contrast between utilitarian and hedonic consumption in consumer behavior literature (Babin, Darden, & Griffin, 1994; Batra & Ahtola, 1991; Chitturi, Raghunathan, & Mahajan, 2008; Holbrook & Hirschman, 1982; MacInnis & Jaworski, 1989; Voss, Spangenberg, & Grohmann, 2003). A utilitarian benefit results from functions and utilities performed by products, while a hedonic benefit results from sensations derived from products (Voss et al., 2003). Given that measurement outcomes depend on their effective function and collaboration, I expect that functional fit is more likely to be enhanced by the communication of the measured societal value, compared to image fit. This discussion leads to hypothesis 3:

**H3:** Corporations that communicate the measured societal value of their social sponsorship or CSR in mass-media (via press releases) will enhance the perceived fit, especially functional fit with NPOs than corporations who do not communicate this information.

In the following empirical work, Study 1 is designed to test hypothesis 1. Study 2 replicates this testing and is expanded to test hypotheses 2 and 3. As will be discussed in



a subsequent section, Study 3 is intended to support the findings of Study 1 and Study 2 by controlling for third party organization endorsement. Three studies are described in the following sections.

### **Study 1: Willingness to Donate (WTD) to NPOs**

In order to examine the benefit to NPOs from socially responsible initiatives, I utilize a contingent valuation method (CVM) to measure the willingness to donate to NPOs as the dependent variable. I used a simple two group experimental design and asked respondents to read a press release as a stimulus that communicates a sport-based collaborative social initiative.

#### **Method**

##### **Donations mechanism in CVM**

Contingent valuation method (CVM) is a common empirical method to value public goods such as water, air quality and national parks in environmental economics. It has been used in the benefit-cost analysis of governmental projects for the past several decades and it recently has gained greater acceptance in the policy and economics literature (Haab & McConnell, 2002). Since sport is perceived to generate invisible public goods such as civic pride and community spirit, sport economists have begun to apply CVM to evaluate value of sport events, facilities and professional sports teams. For example, Johnson, Groothuis and Whitehead (2001) used CVM to measure the civic pride value of the NHL Pittsburgh Penguins. Similarly, Johnson, Mondello and Whitehead (2007) used CVM to estimate the value of civic pride and community spirit

produced by the NFL Jacksonville Jaguars. The main advantage of CVM is that it enables researchers to put a financial value on a difficult-to-measure construct. Therefore, I use CVM to measure the potential financial benefit to NPOs from sport based CSR programs. I adapt classic CVM in this context and use willingness to donate (WTD) to a nonprofit organization rather than willingness to pay (WTP).

In measuring an intangible, two approaches have been used. The tax-based referendum has been a widely accepted method of CVM measurement since the endorsement of referenda by National Oceanic Aviation Administration (NOAA) panel (Arrow et al., 1993). Some studies, however, have used donation payment mechanisms to measure the value of public goods (Champ & Bishop, 2001; Loomis & Gonzalez-Caban, 1997; Spencer, Swallow, & Miller, 1998). One of the weak points of the donation payment mechanism compared to tax-based referendum in CVM is that it can raise hypothetical bias. This means that contingent donations easily overestimate actual donations (Byrnes, Jones, & Goodman, 1999; Champ, Bishop, Brown, & McCollum, 1997; Duffield & Patterson, 1991; Navrud, 1992; Seip & Strand, 1992), compared to the referenda format which requires real tax increases. The hypothetical bias issue, however, could be addressed by Welsh and Poe's (1998) multiple bounded discrete choice (MBDC) elicitation since it requires respondents to express a level of decision certainty through a payment card format. For example, each respondent has an option to express their donation certainty in the suggested values (e.g., definitely no, probably no, don't know, probably yes, definitely yes). I use the amount 'definitely yes' as the dependent variable to reduce the hypothetical bias found in the willingness to donate measure. In summary, I use a CVM by donations mechanism using MBDC elicitation to measure the potential

financial benefits to NPOs involved in sport related CSR programs. Since my interest is in the value of the communication of measured outcomes, I limit CVM in the study to examine the effect of leveraging communication on the donations to NPOs by an experimental design rather than to estimate the true financial benefit to NPOs.

### **Stimuli development, manipulation and message source**

I selected five different collaborative social sponsorship or CSR initiatives related to sport for stimuli development. The cases are: 1) UnitedHealth Group and YMCA, 2) Coca-Cola Company and Boys & Girls Club of America, 3) Microsoft Corporation and Right to Play, 4) Gatorade Company and Women's Sports Foundation, 5) McDonald's corporation and Lose the Training Wheels. The first four cases are actual and the last one is fictitious. I chose these brands based on the criteria of being recognizable corporate partners and varied causes. Five different sets of press releases about each social initiative between a NPO and a corporation were constructed. Each press release had four paragraphs including an announcement about the sponsorship/CSR initiative, a description of the corporation, a description of the NPO and a paragraph of manipulation. The first three paragraphs were identical in both the control group and experimental group. The fourth paragraph included the manipulation between two groups, containing the measured societal value (e.g., statistical evidence, quantified outcomes) of the collaborative social initiative for the experimental group. In order to effectively communicate the measured social value as believable, factual, accurate and truthful, I used a credible third party organization, Harvard School as an endorser or a collaborator for the measurement. According to Kaufman, Stasson, and Hart (1999), high credibility sources are perceived as more believable, factual, accurate and true, while low credibility

sources are often perceived as presenting false information “regardless of communication strength” (p.1993). For the control group, the fourth paragraph included filler information (e.g., objectives, activities). See Appendix C for the experimental stimuli of Study 1.

Also, the issue of communication source bias has been discussed in previous research (Du et al., 2010; Simmons & Becker-Olsen, 2006; Wiener, LaForge, & Goolsby, 1990). In summary, the nonprofit is perceived to be less self-interested and biased than the firm as the communication source because people are less critical of the message coming from a nonprofit organization (Simmons & Becker-Olsen, 2006; Wiener et al., 1990). In order to control this bias from communication source, the communication source is articulated as the nonprofit organization in all the stimuli. This simulated press release approach introduced by Johar and Pham (1999) is a reasonable approach for the study of marketing communication activities owing to their ecological validity since these kinds of announcements appear frequently in business and popular press (Humphreys, Cornwell, Quinn, & Weeks, 2007).

### **Design of ANCOVA and subjects**

A 2 (with /without measured societal value)  $\times$  5 (five NPO brands) between – subject factorial design was used in the experiment. Five different NPO brands were selected to include a variety of cause initiatives and thus support generalizability. I also control for the effect of household income on donation behaviors since a positive correlation between income and donations has been found in panel data (Auten, Sieg, & Clotfelter, 2002). Therefore, a two-way analysis of covariance (ANCOVA) was designed with two factors (the measured societal value, five different NPO brands) with one covariate of household income. Four hundred sixty undergraduate students participated

in the study at large state university located in the Midwestern United States. Participants were randomly assigned to one of ten cells (2x5) and each cell had 44-50 participants. A sample of college students is appropriate, considering that college students are a target population for charities who are increasingly taking a long term-view of the donor bases (Pentecost & Andrews, 2010).

## **Results**

Respondents were 54.9% male and 40.6% female; 87% Caucasians and 5.3% Asian. 30.9% report household income of \$200,000 or above, 9.5% \$150,000-\$199,999, 15.8% \$100,000-\$149,999, 11.7% \$80,000-\$99,999, 6.9% 60,000-\$79,999, 6.3% 40,000-\$59,999, 3.7% \$20,000-\$39,000, 6.5% below \$20,000. Across groups, the mean WTD by ‘definitely yes’ is \$8.44 for the respondents. Figure 7 shows means for WTD by ‘definitely yes’ to the NPOs in ten cells. The mean WTD is \$5.79 to YMCA without the measurement outcome, \$12.70 to YMCA with the measurement outcomes, \$6.79 to Boys & Girls Club of America without the measurement outcomes, \$14.08 to Boys & Girls Club of America with the measurement outcomes, \$4.93 to Right to Play without the measurement outcomes and \$6.42 to Right to Play with the measurement outcomes, \$5.24 to Women’s Sport Foundation without the measurement outcomes, \$11.91 to Women’s Sport Foundation with the measurement outcomes, \$6.53 to Lose the Training Wheel without the measurement outcomes and \$10.60 to Lose the Training Wheel with the measurement outcomes. While there was some variability across conditions with high or low prominence in NPO brands, all were in the expected direction.

Insert Figure 7 here

The results from the analysis of covariance shows that the measured societal value has a significant effect on WTD at the .05 level for the five different NPOs ( $M_s=1726.945$ ,  $F_{1,411}=5.637$ ,  $p=.018$ ). The amount of WTD did not significantly vary by the different NPO brands ( $M_s=561.680$ ,  $F_{4,411}=1.833$ ,  $p=.12$ ), although Right to Play has substantially lower WTD than the other four NPOs. Also, the covariate, the level of household income has a significant effect on WTD ( $M_s=4032.174$ ,  $F_{1,411}=13.162$ ,  $p<.001$ ), which supports the previous findings of Auten, Sieg, and Clotfelter (2002). There is no significant interaction between the two main factors, measured societal value and NPOs brand ( $M_s=125.159$ ,  $F_{4,411}=.409$ ,  $p=.803$ ). In summary, the findings of Study 1 support **H1**.

## **Discussion**

The results showed that there was significantly increased WTD to NPOs based on whether the measured societal value was communicated in the simulated press release. Given that the nonprofit sector has been the less powerful and undervalued partner in corporate/cause relationships (Lichtenstein et al., 2004), strategically communicating the success, impact and values to beneficiaries and society at large should be an essential and effective approach to increase donations. Clearly communicating measurement outcomes may aid NPOs in marketing themselves to their key stakeholders including donors, contributors, sponsors, partners and media.

Secondly, this research successfully measured the behavioral outcome of willingness to donate (WTD) to the NPOs by measurement-based leveraging communication for the social initiatives. It is often assumed that cognition causes affective response, subsequently resulting in behavioral outcomes in sponsorship as in the

hierarchical information–processing model of advertising (Cornwell et al., 2005).

However, the cognitive - affective - behavioral relationship is not guaranteed. Given that the current sponsorship literature has been mainly focused on examining the cognitive (e.g., memory, recall) and affective (e.g., attitude) outcomes, this work offers a new and effective approach to measure behavioral outcomes (e.g., willingness to donate, pay, work, volunteer).

Third, this study introduced the concept of WTD and used a currency unit to measure outcomes from sport-based social initiative. I thus suggest that applying the measurement concept of WTD borrowed from CVM is an effective way to measure the intangible outcomes from sport-related social initiatives.

### **Study 2: CSP and Fit in Social Sponsorship or CSR**

Study 2 extends the findings of Study 1 with more complexity and ecological validity. Study 2 examines the simultaneous benefits that corporations receive by communicating the measured societal value of corporate social sponsorship or CSR practices. I use a similar experimental design in Study 2 but with different cases of social sponsorship. The additional objectives of Study 2 are to examine how the measured societal value of a cause relationship can be leveraged to enhance corporate social performance (CSP) and the perceived fit/congruence between a corporation and a NPO engaged in a CSR partnership.

#### **Method**

##### **Stimuli development**

While the theoretical arguments presented might be tested with any partnership where the supported cause activities of one partner are measured versus unmeasured, I took the opportunity to examine a somewhat new trend in major sport sponsorships. Typical sport sponsorships find a corporate entity entering an agreement with a sport property where the sport property receives cash or in-kind benefits in typically in exchange for the communications potential offered by aligning with the sport property (IEG, 2000). In the examples utilized here, however, it is the sport property that pays (donates to) the cause or beneficiary cause partner. These sport properties have other traditional relationships but have made a strategic decision to make their cause related partnership as a focal point.

One recent case is the relationship between LIVESTRONG Foundation and Sporting Kansas City (KC). This collaboration between Major League Soccer team owner, Sporting KC, and the LIVESTRONG Foundation funds the fight against cancer. Another social sponsorship is between UNICEF and FC Barcelona, European soccer club. This partnership supports the fight against HIV and AIDS in children in developing countries. These examples were selected for stimulus development, given their complexity and realism. Thus, in Study 2, I examined the relationship between a sport property and a beneficiary sponsor. In this case, the professional sport organization is the corporate entity and beneficiary sponsor is the NPO. The same approach as used in Study 1 was used for stimuli development with the selected collaborative initiatives. See Appendix C for the manipulated paragraphs in the press releases for Study 2.



## **Measures**

Following the works of Alaniz, Caceres, and Perez (2010) and Hoeffler, Bloom, and Keller (2010) as discussed previously, I adapt five 1-10 point scale items to assess CSP in terms of sincerity, trustworthiness, fairness, importance and efficiency. Also, I measure fit between corporation and NPO by five 1-10 point scale items (inconsistent / consistent, unrepresentative / representative, atypical / typical, do not go together / go together, not complementary / complementary). I categorize the current five fit measure items as image-oriented fit measure (inconsistent / consistent, unrepresentative / representative, atypical / typical) and as function-oriented fit measure (not go together / go together, not complementary / complementary) to test them separately.

## **Design and subjects**

A 2 (with /without measured societal value)  $\times$  2 (two different NPO brands: LIVESTRONG and UNICEF) between – subject factorial design was used in the experiment. Three hundred twelve undergraduate students participated in the study at large state university located in the Midwestern United States and were randomly assigned to one of four cells. To support and extend the findings of Study 1, I use ANCOVA as in Study 1 to examine WTD to NPOs relative to communication of measured societal values. Additionally, I use independent samples T-test to examine how the multiple indicators (trustworthiness, sincerity, efficiency, importance, and fairness) of CSP are influenced by the manipulation. I also examine how two types of fit (image-oriented fit vs. function-oriented fit) may be influenced by the manipulation.

## **Results**

Across conditions, the mean WTD of respondents who indicated ‘definitely yes’ is \$12.07 (N=312). As shown in Figure 8, the mean WTD to the LIVESTRONG foundation without communicating the measured societal value is \$10.55 and with communicating the measured societal value is \$19.21. Also, the mean WTD to UNICEF without communicating the measured societal value is \$6.10 and with communicating the measured societal value is US \$9.13. The ANCOVA shows that communicating the measured societal value significantly increases WTD ( $M_s=1849.155$ ,  $F_{1,289}=5.781$ ,  $p=.017$ ). The amount of WTD also varies according to two different NPO brands ( $M_s=3148.619$ ,  $F_{1,289}=9.844$ ,  $p=.002$ ). There is no significant interaction ( $M_s=451.444$ ,  $F_{1,289}=1.411$ ,  $p=.236$ ). Overall, Study 2 supports **H1** and the findings of Study 1.

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Insert Figure 8 here

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Table 7 shows the output of the independent samples T-test for the five indicators of CSP (Cronbach’s  $\alpha=.89$ ). To sum the five items for general measure for CSP, I conduct a unidimensionality test and reliability analysis. Principle component analysis shows that the five items of CSP demonstrated unidimensionality with one factor accounting for 69% of the variance. Also, the five items of CSP exhibited a high degree of reliability (Cronbach’s  $\alpha=.89$ ). Trustworthiness ( $t=-2.324_{(309)}$ ,  $p=.021$ ), efficiency ( $t=-3.650_{(309)}$ ,  $p<.001$ ), importance ( $t=-4.031_{(279)}$ ,  $p<.001$ ) and fairness ( $t=-2.654_{(243)}$ ,  $p=.008$ ) of CSP are significantly increased by communicating the measured societal value after a Bonferroni correction was applied (e.g., a p-value of .1 per each indicator was adopted, thus  $\alpha = .02$  (0.1/5) per CSP). Sincerity ( $t=-1.723_{(310)}$ ,  $p=.086$ ) of CSP is

also in the hypothesized direction but not significant at the corrected .02 level. Overall, these findings support **H2**.

Table 7 also shows the result of independent samples T-test for the multiple components of the fit (Cronbach's  $\alpha=.87$ ). To sum the five items of fit measures, I conduct a unidimensionality test and reliability analysis. Principle component analysis showed that all the five items of fit demonstrated unidimensionality with one factor accounting for 66% of the variance. Also, the five items of fit exhibited a high degree of reliability (Cronbach's  $\alpha=.87$ ). Notably, only the function – oriented fit items such as “complementary” ( $t= -1.959_{(277)}, p=.036$ ) and “go together” ( $t= -2.113_{(310)}, p=.036$ ) were improved by the manipulation, the communication of the measured societal values. On the other hand, image-oriented fit items such as “typical” ( $t= -0.479_{(277)}, p=.632$ ), “representative” ( $t= -0.410_{(278)}, p=.682$ ) and “consistent” ( $t= -0.388_{(278)}, p=.698$ ) did not improve. Although improvement in the function-oriented fit is not significant after a Bonferroni correction was applied ( $\alpha = .02$  (0.1/5)) per fit, they are in the hypothesized direction for **H3**.

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Insert Table 7 here

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## **Discussion**

Study 2 successfully supported and extended the findings of Study 1, the increased WTD to NPOs with different stimuli. Also, given that simply being socially responsible may not fully utilize the power of social initiatives for corporate sponsors (Simmons and Becker-Olsen, 2006), these findings suggest that communicating success of social initiative can be effective in reinforcing brand positioning of the corporate

sponsor in terms of enhanced CSP and functional fit with NPO partner. Especially, given that investors and managers are interested in CSP and its strategic value in customer satisfaction, loyalty, advertising and research and development (Luo and Bhattacharya, 2009), this study provides some initial answers to how to better manage CSP. It also provides evidence that measurement-based leveraging communication can improve the functional fit with NPOs partner in social sponsorship or CSR mechanism.

### **Study 3: Separating the Measurement Effect on WTD from Credible Source**

In Study 1 and 2, I examined the measured societal values as an important influence on outcomes including WTD to NPOs, CSP and function-oriented fit with NPOs of corporations. To ensure that measured societal values were believable, factual, accurate and truthful for respondents as manipulations in print media, a credible third party organization, Harvard School was given as an endorser or collaborator for the measurement. Admittedly, source credibility has been discussed as one factor to influence outcomes within persuasion and attitude-change literature because highly credible source is perceived as expertness and trustworthiness (Kaufman et al., 1999). Thus, Study 3 is intended to separate the effect of social value measurement on WTD from any effect of credible source on WTD.

## **Method**

### **Stimuli development, design and subjects**

The LIVESTRONG and Sporting KC example was utilized for stimulus development in Study 3. The same approach as Study 1 and 2 was used for stimuli development, including three identical paragraphs and one manipulated paragraph in the

simulated press release. A 2 (with /without measurement outcome)  $\times$  2 (with/without credible source) between – subject factorial design was used in the experiment. See Appendix C for the manipulated paragraphs for Study 3. Three hundred eighty one undergraduate students participated in the study at large state university located in the Midwestern United States and were randomly assigned to one of four cells and each cell had 92-97 participants.

## Results

As shown in Figure 9, the mean WTD to the LIVESTRONG foundation of No measurement/No credible source is \$10.55, No measurement/With credible source is \$12.14, With measurement/No credible source is \$13.25 and With measurement and With credible source is \$19.21. The two-way ANOVA shows that measurement itself significantly increases WTD ( $M_s=2301.128$ ,  $F_{1,376}=5.662$ ,  $p=.018$ ) and credible source itself also increases WTD at the level of .10 ( $M_s=1231.942$ ,  $F_{1,376}=3.253$ ,  $p=.072$ ) although credible source is not strongly significant as measurement. There is no significant interaction between measurement and credible source effect ( $M_s=436.312$ ,  $F_{1,376}=1.074$ ,  $p=.301$ ). Comparing F-statistics for measurement ( $F_{1,376}=5.662$ ) and credible source ( $F_{1,376}=3.253$ ), I can interpret that measurement explains more variances in WTD increases than does source. In summary, the findings of Study 3 support that measurement itself has a significant impact on WTD increase without endorsement of credible source.

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Insert Figure 9 here

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## Discussion

Study 3 successfully demonstrates the independent role of measurement outcomes on WTD to NPO. This finding supports the findings of Study 1 and Study 2 with more ecological validity including another important factor, third-party organization endorsement (e.g., Dean & Biswas, 2001; Dean, 1999) within the persuasion and attitude-change literature. Notably, when the measurement is endorsed by a credible source, the communicated measurement has the most impact on WTD. This might be due to the fact that the highly credible third party organization endorsement is effective to communicate the unobservable outcomes of sport-based social initiative (Dean & Biswas, 2001). This implies that external measurement or endorsement may play a role in communicating societal values achieved in sponsorship.

### **General Discussion/Implications**

Corporate sponsorship of social causes has been popularly discussed in terms of the various expected benefits (e.g., purchase, recruiting, donation, image, risk reduction) for multiple stakeholders groups (Hoeffler et al., 2010). However, owing to the unique characteristics of often invisible or intangible outcomes to the social beneficiary, stakeholders including consumers and donors may have limited awareness and may even hold skeptical views toward a corporations' social commitment. If social value are not translated into an organization's valid reputation, then success for both parties may be limited. Potential values from social initiatives to sponsors, partners or investors are being undervalued and underleveraged.

Therefore, this study suggested measurement-based leverage as one collateral marketing communication to maximize the multiple benefits to various stakeholders

groups including NPOs and corporations. In particular, this study used the measured societal value endorsed by credible source as specific additive information to efficiently communicate social sponsorship or CSR to multiple stakeholders. The results shows that communicating the measured societal value in the simulated press releases significantly increased WTD to NPOs, also enhanced the perception of corporation's functional fit with NPO, and further enhanced CSP of the corporation. These findings have significant implications to both academicians and practitioners and provide a deeper understanding of how to strategically leverage social initiatives to maximize the simultaneous returns for NPOs and corporations.

Lankoski's (2007) framework does not fully explain the mechanism of how the communication of the measured societal value can increase WTD to NPOs and enhance CSP, and enhance the perception of functional fit between corporation and NPO. Thus, I suggest the hedonic vs. utilitarian perspective (Babin et al., 1994; Batra & Ahtola, 1991; Chitturi et al., 2008; Holbrook & Hirschman, 1982; MacInnis & Jaworski, 1989; Voss et al., 2003) in consumer behavior as the underlying mechanism to better explain how the measured societal value works in social sponsorship. Individuals engage in consumption behavior for two basic reasons: (1) hedonic (affective) and (2) utilitarian (instrumental) (Batra & Ahtola, 1991; Holbrook & Hirschman, 1982). Overall, a hedonic benefit results from sensations derived from products, while a utilitarian benefit results from functions and utilities performed by products (Voss et al., 2003). Likewise, when people are exposed to corporate social sponsorship or CSR practices and respond to them, they also might expect both hedonic and utilitarian value because the delivering organizations frequently ask for donations, volunteers or support from the consumers for their social

initiatives. Further, given that social sponsorship or CSR practices are literally socially oriented activities, stakeholders might have more expectation for their functional value to society. However, most of corporate social sponsorships deal with goods or services difficult to quantify or value, typically in areas related to health, well-being, environment, societal equity, education, sustainability and peace. Owing to these unique characteristics of invisible or intangible societal outcomes of social sponsorship, stakeholders (consumers, fans, donors, volunteers, sponsors, partners, and media) might have low awareness of their actual utilitarian or functional values to society. In these contexts, communicating the measured societal value of social sponsorship or CSR initiatives can efficiently demonstrate their utilitarian and functional value. That is why communication of the measured societal value can attract a significantly increased WTD to NPOs, enhance CSP of the corporation and enhance the perception of corporation's functional fit with a NPO. In other words, measurement communication may effectively satisfy the utilitarian and functional needs beyond perceived hedonic benefits.

Sport (events, activities, programs or facilities) has been investigated from the hedonic perspective due to its salient symbolic meaning and role (Holbrook & Hirschman, 1982). But, this study implies the importance of measuring and leveraging the utilitarian and functional value of sport to maximize the benefits to multiple stakeholders involved in sport-based collaborative social initiatives.

Another significant contribution of the study is to empirically demonstrate the simultaneous win-win-win relationship between corporations, NPOs and society in social sponsorship or CSR practices via sport by leveraging the measured societal value as links to another. That is, collateral communication activities based on the measured societal



value can forge 'visible links' in the "win-win-win" relationships toward multiple benefits to business, nonprofit sectors and society.

### **Limitations and Suggestions for Future Study**

Although these studies provide interesting findings, there are some limitations. First, the generalizability of the findings from the study is limited because only seven sponsorship examples were selected. Further research is required to generalize the findings by examining various characteristics of NPOs and corporations in terms of brand, size, location, range, market prominence and congruence.

The study could also be criticized because information presented in the press releases was only in print. Considering that there are various types of mass media available for communicating CSR outcomes, including the Internet, print media, and radio and television, each might work differently from the simulated press release. Thus, examination of specific leveraging strategies across the forms of mass-media is needed.

Additionally, hypothetical bias and social desirability bias cannot be excluded completely. Allowing the respondents to visit the Internet websites of these CSR partnerships and respond to them in more realistic ways would be effective to compare the actual WTD with the hypothetical WTD and reduce the social desirability bias.

Another limitation can be related to the use of real corporations and NPOs brands in the simulated scenarios. While the real brands bring realism, they also bring prior experiences and knowledge in the experiment, which affect the attitudes and behavioral intentions of respondents. Therefore, further research is in need with more carefully designed experiment, controlling those existing factors.

## **CHAPTER IV**

### **Conclusion and Future Research**

#### **Conclusion**

Sport contributes to business and society in a various ways both tangibly and intangibly. Many different kinds of organizations and entities including corporation, non-profit organizations (NPOs), non-government organizations (NGOs), governments, sport organizations, athletes and celebrities have been utilizing sports to enhance their competitive advantage or performance as well as improve societal well-being through various forms of commitment including sponsorship, partnerships, or CSR practices. The number of organizations and entities (e.g., the United Nations, IOC, FIFA, Nike, Adidas, FC Barcelona, Manchester United, NFL, MLB, NBA, EPL, PGA, JP Morgan Chase, Hyundai Motors, SAMSUNG, FedEx, numerous athletes and their foundations) that have been engaging in sport-related CSR programs have been drastically increasing for the past two decades. Accordingly the number of participants and beneficiaries has been exponentially increasing. The social outcomes to beneficiaries from sport, however, are frequently in the difficult-to-measure constructs, typically in areas related to health, well-being, societal equity, education, gender equality, disability, environment, sustainability and peace. Often, these characteristics of intangible outcomes from participation in sport may lead to low awareness of and even skepticism toward the sport-based social initiative, its actual impacts on the beneficiaries and the social commitment of the various

stakeholders involved in delivering it (e.g., sponsor, partner, investor, consumer, employee, volunteer). If sport's values as social contributions are not properly captured, communicated and leveraged into the valid reputation of the organizations and entities, the potential of sport, especially community-oriented sport programs or initiatives would also be undervalued and underleveraged to the general public, fan, sponsors, partners, donors, volunteers, employees, investors and media. Subsequently, sustainable supports and investments to the sport-based social programs and the expected win-win outcomes to multiple stakeholder parties may be limited. In these challenges, a quantifiable, standardized and systematic measurement would be useful to capture and efficiently communicate the intangible roles, effectiveness, impacts or values of sports for those areas in society to various stakeholders and justify their supports, investments and resources.

Therefore, as a conceptual work of my dissertation, I provided a new framework to measure the contribution of sport to business and society and to justify the roles, resources of and benefits to major actors such as corporations, NPOs/NGOs, and sport organizations in the various forms of sport-based collaboration. It also implies a new paradigm of partnership marketing and policy, "win-win-win-win" relationships among corporation, NPOs, sport organization and society.

With this framework, the first objective was to develop a standardized, quantifiable, systematic and efficient instrument to measure the intangible social values of sport in society in terms of social capital, collective identities, health literacy, well-being and human capital, including composite and global measures. With theoretical integrity, the newly developed instrument were efficient to provide the empirical

evidence for the potential of sport-based initiatives to society in terms of social capital, collective identities, health literacy, well-being and human capital depending on their forms or characteristics. In addition, an application of the instrument into a specific context found that team-based sport activities can enhance social capital, collective identities, well-being and human capital of children with special needs. Further, the results imply the significant role of collateral marketing communications such as leverage, articulation and activation in measuring and maximizing the social values of sport in society because they are efficient to make stakeholders better aware of the sport-based social initiatives, their roles.

The second objective of this dissertation was to examine how the societal value measurement of sport could be leveraged to enhance the economic and social performance of multiple sponsor/partner organizations involved in cause-oriented sport sponsorship and CSR practices. A key finding of my research was that communication based on social values measurement significantly increased WTD to the NPOs, and enhanced CSP as well as the perceived functional-oriented fit with NPOs of corporations. This finding emphasizes the importance of measurement and leveraging communication of the functional or utilitarian values of sport to maximize the returns to multiple stakeholders involved in the sport-based collaborative social initiative.

In summary, in order to utilize sports as a sustainable and real asset for various stakeholders in business and society, measurement-based marketing communications including leverage would be efficient to maximize the benefits to multiple stakeholders including corporate sponsors, NPOs, sport organizations and society at large given that sports can contribute to business and society both tangibly and intangibly. That is, the

keys are firstly, 'MEASUREMENT,' how to measure and document intangible or tangible values from sport as communication assets, and secondly, 'MARKETING COMMUNICATION,' how to communicate them in the market and with various stakeholders in the sport-based partnership and CSR practices. In these challenges, my dissertation provided a good starting point with strong theoretical backgrounds in both directions. Therefore, I encourage academics who are interested in pursuing some of these questions to replicate my conceptual framework, general instrument and theories in more various and specific cases of sport events, programs and facilities with their sponsors/partners so that we can reinforce the framework, measurement and communication with reliability and flexibility up to advanced knowledge of sport management. In this way, we can practically contribute to the sustainable development of business and society via sport.

Especially, the established measurement also will give practitioners the efficient criteria to evaluate the actual performance in their social commitments and further remodel or reposition their work based on the measurement so that the goals and objectives they promote in social initiatives can match the actual outcomes. For example, if a goal is to reduce childhood obesity, then obesity levels should be decreased as a result of involvement in the program. Therefore, the measurement will play a key role in enhancing the actual social performance of CSR practices and managing the social initiatives as the real beneficiary-oriented assets.

In addition, the measurement-based marketing communication would provide a practical and timely solution in the major challenges of the current sport-based partnership or CSR practices. Many sport organizations (e.g., Cleveland Indians MLB,

Chicago Cubs MLB) have been engaging in socially responsible activities including charitable giving for their communities (Sport Management Advisory Board Meeting, 2012). For example, the Chicago Cubs raises over \$1.5 million dollars for Chicago Cubs Charities every year and helps to support residents in communities and local organizations throughout the Chicago area (MLB.com, 2012). In spite of their expensive social commitment, however, the owners and managers of the sport organizations often observe that the general public and fans have not much appreciated their efforts and even unaware of their charitable activities (Sport Management Advisory Board Meeting, 2012). In this challenge, measurement-based marketing communication enables the organizations to capture and highlight the actual societal impacts and roles and efficiently communicate them to various stakeholders including the public and fans. Then, the stakeholders including the general public and fans might better appreciate the actual contributions of the sport organizations to community and society at large. Further, the enhanced appreciation of the general public and fans toward the social commitment of the organizations are expected lead to many different positive outcomes to business and society, including enhanced image and brand of business, increased donations, volunteers and contributors to the causes at all levels of society.

Therefore, I strongly encourage the various organizations (e.g., firm, sport organizations, NPOs, government) to invest in research and development (R&D) for their real CSR practices. In this way, they can evaluate their CSR performance and measure, document and communicate their CSR practices and outcomes as real assets for their competitive advantages and societal well-being. That is, in order to convert the intangible social outcomes and values of CSR into tangible assets, investment in R&D would be the

most basic step. In addition, for high quality and credibility of measurement for CSR, external measurement or endorsement for measurement would be another effective approach in R&D for CSR. Highly credible third-party organization endorsement is effective to communicate the unobservable outcomes within persuasion and attitude change literature, as shown in the result of Study 3 in the Chapter 3. Thus, I strongly encourage the organizations to partner with credible research institution for their CSR practices. In that way, research institution can be another partner in the CSR portfolios and play an actual role in contributing to business and society at large.

In fact, Women' Sport Foundation initiated a research partnership with the University of Michigan with this potential, establishing a new joint research and policy center in October, 2010. UN Office on Sport for Development and Peace (UNOSDP) is also identifying this potential, working on multiple partnership including government, NGOs, federations, companies and research institutions for the Sport for Development and Peace movement (UNOSDP, 2012). As for all these efforts, my dissertation also provides good empirical evidences with theoretical integration and implies what the next steps would be in their future directions. In conclusion, I strongly believe that all these efforts including improved measurement of social values, documentation and measurement-based marketing communication can effectively build up the mechanism of sustainable investment in and returns from the sport-based social sponsorship, partnership and CSR practices for multiple stakeholders in business and society at large. They ultimately improve societal well-being via sport.

## **Future Research**

I conceptualized cross-sector sport-based partnerships among business, NPOs, sport organizations and society with summaries of expected outcomes. Subsequently, I empirically demonstrated that corporation's collaboration with non-profit sector via cause-oriented sport program would be an effective sponsorship portfolio pursuing win-win relationships among corporations, NPOs and society at large. In the future research, I can expand these sponsorship portfolios by including government as another actor for cross-sector sport-based partnership. In fact, since sport is perceived to generate public goods, many governments have been deeply involved in many different sport projects including stadium subsidy, mega sporting event host, and city redevelopment through sport. Looking at the government organizations as sponsors or partners for various sport entities including facilities, events or programs and examining their resources and outcomes might find more efficient and proper roles of government via sport. In this case, for example, we can examine 'willingness to pay tax' as a dependent variable like traditional CVM and investigate how 'willingness to pay tax' increases through measurement-based leverage as collateral marketing communication for government sector.

In order to examine multiple constructs of social values, I had to focus on the most prominent components of each construct, not the full components of the constructs. Admittedly, social capital and well-being are very broad and inclusive variables. They might be difficult to be fully measured by only several items. Future research can redefine these outcomes variables more comprehensively. In addition, I chose health literacy as one measurable variable related to health/healthy environment as the



intangible social values of sport in society. Admittedly, health literacy is only a limited component of health-related outcomes. Health literacy was successfully captured for college students, but not for children with special needs. Healthy environment might be more appropriate measurement variable for children with special needs, considering their conditions for intellectual and physical development. Thus, further research can develop more general measurement related to health/healthy environment in more flexible manners.

In this dissertation work I have focused on the standardized and general forms (e.g., social sponsorship, CSR) of sport-based collaborations between corporations and NPOs. Future research is required to expand the works in more various forms of collaborations including strategic philanthropy, cause-brand alliance, social alliances, social partnership, co-branding and cause-related marketing with more reality and complexities so that it can offer more practical implications.

Although Lankoski (2007)'s framework provided the theoretical foundation to hypothesize the causal relationship between the social responsibility measurement outcomes and superior economic performance of organizations, it was not thorough to fully explain why and how the measurement outcomes influence the behaviors of stakeholders when they are exposed to the communication of social initiatives. The hedonic vs. utilitarian perspective in consumer behavior was complementary to better explain how the measured societal value works in CSR partnership as the underlying mechanism. Given the effectiveness of the functional or utilitarian value of the measurement outcomes, future research can develop the integrated theoretical framework to better describe the mechanism than Lankoski (2007)'s.

In addition, I offered the measured societal values of sport in the context of children with special needs, reporting that team-based sport activities have a positive impact on social capital, collective identities, well-being and human capital among various extracurricular activities. I demonstrated the measurement outcomes as valued communication asset to improve the performance of sponsoring/partnering organizations. Therefore, future research can apply the new instrument into more various contexts of sport-based social initiatives to measure the proper utilitarian/functional values of sport and leverage them. It also gives a strategic approach for sponsoring/partnering organizations to select the right program for their CSR practices.

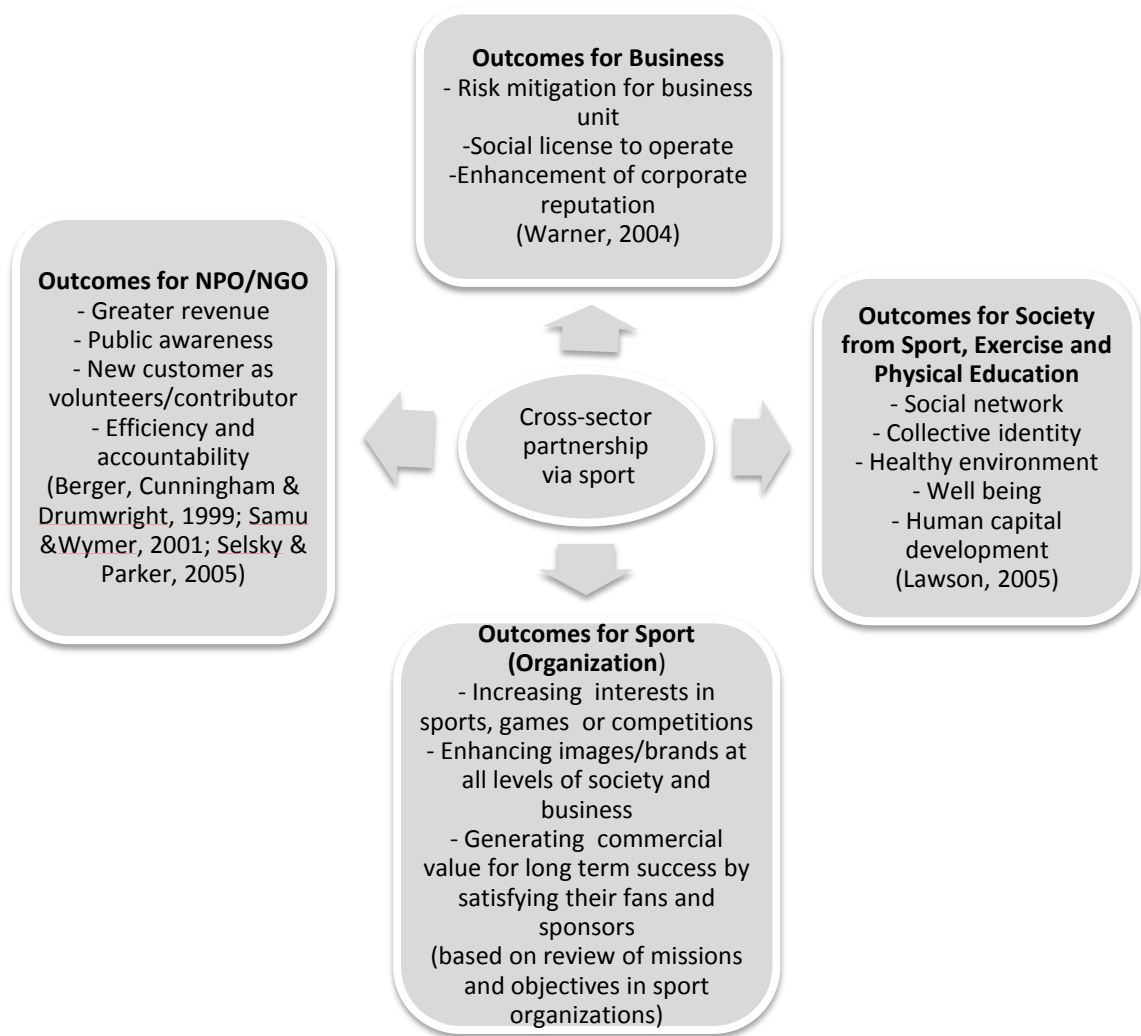
The improved documentation of the intangible values of sport in society based on the standardized and systematic instrument has also creative implications for CSR, anti-ambushing strategies. For example, by leveraging the sponsorship association based on the measurement outcomes of the actual impact on society, corporate sponsors can reinforce their credibility and dedicated relationship with the event property. These communication assets are not easily imitable by ambushers. Therefore, using an experimental design, future research can examine how measurement-based collateral marketing communication of utilitarian values in sport sponsorship can better protect sponsors from ambushers. Also, considering that many corporations and sport entities have been struggling with scandals (e.g., BP oil accident, Tiger Woods, The Ohio State University, The Pen State University), future research can examine how measurement-based leverage of their functional values can help them recover from the scandals, given that the various stakeholders including the general public, consumers, fans, sponsor and

media might experience their true repent, commitment and dedicated efforts based on the outcomes.

As the dependent variables, I only measured WTD, CSP and fit as the outcomes to corporate sponsor and NPO partner. Future research can examine more various dependent variables outcomes beyond these. For example, examining the outcomes related to ‘additional willingness to pay’ on the products and services, brand loyalty and citizenship behavior of consumers would be necessary research directions. Also, from the internal marketing perspective, examining the outcomes related to employees of the sponsoring/partnering organizations would be another direction.

Future research also should apply this research to the real ‘sport for development and peace’ projects in developing countries (United Nations Offices Sport for Development and Peace, 2012) as well as the studies of ‘sport for recovery and redevelopment’ in developed countries. Again, all these efforts in the future research can help in improving business and society via sport.

**Figure 1. Expected Outcomes for Partners from Cross-sector Partnership via Sport**



**Figure 2. The Causal Chain from CR Activities to Economic Performance**

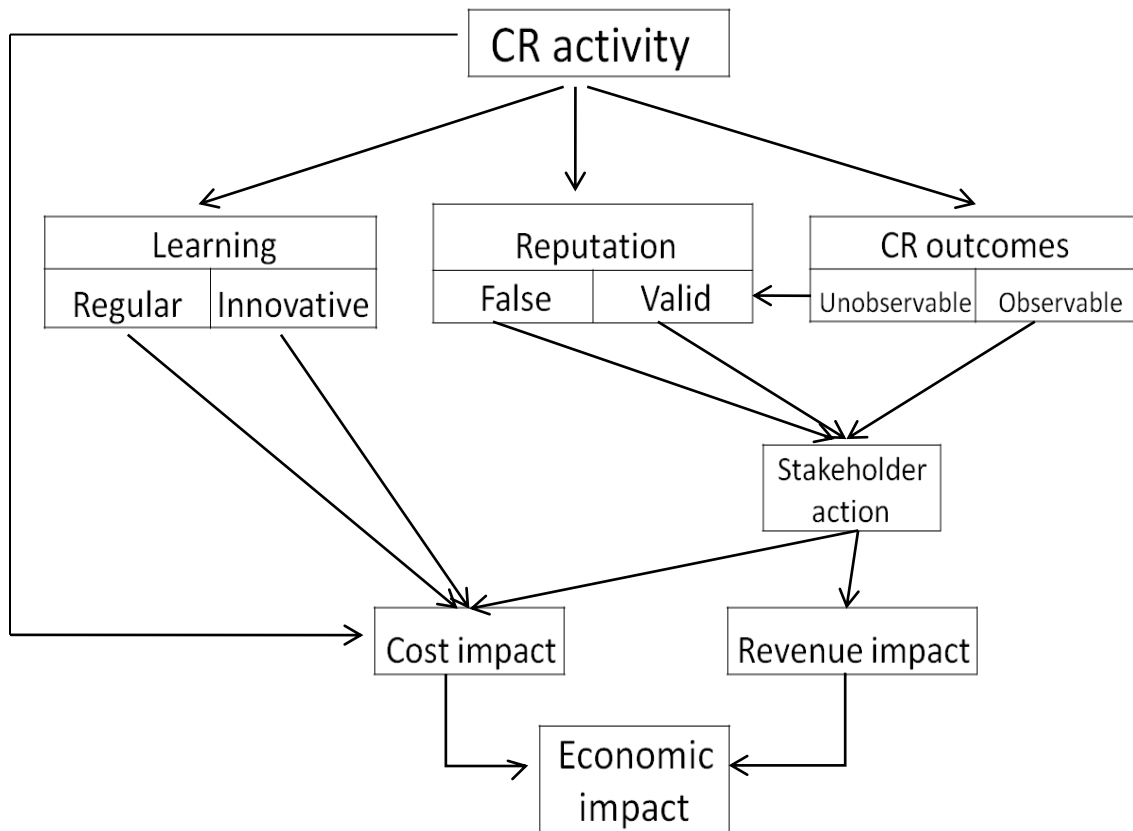
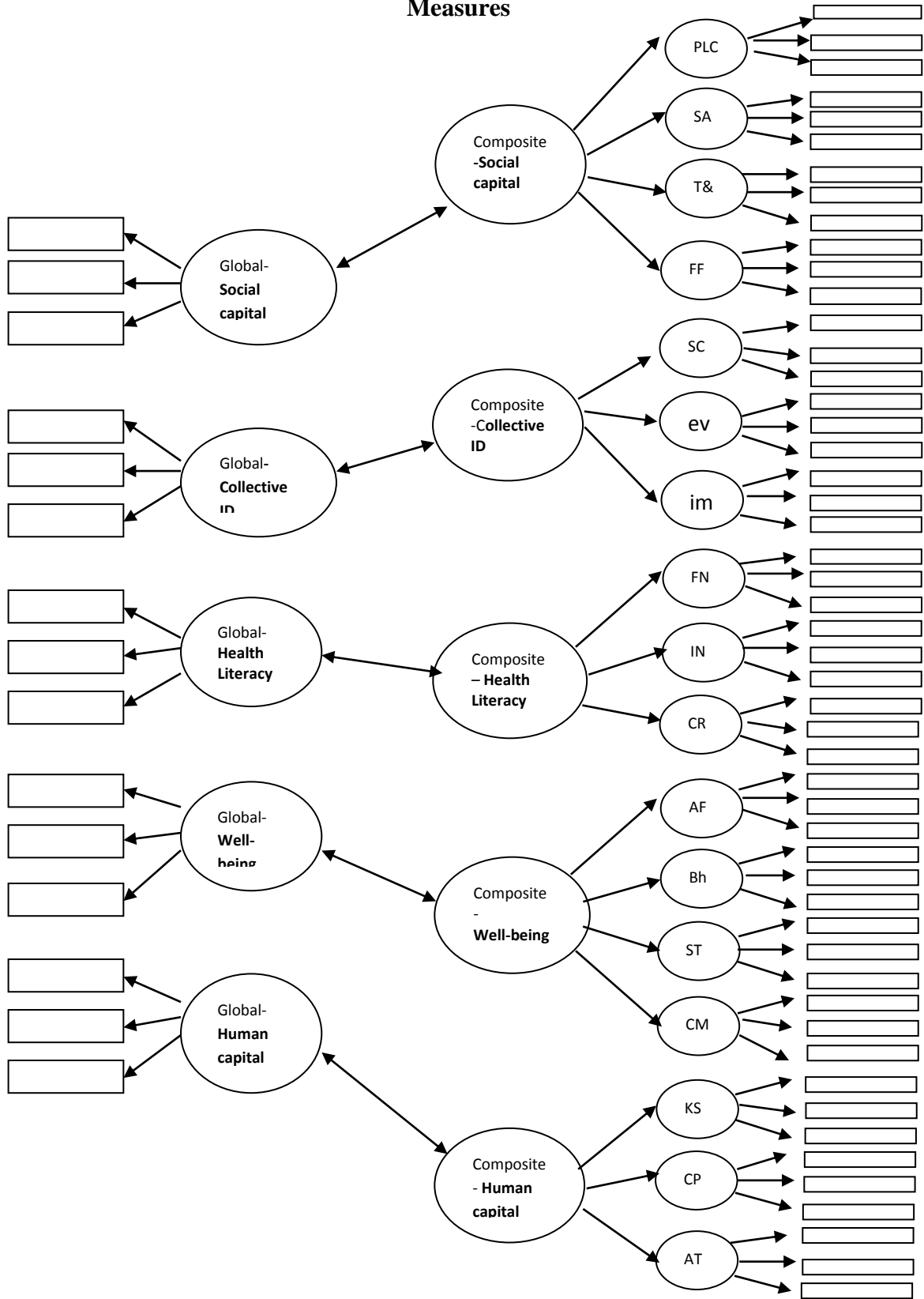
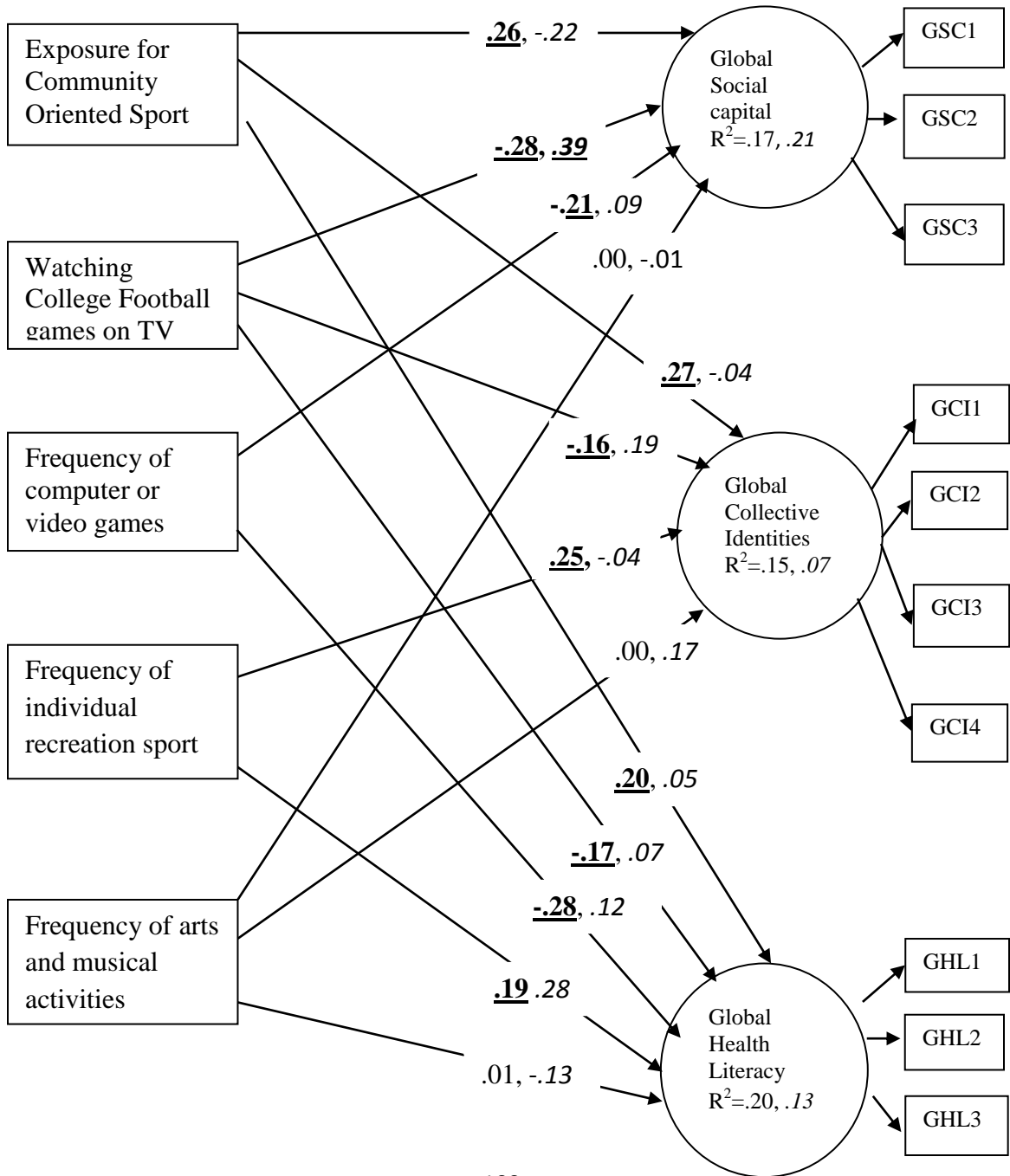


Figure Sources: Reprinted with permission from Leena Lankoski, Corporate Responsibility Activities and Economic Performance: a Theory of Why and How They Are Connected, *Business Strategy and the Environment*, 17, p. 541.

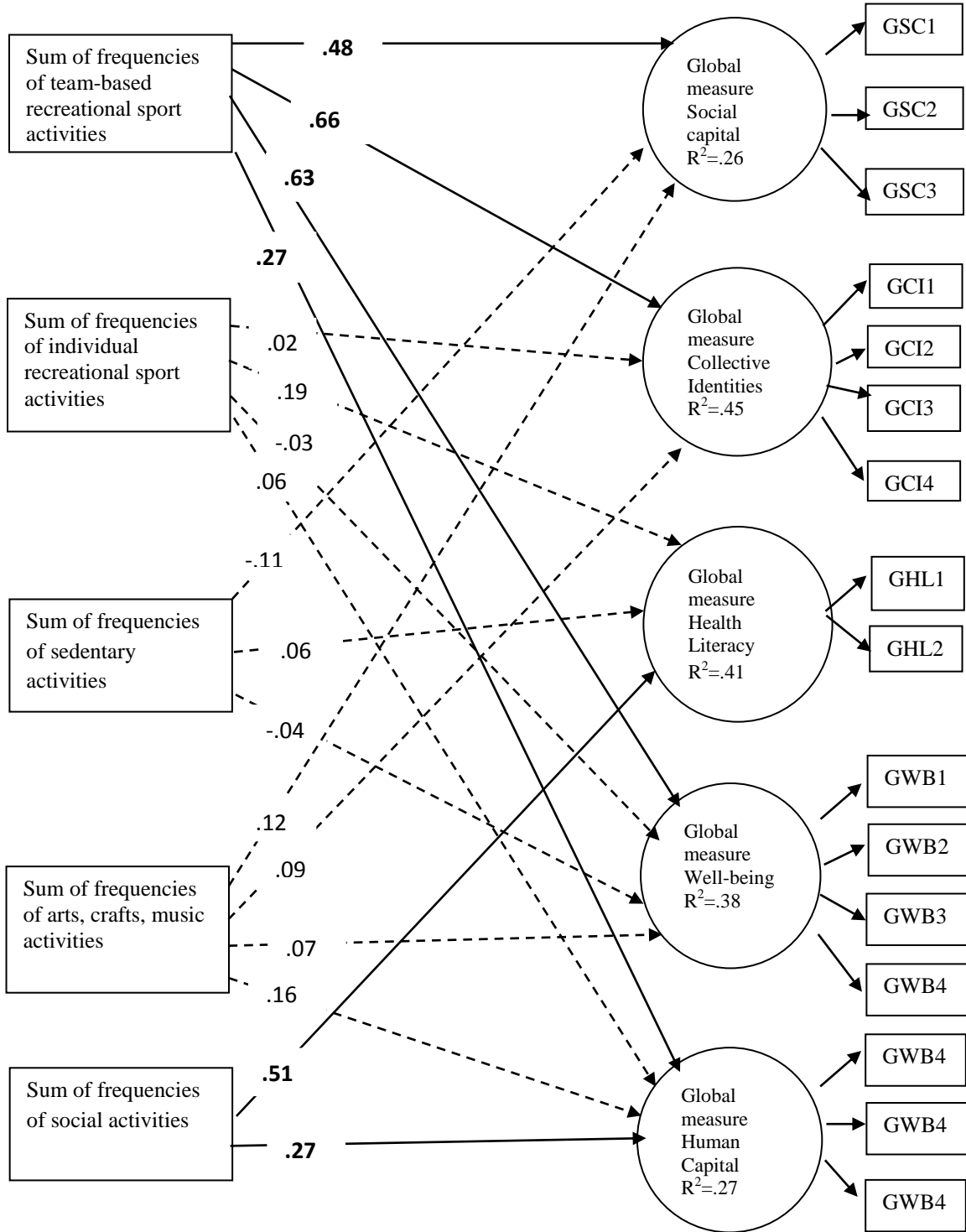
**Figure 3. Measurement Model and Correlation between Global and Composite Measures**



**Figure 4. Structural Model by Charity Sport Event Awareness “yes” Group** (N=161,  $\chi^2(133)=230$ ,  $\chi^2/df$  ratio=1.73,  $p<0.001$ , CFI=.890, TLI=.859, IFI=.895, RMSEA=0.068); **Structural Model of Two Group Comparison by Awareness of Charity Sport Event** (N=221,  $\chi^2(226)= 461$ ,  $\chi^2/df$  ratio=1.73, CFI=.845, TLI=.801, IFI=.854, RMSEA=.058, “yes” group (n=161) numbers on left; “no” group (n=60) numbers on right in *italic*. As for the path coefficients, **Bold numbers underlined** represent statistically significant ( $p<0.05$ ) and regular numbers represent non-significant at the significance level of  $\alpha=0.05$ .

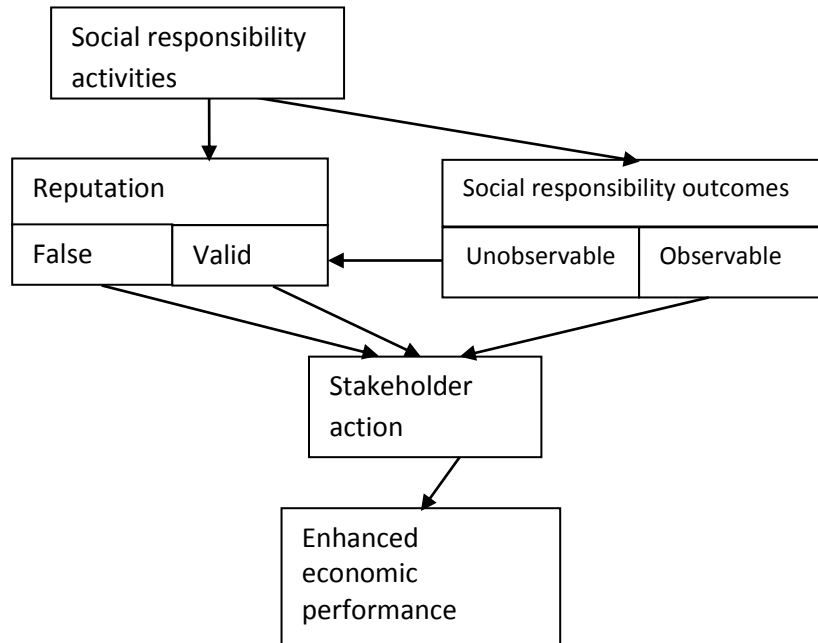


**Figure 5. Structural Model of the Contribution of Sport Activities to the Children with Special Needs** (N=96,  $\chi^2(234)=454$ ,  $\chi^2/df$  ratio =1.94,  $p<0.001$ , CFI=.856, IFI=.862, RMSEA=0.097). Solid directional lines represent statistically significant ( $p<0.05$ ) and dotted directional lines represent non-significant at the significance level of  $\alpha=0.05$ .



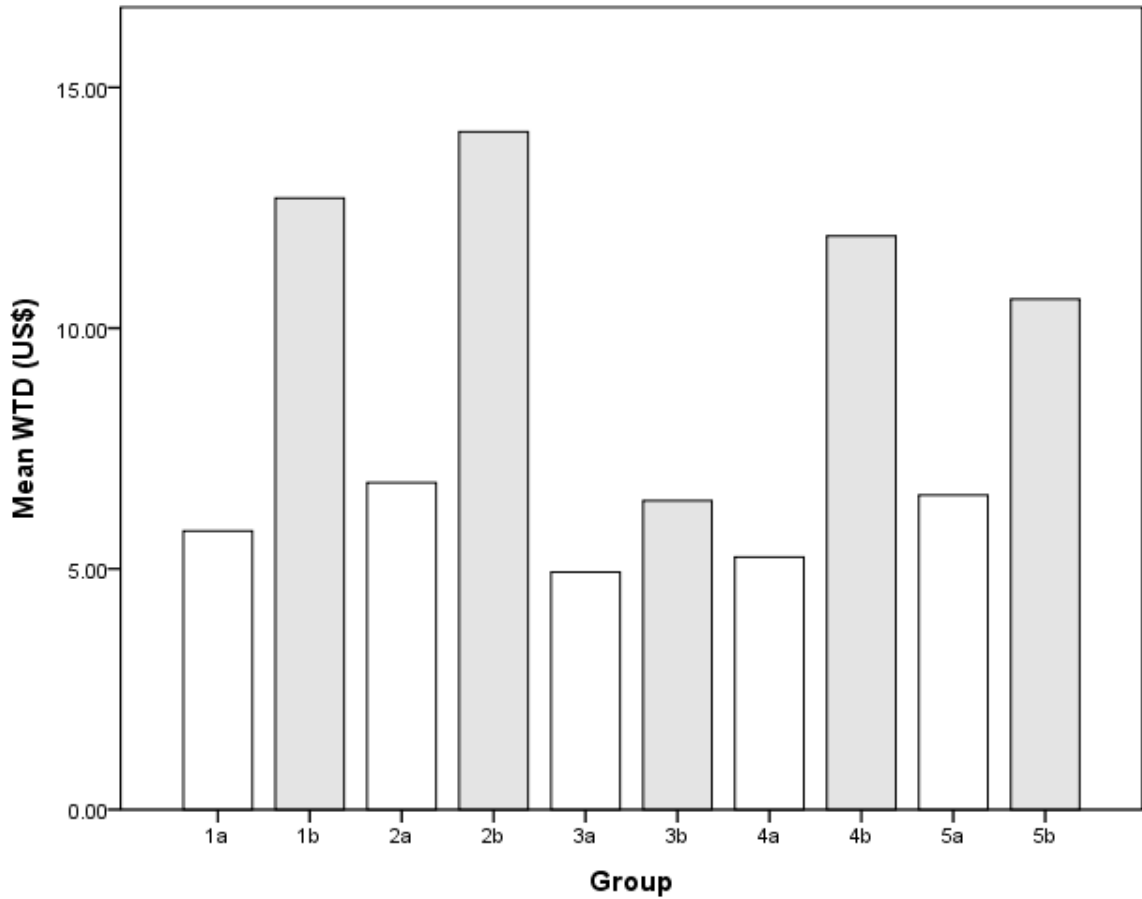


**Figure 6. The Causal Chain from Social Responsibility Activities to Returns to both NPOs and Corporations**



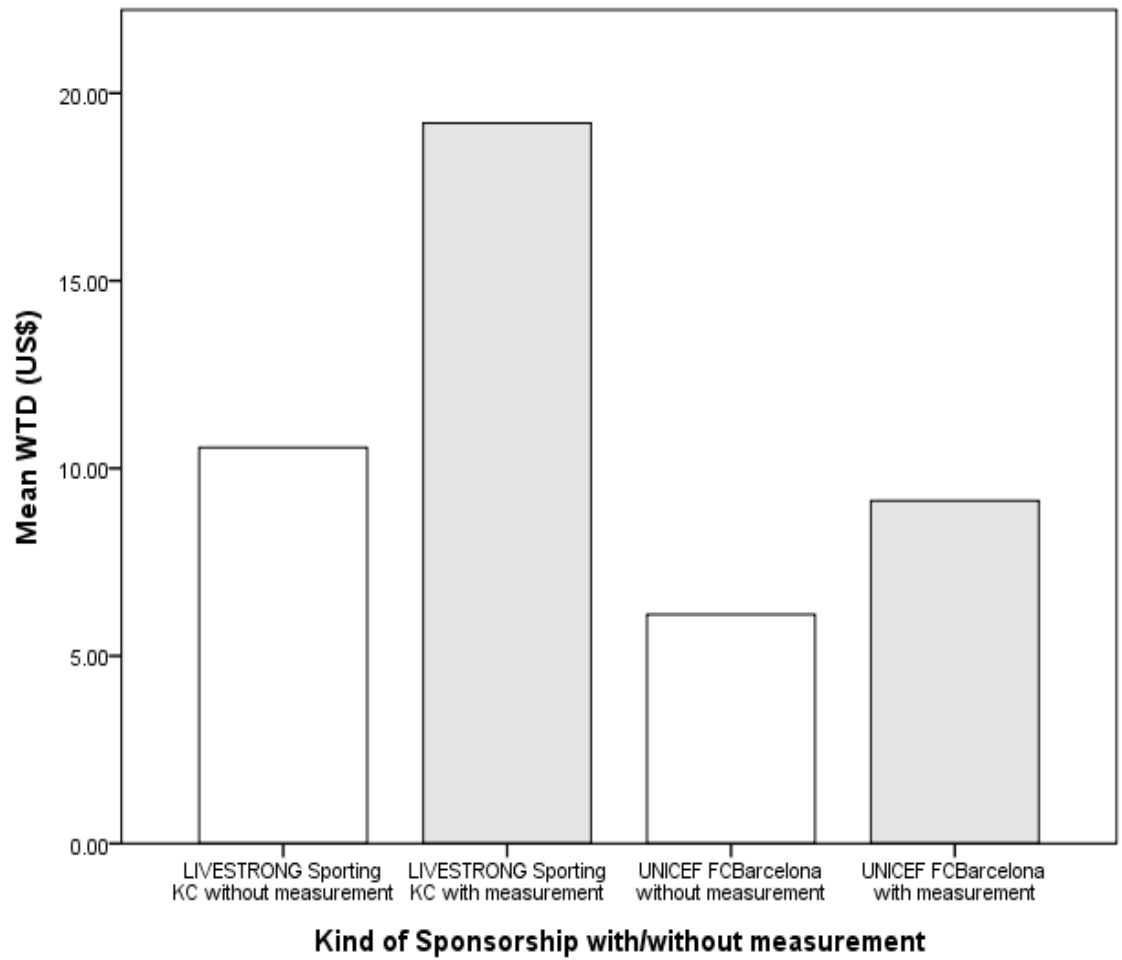
(adapted from the causal chain from CR activities to economic performance (Lankoski, 2007, p.541))

**Figure 7. Mean WTD (Willingness to Donate) by ‘definitely yes’ in 2x5 cells (N=460)**

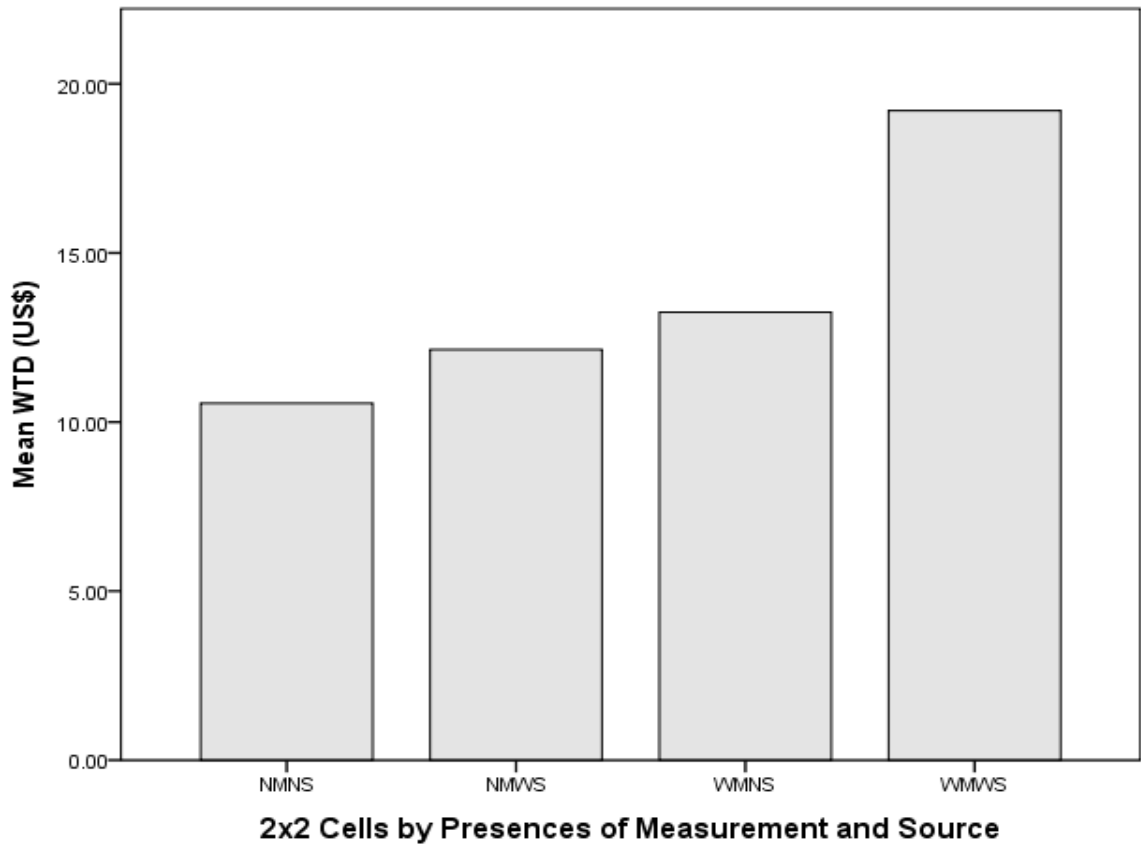


- Notes: 1-YMCA / United Health Group (a-without the measurement outcomes, b-with the measurement outcomes)  
 2-Boys & Girls Club of America / Coco-Cola Company (a-without the measurement outcomes, b-with the measurement outcomes)  
 3-Right to Play / Microsoft Corporation (a-without the measurement outcomes, b-with the measurement outcomes)  
 4-Women’s Sports Foundation / Gatorade Company (a-without the measurement outcomes, b-with the measurement outcomes)  
 5-Lose the Training Wheels / McDonald’s Corporation (a-without the measurement outcomes, b-with the measurement outcomes)

**Figure 8. Mean WTD (Willingness To Donate) by ‘definitely yes’ in Groups (N=319)**



**Figure 9. Mean WTD by Presences of Measurement and Source for LIVESTRONG case**



Note: NMNS - No Measurement and No Credible Source  
NMWS - No Measurement and With Credible Source  
WMNS - With Measurement and No Credible source  
WMWS - With Measurement and With Credible source

**Table 1. Factor Loadings ( $\beta$ ), Cronbach'Alpha ( $\alpha$ ) and Average Variance Extracted of the General Measure Items of the Intangible Social Values of Sport in Society**

Factor and Item	$\beta$	$\alpha$	AVE
<b><i>Social capital: composite measure</i></b>			
<i>Participation in the local community</i>		.65	0.38
S1. I am an active member of my city or town (e.g. sport, craft or social club)	.77		
S2. I often attend local community events	.56		
S3. I help out local groups as a volunteer	.50		
<i>Proactivity in a social context</i>		.49	0.35
S4. I am willing to find information before I make an important life decision (e.g. career, education, health, house, school or doctor).	.50		
S-6. I take the initiative to do what needs to be done even if no one asks me to	.66		
<i>Networks</i>		.60	0.42
S-8. My local community feels like home	.59		
S-11. I have lunch/dinner with other people in my community outside my household	.47		
S-12. I feel a part of the local community where I live and work	.82		
<i>Diversity</i>		.76	0.62
S-13. Multiculturalism makes life in my area better	.77		
S-14. I enjoy living among people of different lifestyles (e.g. culture, language, age, region, sex)	.80		
<b><i>Social capital: global measure</i></b>			
GS-2 I enjoy trustworthy interaction and cooperation with the people in my community	.81		
GS-4. When I interact with people in my community, I feel a common sense of trust and cooperation	.66		
GS-5. I feel I work with trustworthy and cooperative people in my community	.72		
<b><i>Collective identity: composite measure</i></b>			
<i>Self-categorization</i>		.80	0.58
C-1. I identify with the community (e.g. city or town) where I live or work	.80		
C-3. I feel part of the community (e.g. city or town) where I live or work	.88		
C-4. I feel part of the social groups (e.g sport club, work place or	.56		

school) I belong to			
<i>Evaluation of private regard</i>		.80	0.60
C-5. I am proud to think of myself as a member of the community (e.g. city or town) where I live or work	.87		
C-7. In general, I am glad that I am a member of the community (e.g. city or town) where I live or work	.84		
C-8. In general, I am glad that I am a member of the social groups I belong to	.60		
<i>Evaluation by public regard</i>		.79	.59
C-9. In general, others think that the social groups (e.g. sport club, work place, school) I belong to are worthy	.58		
C-10. In general, others think that the community (e.g. city or town) where I live or work is worthy	.83		
C-12. In general, others respect the community (e.g. city or town) where I live or work	.87		
<i>Explicit importance</i>		.85	.58
C-13. Being a member of the community (e.g. city or town) where I live or work is an important reflection of who I am	.88		
C-14. Being a member of the social groups (e.g. sport club, work place, school) I belong to is an important reflection of who I am	.68		
C-15. In general, being a member of the community (e.g. city or town) where I live or work is an important part of my self-image	.87		
<i>Implicit importance</i>		.82	.71
C-17. I often think of (the significance of) being a member of the community (e.g. city or town) where I live or work in everyday life	.92		
C-18. I often think of (the significance of) being a member of the social groups (e.g. sport club, work place, school) I belong to in everyday life	.75		
<b><i>Collective identity: global measure</i></b>		.80	.59
GC-1. I have a strong sense of belonging to the community or group where I live or work	.84		
GC-2. I have a shared feeling of "we" or "groupness" with the people in my community or group where I live or work	.73		
GC-3. I have shared goals, ideas or opinions with the people in my community or group where I live or work	.69		

<b><i>Health literacy: composite measure</i></b>		
<i>Functional health literacy</i>	.81	.54
H-1. I have a basic knowledge of health risks and health services	.74	
H-2. I comply with recommendations and instructions from health care providers	.65	
H-4. I have basic skills in how to use services provided from my health system	.78	
H-5. I have good access to basic sources of information about personal health conditions	.76	
<i>Interactive health literacy</i>	.76	.54
H-9. I am able to identify the best sources of health information	.64	
H-10. I have the ability to apply information from my health provider	.83	
H-11. I utilize the health knowledge and information I received from my health care provider in my daily life	.72	
<i>Critical health literacy</i>	.88	.73
H-12. I critically assess the quality of the health information I receive	.95	
H-13. I critically assess the reliability of the sources of health information I use	.82	
H-17. I check whether the health information was valid and reliable	.79	
<b><i>Health literacy: global measure</i></b>		
GH-1. I have a basic understanding and social skills needed to maintain my health	.68	.52
GH-2. I acquire and use basic health information in daily life to maintain good health.	.73	
GH-3. I have the capacity to obtain, understand, and process basic health information and services to make appropriate health decisions	.75	
<b><i>Well-being: composite measure</i></b>		
<i>Affection</i>	.65	.39
W-1. People pay attention to me	.57	
W-2. People help me if I have a problem	.63	
W-3. I feel that people care about me	.68	
<i>Behavioral confirmation</i>	.72	.46
W-4. Others appreciate my role at home, work, or during leisure time	.72	
W-5. People find me reliable	.61	
W-6. I feel useful to others	.70	
<i>Status</i>	.62	.35
W-7. People take me seriously	.62	

W-8. People look at me as an independent person	.53		
W-9. I am known for the things I have accomplished	.61		
<i>Comfort</i>		.74	.60
W-11. I feel physically fit or healthy	.70		
W-12. I feel physically comfortable	.84		
<i>Stimulation</i>		.69	.54
W-13. My activities are challenging or interesting to me	.68		
W-14. I really enjoy my activities	.78		
<b><i>Well-being: global measure</i></b>		.84	.66
GW-1. I feel good about my physical health, mental health and social interactions	.72		
GW-2. I feel good about my whole life	.84		
GW-3. I feel healthy, happy and appreciated	.87		
<b><i>Human capital: composite measure</i></b>			
<i>Knowledge and skills</i>		.49	.43
H-1. I am always developing new knowledge and skills in order to better my life	.55		
H-2. In most ways, I am knowledgeable and have skills in my daily work	.72		
H-3. I have good problem solving skills in my daily activities	.68		
<i>Competences</i>		.79	.52
H-4. I feel competent in my daily life and work	.70		
H-5. I feel competent in my ability to learn and develop important skills	.76		
H-6. I feel competent to become educated	.76		
<i>Attributes and attitude</i>		.69	.48
H-7. In most ways, I have a positive attitude regarding my achievements	.74		
H-8. I am positive and confident regarding my daily life	.66		
H-10. I am goal-oriented in my daily work	.67		
<b><i>Human capital: global measure</i></b>		.78	.54
GH-1. I feel I am continually growing and developing as a person	.74		
GH-2. I have an opportunity to continue developing knowledge, skills, and competencies	.75		
GH-3. I have the necessary knowledge, skills and competence to develop as a person	.71		

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**Table 2. Fit Indices for the Measurement Models for the General Measure Items of the Intangible Social Values of Sport in Society**

Construct	Chi-square/df ratio	CFI	TLI	NNF	IFI	SR MR	RMS EA	Correlation between composite and global measures
Social capital	128/60=2.14	.917	.892	.858	.919	.062	.072	.86
Collective Identity	352/113=3.12	.907	.880	.862	.908	.071	.097	.97
Health Literacy	167/73=2.23	.946	.933	.909	.947	.056	.077	.98
Well-being	134/60=2.24	.919	.895	.866	.921	.057	.075	.78
Human capital	102/24=4.25	.906	.859	.883	.908	.061	.122	.93

**Table 3. Correlations among Five Dependent Constructs of the General Measure Items of the Intangible Social Values of Sport in Society**

	1	2	3	4	5
1. Social capital	1.00				
2. Collective identity	.78	1			
3. Health literacy	.50	.40	1		
4. Well-being	.47	.60	.33	1	
5. Human capital	.41	.35	.70	.49	1

**Table 4. Factor Loadings ( $\beta$ ), Cronbach'Alpha ( $\alpha$ ) and Average Variance Extracted of the Specific Measure Items for Children with Special Needs**

Factor and Item	$\beta$	$\alpha$	AVE
<b><i>Social capital: composite measure</i></b>			
<i>Participation in the local community</i>			
S-1. My child is an active member of my city or town (e.g. sport, craft or social club)	.84	.80	0.60
S-2. My child often attends local community events	.78		
S-3. My child helps out local groups as a volunteer	.69		
<i>Proactivity in a social context</i>			
S-4. My child is willing to find information before I make an important life decision (e.g. career, education, health, house, school or doctor).	.71	.79	0.57
S-5. My child is willing to seek mediation if he/she has a dispute with friends.	.86		
S-6. My child takes the initiative to do what needs to be done even if no one asks me to	.69		
<i>Feelings of trust and safety</i>			
S-8. My child feels comfortable in the local community.	.63	.60	0.31
S-9. My child's local community (or area) has a reputation for being a safe place	.48		
<i>Networks and connections</i>			
S-10. My child frequently visits neighbors	.57	.78	0.59
S-11. My child likes to have lunch/dinner with other people in my community outside my household	.81		
S-12. My child feels a part of the local community where he/she lives	.82		
<b><i>Social capital: global measure</i></b>			
GS-1. My child has trustworthy social interaction and cooperation in daily activities with the people in his/her community	.75	.85	0.66
GS-2. My child enjoys trustworthy interactions and cooperation with the people in his/her community	.88		
GS-3. Generally, my child trusts and cooperate with people in his/her social networks	.81		
<b><i>Collective identity: composite measure</i></b>			
<i>Self-categorization</i>			
C-2. My child identifies with the social group (e.g., sport club, work place or school, parent support group) community (e.g. city or town)	.72	.84	0.62

he/she lives or works			
C-3. My child feels part of the community (e.g. city or town) where he/she lives or works	.72		
C-4. My child feels part of the social groups (e.g sport club, work place or school) he/she belongs to	.90		
<i>Evaluation of private regard</i>		.90	0.71
C-5. My child is proud to think of myself as a member of the community (e.g. city or town) where he/she lives or works	.83		
C-6. My child feels proud of being a member of the social group (e.g., sport club, work place, school, parent support group)	.81		
C-7. In general, my child is glad that he/she is a member of the community (e.g. city or town) where I live or work	.87		
C-8. In general, my child is glad that he/she is a member of the social groups he/she belongs to	.87		
<i>Evaluation by public regard</i>		.89	.59
C-9. In general, others think that the social groups (e.g. sport club, work place, school) my child belongs to are worthy	.86		
C-10. In general, others think that the community (e.g. city or town) where my child lives or works is worthy	.71		
C-11. In general, others (e.g., friends, family, siblings) respect the social groups (e.g., sport club, work place, school, parent support group) my child belong to.	.93		
C-12. In general, others respect the community (e.g. city or town) where my child lives or works	.78		
<i>Explicit importance</i>		.87	.68
C-14. Being a member of the social groups (e.g., sport club, work place, school) my child belongs to is an important reflection of who he/she is	.80		
C-15. In general, being a member of the community (e.g. city or town) where he/she lives or works is an important part of his/her self-image	.79		
C-16. In general, being a member of the social group (e.g., sport club, work place, school) my child belongs to is an important part of my child's self-image	.93		
<i>Implicit importance</i>		.86	.76
C-17. My child often thinks of (the significance of) being a member of the community (e.g. city or town) where he/she lives or works in everyday life	.86		
C-18. My child often thinks of (the significance of) being a member	.88		

of the social groups (e.g. sport club, work place, school) he/she belongs to in everyday life			
<b><i>Collective identity: global measure</i></b>		.92	.73
GC-1. My child has a strong sense of belonging to the community or group where he/she lives or works	.72		
GC-2. My child has a shared feeling of "we" or "groupness" with the people in my community or group where he/she lives or works	.84		
GC-3. My child has a shared goals, ideas or opinions with the people in my community or group where I live or work	.94		
GC-4. My child has similar goals, ideas or views to the people in his/her community or group where he/she lives or works	.90		
<b><i>Health literacy: composite measure</i></b>			
<b><i>Functional health literacy</i></b>		.72	.49
H-1. My child has a basic knowledge of health risks and health services	.82		
H-2. My child complies with recommendations and instructions from health care providers	.53		
H-4. My child has basic skills in how to use services provided from my health system	.71		
<b><i>Interactive health literacy</i></b>		.85	.60
H-8. My child knows how to communicate to gain the support of significant others for health problems	.80		
H-9. My child is able to identify the best sources of health information	.82		
H-10. My child has the ability to apply information from my health provider	.81		
H-11. My child utilizes the health knowledge and information he/she receives from my health care provider in my daily life	.66		
<b><i>Critical health literacy</i></b>		.93	.79
H-12. My child critically assesses the quality of the health information he/she receives	.100		
H-13. My child critically assesses the reliability of the sources of health information he/she uses	.97		
H-16. My child considers the credibility of the health information	.65		
H-17. My child checks whether the health information was valid and reliable	.90		
<b><i>Health literacy: global measure</i></b>		.82	.57
GH-1. My child has a basic understanding and social skills needed to	.75		

maintain my health		
GH-2. My child acquires and uses basic health information in daily life to maintain good health.	.63	
GH-3. My child has the capacity to obtain, understand, and process basic health information and services to make appropriate health decisions	.84	
GH-4. My child understands he/she is in control of his/her health	.79	

***Well-being: composite measure***

<i>Affection</i>		.78	.70
W-1. People pay attention to my child	1.00		
W-2. People help my child if he/she has a problem	.64		
<i>Behavioral confirmation</i>		.76	.49
W-4. Others appreciate my child's role at home, work, or during leisure time	.64		
W-5. People find my child reliable	.77		
W-6. My child feels useful to others	.77		
<i>Status</i>		.82	.60
W-7. People take child seriously	.71		
W-8. People look at my child as an independent person	.85		
W-9. My child is known for the things I have accomplished	.75		
<i>Comfort</i>		.78	.59
W-10. My child feels relaxed	.56		
W-11. My child feels physically fit or healthy	.91		
W-12. My child feels physically comfortable	.75		
<i>Stimulation</i>		.55	.33
W-13. My child's activities are challenging or interesting to him/her	.63		
W-14. My child really enjoys his/her activities	.62		
W-15. My child fully concentrates on when doing something.	.45		

***Well-being: global measure***

		.87	.63
GW-1. My child feels good about his/her physical health, mental health and social interactions	.90		
GW-2. My child feels good about his/her whole life	.78		
GW-3. My child feels healthy, happy and appreciated	.71		
GW-4. My child feels confident in his/her ability to handle most things in his/her life	.76		

***Human capital: composite measure***

<i>Knowledge and skills</i>		.73	.49
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H-1. My child is always developing new knowledge and skills in order to better his/her life	.69		
H-2. In most ways, my child is knowledgeable and has skills in his/her daily work	.88		
H-3. My child has good problem solving skills in his/her daily activities	.48		
<i>Competences</i>		.83	.64
H-4. My child feels competent in his/her daily life and work	.84		
H-5. My child feels competent in his/her ability to learn and develop important skills	.82		
H-6. My child feels competent to become educated	.73		
<i>Attributes and attitude</i>		.89	.67
H-7. In most ways, my child has a positive attitude regarding his/her achievements	.80		
H-8. My child is positive and confident regarding his/her daily life	.91		
H-9. In most ways, my child is motivated to accomplish his/her daily work.			
H-10. My child is goal-oriented in his/her daily work	.76		
<b><i>Human capital: global measure</i></b>		.86	.67
GHc-3. My child has the necessary knowledge, skills and competence to develop as a person as a person	.83		
GHc-4. My child is continually making efforts to improve his/her social and economic well-being	.83		
GHc-5. My child is committed to improve his/her social and economic well-being	.79		

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**Table 5. Fit Indices for the Measurement Models for the Specific Measure for Children with Special Needs**

Construct	Chi-square/df ratio	CFI	IFI	RM SEA	Correlation between composite and global measure
Social capital	68.434/41=1.669	.900	.909	.103	.89
Collective Identity	258.768/99=2.614	.787	.797	.160	.74
Health Literacy	86.474/41=2.109	.925	.928	.133	.79
Well-being	115.472/72=1.604	.884	.894	.098	.82
Human capital	94.453/32=2.952	.849	.857	.176	.92

**Table 6. Correlations among Five Dependent Constructs of the Specific Measure for Children with Special Needs**

	1	2	3	4	5
1. Social capital	1.00				
2. Collective identity	.69	1			
3. Health literacy	.42	.62	1		
4. Well-being	.62	.50	.33	1	
5. Human capital	.40	.53	.67	.45	1

**Table 7. Independent Samples T-test for Multiple Components for CSP and Fit**

		Group Statistics			t-test for Equality of Means			
		Group	N	Mean	t	DF	Sig.	Std. Error
CSP ( $\alpha=.89$ )	Trustworthy	1	152	7.123	<b>-2.324</b>	309	<b>.021**</b>	.172
		2	159	7.525				
	Sincere	1	153	6.944	<b>-1.723</b>	310	<b>.086*</b>	.192
		2	159	7.276				
	Efficient	1	153	7.032	<b>-3.650</b>	309	<b>.001**</b>	.180
		2	158	7.689				
	Important	1	138	7.463	<b>-4.031</b>	279	<b>.001**</b>	.203
		2	143	8.237				
	fair	1	138	7.405	<b>-2.653</b>	243	<b>.008**</b>	.198
		2	143	7.909				
Fit ( $\alpha=.87$ )	Typical	1	136	5.948	-0.479	277	.632	.204
		2	143	6.049				
	Representative	1	137	6.335	-0.410	278	.682	.204
		2	143	6.419				
	Consistent	1	137	6.255	-0.388	278	.698	.206
		2	143	6.335				
	Go together	1	153	6.640	<b>-2.113</b>	310	<b>.033*</b>	.155
		2	159	6.882				
	Complementary	1	137	6.627	<b>-1.959</b>	277	<b>.036*</b>	.215
		2	143	7.083				

Notes: Group 1- Sponsorship initiatives without the measurement outcomes  
 Group 2- Sponsorships initiatives with the measurement outcomes

**Bold\*** indicates significance at the level of .1

**Bold\*\*** indicates significance at the level of .02



## APPENDICES

### APPENDIX A

#### The Survey Instrument of the General Measure for the Intangible Social Values of Sport in Society

##### Informed Consent Form

**Title: The social contribution of sport**                      **IRB Approval #:**[HUM00040847](#)

**Principal Investigator :** Seung Pil Lee, Doctoral Candidate, Sport Management, School of Kinesiology, The University of Michigan, Ann Arbor, 48109; (734) 647-0847, [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Faculty advisor:** Dale Ulrich, Professor, School of Kinesiology, The University of Michigan, Ann Arbor, 48109; (734) 615-1904, [ulrichd@umich.edu](mailto:ulrichd@umich.edu)

**Description:** This study investigates the contribution of sport to society. You will be asked to respond to the questions about your personal perceptions or opinions related to your sport participation or involvement. The study should take between 15-25 minutes.

**Benefits and Risks:** You benefit from learning about how research is conducted and you are invited to ask questions during the debriefing session at the end of your participation. There are no foreseeable risks to participation in this study.

**Confidentiality:** The responses you provide will be confidential. If the results of this study were to be published, your name and personal information would not be used in any way.

**Right to Refuse or End Participation in this study:** You can withdraw from this study at any time without any negative consequences. If you feel uncomfortable with the questions or the conduct of the research, you may withdraw from the study.

**Debriefing:** After finishing the study you will have the opportunity to learn more about it and to ask any questions you might have. If a question or comment arises after you have departed, please feel free to contact Seung Pil Lee at (734) 647-0847 or email him at [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Concerns:** The IRB Health Sciences and Behavioral Sciences has determined that this project is exempt from IRB oversight.

Consent: I have read this page and have had any questions regarding participation in this study answered. Therefore, I give my written consent to participate in this study.

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

Your opinion is extremely important in supporting policies benefiting you and your community for better sport activities or program. Thank you for taking a moment to answer the following questions. This survey is anonymous and your responses will be held in the strictest confidence.

This survey will take approximately 20 minutes to complete.

The survey will include three sections.

1. Section A:
2. Section B:
3. Section C:

Section A: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.

- S-1. I am an active member of my city or town (e.g. sport, craft or social club)  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-2. I often attend local community events  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-3. I help out local groups as a volunteer  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-4. I am willing to find information before I make an important life decision (e.g. career, education, health, house, school or doctor).  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-5. I am willing to seek mediation if I have a dispute with my neighbor  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-6. I take the initiative to do what needs to be done even if no one asks me to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-7. I feel safe walking down my street after dark (or during all hours of the day)  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-8. My local community feels like home  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-9. My local community (or area) has a reputation for being a safe place  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-10. I frequently visit neighbors  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-11. I have lunch/dinner with other people in my community outside my household  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-12. I feel a part of the local community where I live and work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-13. Multiculturalism makes life in my area better  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-14. I enjoy living among people of different lifestyles (e.g. culture, language, age, region, sex)  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-1. I have trustworthy social interaction and cooperation in daily activities with the people in my community  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-2. I enjoy trustworthy interaction and cooperation with the people in my community  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-3. Generally, I trust and cooperate with people in my social networks  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-4. When I interact with people in my community, I feel a common sense of trust and cooperation  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-5. I feel I work with trustworthy and cooperative people in my community  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

- C-1. I identify with the community (e.g. city or town) where I live or work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-2. I identify with the social groups (e.g sport club, work place or school) I belong to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-3. I feel part of the community (e.g. city or town) where I live or work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-4. I feel part of the social groups (e.g sport club, work place or school) I belong to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-5. I am proud to think of myself as a member of the community (e.g. city or town) where I live or work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-6. I am proud of being a member of the social groups (e.g. sport club, work place, school) I belong to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-7. In general, I am glad that I am a member of the community (e.g. city or town) where I live or work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-8. In general, I am glad that I am a member of the social groups I belong to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-9. In general, others think that the social groups (e.g. sport club, work place, school) I belong to are worthy  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-10. In general, others think that the community (e.g. city or town) where I live or work is worthy  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-11. In general, others respect the social groups (e.g. sport club, work place, school) I belong to  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-12. In general, others respect the community (e.g. city or town) where I live or work  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-13. Being a member of the community (e.g. city or town) where I live or work is an important reflection of who I am  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-14. Being a member of the social groups (e.g. sport club, work place, school) I belong to is an important reflection of who I am  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-15. In general, being a member of the community (e.g. city or town) where I live or work is an important part of my self-image  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-16. In general, being a member of the social groups (e.g. sport club, work place, school) I belong to is an important part of my self-image  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- C-17. I often think of (the significance of) being a member of the community (e.g. city or town) where I live or work in everyday life  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-18. I often think of (the significance of) being a member of the social groups (e.g. sport club, work place, school) I belong to in everyday life

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-1. I have a strong sense of belonging to the community or group where I live or work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-2. I have a shared feeling of "we" or "groupness" with the people in my community or group where I live or work

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-3. I have shared goals, ideas or opinions with the people in my community or group where I live or work

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-4. I have similar goals, ideas or views to the people in my community or group where I live or work

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-1. I have a basic knowledge of health risks and health services

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-2. I comply with recommendations and instructions from health care providers

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-3. I participate in health programs such as screening or immunization

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-4. I have basic skills in how to use services provided from my health system

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-5. I have good access to basic sources of information about personal health conditions

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-6. I have good access to my health care system

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-7. I share important health information with significant others

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-8. I know how to communicate to gain the support of significant others for health problems

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-9. I am able to identify the best sources of health information

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-10. I have the ability to apply information from my health provider

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-11. I utilize the health knowledge and information I received from my health care provider in my daily life

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-12. I critically assess the quality of the health information I receive

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-13. I critically assess the reliability of the sources of health information I use

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-14. I apply health information and understand how it might improve my quality of life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-15. I consider whether the health information was applicable to my situation	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
H-16. I considered the credibility of the health information	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
H-17. I check whether the health information was valid and reliable	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
H-18. I collected health information to make health-related decisions	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
GH-1. I have a basic understanding and social skills needed to maintain my health	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-2. I acquire and use basic health information in daily life to maintain good health.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-3. I have the capacity to obtain, understand, and process basic health information and services to make appropriate health decisions.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-4. I understand I am in control of my health	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-1. People pay attention to me	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-2. People help me if I have a problem	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-3. I feel that people care about me	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-4. Others appreciate my role at home, work, or during leisure time	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-5. People find me reliable	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-6. I feel useful to others	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-7. People take me seriously	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-8. People look at me as an independent person	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-9. I am known for the things I have accomplished	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-10. I feel relaxed	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-11. I feel physically fit or healthy	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-12. I feel physically comfortable	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-13. My activities are challenging or interesting to me	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>

W-14. I really enjoy my activities	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
W-15. I fully concentrate when doing something	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GW-1. I feel good about my physical health, mental health and social interactions	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GW-2. I feel good about my whole life	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GW-3. I feel healthy, happy and appreciated.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GW-4. I feel confident in my ability to handle most things in my life.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-1. I am always developing new knowledge and skills in order to better my life	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-2. In most ways, I am knowledgeable and have skills in my daily work	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-3. I have good problem solving skills in my daily activities	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-4. I feel competent in my daily life and work	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-5. I feel competent in my ability to learn and develop important skills	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-6. I feel competent to become educated	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-7. In most ways, I have a positive attitude regarding my achievements.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-8. I am positive and confident regarding my daily life.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-9. In most ways, I am motivated to accomplish my daily work.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
H-10. I am goal-oriented in my daily work.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-1. I feel I am continually growing and developing as a person	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-2. I have an opportunity to continue developing knowledge, skills, and competencies	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-3. I have the necessary knowledge, skills and competence to develop as a person.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-4. I am continually making efforts to improve my social and economic well-being	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
GH-5. I am committed to improve my social and economic well-being.	<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>

Section B: Frequencies of various activities or the degree of involvement in sports

**In the past month (Sept. 1, 2010 to Sept. 30, 2010), how often did you join activities below? Please check one of the blanks each line**

1. Individual sports and recreational activities

	Every day	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Golfing							
Hiking							
Yoga							
Walking or Running							
Bicycling							
Doing martial arts							
Swimming							
Other individual sports or recreational activities							

2. Team sports and recreational activities

	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Playing soccer							
Playing football							
Playing ultimate Frisbee							
Playing baseball or softball							
Playing basketball							
Playing volleyball							
Other team sports or recreational activities							



3. Involvement in spectator sport activities

	Every day	4-5 times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Watching collegiate sports such as football, baseball, basketball, soccer, hockey on TV or computer							
Watching professional sports such as football, baseball, basketball, soccer, hockey, NASCAR on TV or computer							
Watching collegiate sports such as football, baseball, basketball, hockey, soccer live in person							
Watching professional sports such as football, baseball, basketball, hockey, soccer live in person							
Watching other spectator sports							

4. Arts and music

	Every day	4-5 times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Doing crafts or drawing, listening to live music or listening to music							
Learning to sing							
Playing an instrument							
Dancing							
Other arts and music activities							

5. Social activities

	Every day	4-5 times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Talking on the phone or chatting over the computer (facebook, google messenger or AOL)							
Going to a party or bar							
Going to the movies with friends							
Going for a walk with friends							
Other social activities							

6. Sedentary games or activities

	Every day	4-5 times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Playing board or card games							
Playing computer or video games							
Reading							
Watching TV or video							
Other sedentary games or activities							

Section C:

Please fill out your demographic information.

1. Year born: \_\_\_\_\_
2. Which grade are you in?  
 Freshmen     sophomore     junior     senior     graduate
3. Gender:     Female     Male
4. How long have you been living in the community (around Ann Arbor)?  
 0-1year     1-2year     2-3year     3-4year     4-5year     + 5 years
5. How long have you been playing sports recreationally?  
 0-1year     1-2year     2-3year     3-4year     4-5year     + 5 years
6. How long have you been playing organized sports competitively?  
 0-2year     2-4year     4-6year     6-8year     8-10year     + 10 years
7. Please estimate the number of Men's Football games that you intend to attend this season  
 0-2                       3-4                       5-6                       7-8                       9-10                       11-12
8. Please estimate the number of Men's Football games that you intend to watch on TV or computer  
 0-2                       3-4                       5-6                       7-8                       9-10                       11-12
9. How often do you participate in community oriented sports (e.g. intramural sport, city tennis tournament, softball league organized by local community)?  
 Never     1-2 times a year     1-2 times a month     3-4 times a month  
 5-6 times a month     7-8 times a month     over 9 times a month
10. How often do you volunteer in community oriented sports?  
 Never     1-2 times a year     1-2 times a month     3-4 times a month

5-6 times a month     7-8 times a month     over 9 times a month

11. How often are you exposed to community oriented sports as spectator or supporter?

Never     1-2 times a year     1-2 times a month     3-4 times a month  
 5-6 times a month     7-8 times a month     over 9 times a month

12. The Big House Big Heart run (5K, 10K, 1 mile Fun Run) supports countless children and adults being treated at the University of Michigan Health System and numerous area charitable organizations.

Are you aware of the Big House Big Heart run?

Yes     No

13. Have you ever participated in the Big House Big Heart run?

Yes     No

If yes, how many times have you participated in?

1     2     3     4     5     over  
5

14. Have you ever volunteered in the Big House Big Heart run?

Yes     No

If yes, how many times have you participated in?

1     2     3     4     5     over  
5

15. **Household Income** (Please estimate your household income including your parents' income):

Below \$20,000     \$20,000-\$39,999     \$40,000-59,999     \$60,000-79,999  
 \$80,000-99,999     \$100,000-149,999     \$150,000-199,999     \$200,000 or over

16. **Ethnicity**

American Indian/Alaskan Native     Asian     Black     Hawaiian/Pacific Islander  
 White     Asian *and* White     Black *and* White     Hispanic  
 Other (please specify): \_\_\_\_\_

**APPENDIX B**  
**The Survey Instrument of the Specific Measures of the Social Values of Sport for Children with Special Needs**

Dear parents,

Helping your children enjoy sport, recreational activities is one of the greatest gifts we can give them. Establishing this environment is a shared responsibility between the home, the community and society. We want children to become successful in their long life. **This is the key of our research project!**

I am Seung Pil Lee, a doctoral candidate (Faculty advisor: Professor Dale Ulrich) in sport management program of the University of Michigan and invites you to be a part of a research study that looks at children's participation in various extracurricular activities and their physical and social development.

This study evaluates the contribution of sport and recreational activities to children with special needs (10 to 18 years old)'s physical and social development. It will play a critical role in making policies to support more and better opportunities for sport activities for children with special needs. **Therefore, your child with special needs is the focal child when you respond to this survey.**

If you agree to be a part of the research study, you will be asked to complete an online survey about your personal opinions about your children's participation in sport and recreational activities and your child's development. We expect this survey to take about 20 minutes to complete.

Your responses to this survey are anonymous, meaning that the researchers will not be able to link your survey responses to you. The survey does not collect identifying information about you or your computer. We plan to present or publish the results of this study, but will not include any information that would identify you or your child.

Participation in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time during the survey process.

**If you have questions about this research study, you can contact Seung Pil Lee (734-647-0847, [seungpil@umich.edu](mailto:seungpil@umich.edu)) or Dr. Dale Ulrich (734-415-1904, [ulriched@umich.edu](mailto:ulriched@umich.edu)), University of Michigan, 1402 Washington Heights, Ann Arbor, MI 48109, 734-647- 0847,**

## Informed Consent Form

**Title: The social contribution of sport to children with special needs**  
**IRB Approval #:** [HUM00040847](#)

**Principal Investigator :** Seung Pil Lee, Doctoral Candidate, Sport Management, School of Kinesiology, The University of Michigan, Ann Arbor, 48109; (734) 647-0847, [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Faculty advisor:** Dale Ulrich, Professor, School of Kinesiology, The University of Michigan, Ann Arbor, 48109; (734) 615-1904, [ulrichd@umich.edu](mailto:ulrichd@umich.edu)

**Description:** This study investigates the contribution of sport to society. You will be asked to respond to the questions about your personal perceptions or opinions related to sport participation or involvement for your child. The study should take about 20 minutes.

**Risks:** There are no foreseeable risks to participation in this study.

**Confidentiality:** The responses you provide will be confidential. If the results of this study were to be published, your name and personal information would not be used in any way.

**Right to Refuse or End Participation in this study:** You can withdraw from this study at any time without any negative consequences. If you feel uncomfortable with the questions or the conduct of the research, you may withdraw from the study.

**Debriefing:** After finishing the study you will have the opportunity to learn more about it and to ask any questions you might have. If a question or comment arises after you have finished, please feel free to contact Seung Pil Lee at (734) 647-0847 or email him at [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Concerns:** The IRB Health Sciences and Behavioral Sciences has determined that this project is exempt from IRB oversight. If you have questions about your rights as a research participant, please contact the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board, 540 E Liberty St., Ann Arbor, MI 48104-2210, (734) 936-0933 [or toll free, (866) 936-0933, [irbhsbs@umich.edu](mailto:irbhsbs@umich.edu)].

**Consent:** I have read this page and have had any questions regarding participation in this study answered. Therefore, I give my written consent to participate in this study.

Signature: \_\_\_\_\_

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

Your opinion is extremely important in supporting policies benefiting your child and your community for better sport activities or program. Thank you for taking a moment to answer the following questions. This survey is anonymous and your responses will be held in the strictest confidence.

This survey will take approximately 20 minutes to complete.

The survey will include three sections.

4. Section A:
5. Section B:
6. Section C:
7. Section D:

As for the survey, **please respond regarding your child with special needs.**

**Section A-1: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.**

- S-1. My child is an active member of my city or town (e.g., sport, craft or social club).  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-2. My child often attends local community events.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-3. My child likes to help out a local group (friends) as a volunteer.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-4. My child is willing to find information before he/she makes an important life decision (e.g., career, education, health, house, school or doctor).  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-5. My child is willing to seek mediation if he/she has a dispute with friends.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-6. My child takes the initiative to do what needs to be done even if no one asks him/her to.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-7. My child feels safe walking down the street during all hours of the day.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-8. My child feels comfortable in the local community.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-9. My child's local community (or area) has a reputation for being a safe place.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-10. My child frequently visits neighbors.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-11. My child likes to have lunch/dinner with other people in my community outside my household.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-12. My child feels a part of the local community where he/she lives.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-13. Multiculturalism (e.g. culture, language, age, sex) makes my child's life better.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- S-14. My child enjoys living among people of different lifestyles (e.g., culture, language, age, sex)  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-1. My child has trustworthy social interactions and cooperation in daily activities with the people in his/her community.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-2. My child enjoys trustworthy interactions and cooperation with the people in his/her Community.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-3. Generally, my child trusts and cooperates with people in his/her social networks.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GS-4. When my child interacts with people in his/her community, he/she feels a common sense of trust and cooperation.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*



GS-5. My child feels he/she works with trustworthy and cooperative people in his/her community.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section A-2: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.**

C-1. My child identifies with the community (e.g., city or town) where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-2. My child identifies with the social groups (e.g., sport club, work place or school, parent support group) he/she belongs to.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-3. My child feels a part of the community (e.g. city or town) where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-4. My child feels a part of the social groups (e.g sport club, work place or school, parent support group) he/she belongs to.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-5. My child feels proud to think of him/herself as a member of the community (e.g. city or town) where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-6. My child feels proud of being a member of the social groups (e.g. sport club, work place, school, parent support group) he/she belongs to.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-7. In general, my child is glad that he/she is a member of the community (e.g. city or town) where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-8. In general, my child is glad that he/she is a member of the social groups he/she belongs to.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-9. In general, others (e.g., friends, family, siblings) think that the social groups (e.g., sport club, work place, school, parent support group) my child belongs to are worthy.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-10. In general, others (e.g., friends, family, siblings) think that the community (e.g. city or town) where my child lives or works is worthy.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-11. In general, others (e.g., friends, family, siblings) respect the social groups (e.g. sport club, work place, school, parent support group) my child belongs to.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-12. In general, others (e.g., friends, family, siblings) respect the community (e.g., city or town) where my child lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-13. Being a member of the community (e.g. city or town) where my child lives or works is an important reflection of who they are.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-14. Being a member of the social groups (e.g. sport club, work place, school, parent support group) my child belong to is an important reflection of who they are.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-15. In general, being a member of the community (e.g. city or town) where my child lives or works is an important part of my child's self-image.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-16. In general, being a member of the social groups (e.g. sport club, work place, school, parent support group) my child belongs to is an important part of my child's self-image.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-17. My child often thinks of (the significance of) being a member of the community (e.g., city or town) where he/she lives or works in everyday life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C-18. My child often thinks of (the significance of) being a member of the social groups (e.g. sport club, work place, school, parent support group) he/she belongs to in everyday life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-1. My child has a strong sense of belonging to the community or group where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-2. My child has a shared feeling of "we" or "groupness" with the people in his/her community or group where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-3. My child has shared goals, ideas or opinions with the people in his/her community or group where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GC-4. My child has similar goals, ideas or views to the people in his/her community or group where he/she lives or works.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section A-3: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.**

H-1. My child has a basic knowledge of health risks and health services.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-2. My child complies with recommendations and instructions from health care providers.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-3. My child participates in health programs such as screening or immunization.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-4. My child has basic skills in how to use services provided from his/her health system.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-5. My child has good access to basic sources of information about personal health conditions.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-6. My child has good access to a health care system.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-7. My child shares important health information with significant others (e.g., families, friends, relatives).

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-8. My child knows how to communicate to gain the support of significant others (e.g. families, friends, relatives) for health problems.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-9. My child is able to identify the best sources of health information.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-10. My child has the ability to apply information from his/her health provider.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-11. My child utilizes the health knowledge and information he/she receives from health care provider in his/her daily life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-12. My child critically assesses the quality of the health information he/she receives.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-13. My child critically assesses the reliability of the sources of health information he/she uses.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-14. My child applies health information and understands how it might improve his/her quality of life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-15. My child considers whether the health information was applicable to his/her situation.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-16. My child considers the credibility of the health information.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-17. My child checks whether the health information is valid and reliable.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-18. My child collects health information to make health-related decisions.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-1. My child has a basic understanding and social skills needed to maintain his/her health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-2. My child acquires and uses basic health information in daily life to maintain good health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-3. My child has the capacity to obtain, understand, and process basic health information and services to make appropriate health decisions.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-4. My child understands he/she is in control of his/her health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section A-4: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.**

- W-1. People pay attention to my child.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-2. People help my child if he/she has a problem.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-3. My child feels that people care about him/herself.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-4. Others appreciate my child's role at home, work, or during leisure time.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-5. People find my child reliable.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-6. My child feels useful to others.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-7. People take my child seriously.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-8. People look at my child as an independent person.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-9. My child is known for the things he/she has accomplished.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-10. My child feels relaxed.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-11. My child feels physically fit or healthy.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-12. My child feels physically comfortable.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-13. My child's activities are challenging or interesting to him/her.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-14. My child really enjoys his/her activities.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- W-15. My child fully concentrates when doing something.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GW-1. My child feels good about his/her physical health, mental health and social interactions.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GW-2. My child feels good about his/her whole life.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GW-3. My child feels healthy, happy and appreciated.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*
- GW-4. My child feels confident in his/her ability to handle most things in his/her life.  
*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section A-5: Please give us your opinion or perception related to the following questions. Please rate your level of agreement by checking one level in each question.**

H-1. My child is always developing new knowledge and skills in order to better his/her life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-2. In most ways, my child is knowledgeable and has skills in his/her daily work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-3. My child has problem solving skills in his/her daily activities.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-4. My child feels competent in his/her daily life and work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-5. My child feels competent in his/her ability to learn and develop important skills.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-6. My child feels competent to become educated.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-7. In most ways, my child has a positive attitude regarding his/her achievements.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-8. My child is positive and confident regarding his/her daily life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-9. In most ways, my child is motivated to accomplish his/her daily work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H-10. My child is goal-oriented in his/her daily work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-1. My child is continually growing and developing as a person.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-2. My child has an opportunity to continue developing knowledge, skills, and competencies.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-3. My child has the necessary knowledge, skills and competence to develop as a person.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-4. My child is continually making efforts to improve his/her social and economic well-being.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

GH-5. My child is committed to improve his/her social and economic well-being.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section B: Please give us your opinion related to the follow questions by checking one level in each statement.**

	Very strongly disagree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
There is someone whom my child really counts on to be dependable when he/she needs help						
There is someone whom my child really counts on to help him/her feel more relaxed when he/she is under pressure or is tense						
There is someone who accepts my child totally, including his/her worst and best points						
There is someone whom my child really counts on to care about him/her, regardless of what is happening to him/her						
There is someone whom my child really counts on to help him/her feel better when he/she is feeling poorly						
There is someone whom my child counts on to console him/her when he/she is very upset						

	Very strongly disagree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
I take my child's wishes into consideration before I ask him/her to do something						
I encourage my child to talk about his/her feelings and problems						
I provide comfort and understanding when my child is upset						
I compliment my child						
I respect my child's opinion and encourage them to express themselves						
I provide my child reasons for the expectations I have for him/her						

	Very strongly disagree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
I punish my child by taking privileges away from him/her						
I yell when I disapprove of my child's behavior						
I use criticism to make my child improve his/her behavior						
I punish my child by withholding emotional expressions						
I find myself struggling to try to change how my child thinks or feels about things						
I remind my child of all the things I am doing and I have done for him/her						

	Very strongly disagree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
I find it difficult to discipline my child						
I give into my child when he/she causes a commotion about something						
I spoil my child						
I ignore my child's bad behavior						

**Section C: Frequencies of various activities**

**During a typical week last summer, May, June, July, August, September or October, how often did your child participate in activities below? Please check one level in each line.**

	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Bowling							
Bicycling							
Doing martial arts							
Swimming							
Other individual sports or recreational activities							

	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Playing soccer							
Playing T-ball or softball							
Playing basketball							
Playing volleyball							
Other team-based sports or recreational activities							

	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Doing crafts, drawing or colorings							
Learning to sing							
Playing an instrument							
Dancing							



	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Talking on the phone							
Going to a party							
Going to the movies with friends							
Going for a walk with friends							

	everyday	4-5times a week	2-3 times a week	Once a week	Every other week	Once a month	Zero times
Playing board or card games							
Playing computer or video games							
Reading							
Watching TV or video							

## Section D: demographic information

1. Are you the father or the mother? 1) Father, 2) Mother
2. What is your child's diagnosis? 1) Down Syndrome, 2) Autism, 3) Other
3. What is your child's age? \_\_\_\_\_years
4. What is your age? \_\_\_\_\_years
5. What is the gender of your child? 1) Female, 2)Male
  
6. How long has your child been playing sports recreationally?
  - 1) 0-1 year, 2) 1-2 years, 3) 2-3 years, 4) 3-4 years,
  - 5) 4-5 years, 6) 5-6 years, 7) 7 years or more
  
7. How long has your child been playing organized sports competitively?
  - 1) 0-1 year, 2) 1-2 years, 3) 2-3 years, 4) 3-4 years,
  - 5) 4-5 years, 6) 5-6 years, 7) 7 years or more
  
8. How often does your child participate in community oriented sports (e.g. YMCA recreation program, summer camp, school inclusion program, local bowling event...)?
  - 1) Never, 2) 1-2 times a year, 3) 1-2 times a month, 4) 3-4 times a month,
  - 5) 5-6 times a month, 6) 7-8 times a month, 7) over 9 times a month
  
9. How often do you as a parent volunteer in community oriented sports (e.g. YMCA recreation program, summer camp, school inclusion program, local bowling event...)?
  - 1) Never, 2) 1-2 times a year, 3) 1-2 times a month, 4) 3-4 times a month,
  - 5) 5-6 times a month, 6) 7-8 times a month, 7) over 9 times a month
  
10. How often is your child exposed to community oriented sport as a spectator or a supporter?
  - 1) Never, 2) 1-2 times a year, 3) 1-2 times a month, 4) 3-4 times a month,
  - 5) 5-6 times a month, 6) 7-8 times a month, 7) over 9 times a month

**11. Special Olympics (including all the level of Local, District, State and International)**

are to provide year-round sports training and athletic competition in a variety of Olympic-type sports for all children and adults with intellectual disabilities. Athletes are given continuing opportunities to develop physical fitness and athletic skill, demonstrate courage, experience joy, and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community.

**Is your child aware of Special Olympics? 1) Yes, 2) No**

12. Has your child ever participated in Special Olympics?

1) Yes, 2) No

If yes, how many times?

13. Have you as a parent ever volunteered in Special Olympics?

1) Yes, 2) No

If yes, how many times?

**Please rate your level of agreement by checking one level in below questions.**

14. "Supporting my child's sport activities is financially difficult."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

15. "I do not have sufficient budget for my child's sport activities."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

16. "The cost for my child's sport activities is expensive for me so I cannot afford it easily."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

17. "Finding appropriate sport activities/programs for my child is difficult."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

18. "I feel confident finding appropriate sport activities/programs for my child."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

19. "My child feels comfortable participating in sport activities/programs."

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

20. Please estimate your annual household income.

- |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| 1) Below \$20,000,      | 2) \$20,000-\$39,999,   | 3) \$40,000-\$59,999,   |
| 4) \$60,000-\$79,999,   | 5) \$80,000-\$99,999,   | 6) \$100,000-\$119,999, |
| 7) \$120,000-\$139,999, | 8) \$140,000-\$159,000, | 9) \$160,000 or more    |

21. Ethnicity

- 1) American Indian/ Alaskan Native,      2) Asian,      3) Black,      4) Hawaiian/Pacific,  
5) Islander,      6) White,      7) Asian and White,      8) Black and White,  
9) Hispanic,      10) Other (please specify:      )

22. Please describe your marital status

- 1) Divorced,      2) Living with another,      3) Married,      4) Separated,  
5) Single,      6) Widowed,      7) Would rather not

21. Which of the following best describes the area you live in?

- 1) Urban,      2) Suburban,      3) Rural

**APPENDIX C**  
**The Survey Instruments for Measurement-Based Leverage of Cause Oriented Sport Sponsorship/Partnership**

**Informed Consent Form**

**Title:** Leveraging the measured societal value via sponsorship/partnership  
**IRB Approval #:** [HUM00045880](#)

**Principal Investigator:** Seung Pil Lee, Doctoral Candidate, Sport Management, School of Kinesiology, The University of Michigan, Ann Arbor MI 48109; (734) 647-0847, [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Faculty advisor:** T. Bettina Cornwell, Edwin E. & June Woldt Cone Professor of Marketing Lundquist College of Business, University of Oregon, Eugene, OR, 97403, [tbc@uoregon.edu](mailto:tbc@uoregon.edu)  
Kathy Babiak, Associate Professor, Sport Management, School of Kinesiology, The University of Michigan, Ann Arbor, MI, 48109, [kbabiak@umich.edu](mailto:kbabiak@umich.edu)

**Description:** This study investigates the perception, attitude and behavior for sport related partnership initiatives. You will be asked to read several paragraph about corporations, NPOs and their partnership activities. You will be asked to respond to several questions about the passages you have read. The study should take 5minutes.

**Benefits and Risks:** You may benefit from learning about how research is conducted and you are invited to ask questions during the debriefing session at the end of your participation. There are no foreseeable risks to participation in this study.

**Confidentiality:** The responses you provide will be confidential. If the results of this study were to be published, your name would not be used in any way.

**Right to Refuse or End Participation in this Study:** You can withdraw from this study at any time without any negative consequences. If you feel uncomfortable with the questions ask or the conduct of the research you may withdraw from the study.

**Debriefing:** After finishing the study you will have the opportunity to learn more about it and to ask any questions you might have. If a question or comment arises after you have departed, please feel free to contact Seung Pil Lee (734) 647-0847 or to email him at [seungpil@umich.edu](mailto:seungpil@umich.edu)

**Concerns:** The IRB Health Sciences and Behavioral Sciences has determined that this project is exempt from IRB oversight

**Consent:** I have read this page and have had any questions regarding participation in this study answered. Therefore, I give my written consent to participate in this study.

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

Attitude and Behavioral Intention for Sport related Partnership Program or Initiative

Thank you for your willingness to participate in the study.

On the following pages you will read a brief passage about sport-related partnership program or initiative implemented by corporation and non-profit organization (NPO) followed by a series of questions. After reading the passage carefully, respond to the several questions related to the passage. There is no “right” or “wrong” answer.

## Study 1

### 1-A

#### **UnitedHealth Group's support builds on partnership with the Y (YMCA) to extend reach of community-based intervention and prevention programs**

UnitedHealth Group (NYSE: UNH) has announced a three-year, \$2.25 million commitment to support the Y's healthy-living initiatives and efforts to prevent obesity and related chronic diseases. The funding helps Ys across the country strengthen their obesity-prevention and intervention programs for children, adults and families who need ongoing support to make healthy living a reality in their lives.

YMCA of the USA is the national resource office for the Y, one of the nation's leading nonprofits strengthening communities through youth development, healthy living and social responsibility. Across the U.S., 2,687 Ys engage 21 million men, women and children – regardless of age, income or background – to nurture the potential of children and teens, improve the nation's health and well-being and provide opportunities to give back and support neighbors. Anchored in more than 10,000 communities, the Y has the long-standing relationships and physical presence not just to promise, but to deliver, lasting personal and social change.

UnitedHealth Group ([www.unitedhealthgroup.com](http://www.unitedhealthgroup.com)) is a diversified health and well-being company dedicated to helping people live healthier lives and making health care work better. With headquarters in Minnetonka, Minn., UnitedHealth Group offers a broad spectrum of health benefit programs through UnitedHealthcare, Ovation and AmeriChoice, and health services through Ingenix, OptumHealth and Prescription Solutions. Through its family of businesses, UnitedHealth Group serves 75 million people worldwide.

The Y will expand availability of the Health Family Home program to support more families in making small, sustainable changes that improve their health and quality of life. This resource is expected to help families better integrate regular physical activity, increase healthy food choices and strengthen family bonds. YMCA of the USA expects to ensure that YMCA facilities, childcare programs, camps and other programs support opportunities for healthy behaviors including physical activity and healthy eating. More YMCAs will offer the Food and Fun curriculum for their childcare sites to fight childhood obesity. This curriculum infuses healthy eating and physical activity into Y afterschool programs, encourages children and their families to develop healthier habits, and nurtures in them the desire to lead active lives.

## 1-B

### **UnitedHealth Group's support builds on partnership with the Y to extend reach of community-based intervention and prevention programs**

UnitedHealth Group (NYSE: UNH) has announced a three-year, \$2.25 million commitment to support the Y's healthy-living initiatives and efforts to prevent obesity and related chronic diseases. The funding helps Ys across the country strengthen their obesity-prevention and intervention programs for children, adults and families who need ongoing support to make healthy living a reality in their lives.

YMCA of the USA is the national resource office for the Y, one of the nation's leading nonprofits strengthening communities through youth development, healthy living and social responsibility. Across the U.S., 2,687 Ys engage 21 million men, women and children – regardless of age, income or background – to nurture the potential of children and teens, improve the nation's health and well-being and provide opportunities to give back and support neighbors. Anchored in more than 10,000 communities, the Y has the long-standing relationships and physical presence not just to promise, but to deliver, lasting personal and social change.

UnitedHealth Group ([www.unitedhealthgroup.com](http://www.unitedhealthgroup.com)) is a diversified health and well-being company dedicated to helping people live healthier lives and making health care work better. With headquarters in Minnetonka, Minn., UnitedHealth Group offers a broad spectrum of health benefit programs through UnitedHealthcare, Ovation and AmeriChoice, and health services through Ingenix, OptumHealth and Prescription Solutions. Through its family of businesses, UnitedHealth Group serves 75 million people worldwide.

According to an evaluation by Harvard School of Public Health, the Y's healthy-living initiative has been a statistically significant and substantial effect on making sustainable changes that improve their health and quality of life. Also, their study reveals that this partnership initiative has a statistically significant and substantial positive effect on helping families better integrate regular physical activity, increase healthy food choices and strengthen family bonds. According to the experimental assessment from the Harvard School of Public Health, more than 80,000 children among 100,000 children participating in the initiative have been found to have statistically significant and enhanced social skills, interpersonal trust, social identity, health habits and literacy, skills and confidence in school.



## 2-A

Triple Play, the Boys and Girls Clubs of America (BGCA)'s comprehensive health and wellness program, developed in collaboration with Coca-Cola, strives to improve the overall health of Club members ages 6-18 by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. The Coca-Cola Company (NYSE: KO) has announced a three-year, \$2.25 million commitment to support the BGCA's Triple Play.

For more than 100 years, Boys and Girls Clubs of America ([www.bgca.org](http://www.bgca.org)) has enabled young people, especially those who need clubs most, to reach their full potential as productive, caring, responsible citizens. Today, some 4,000 Boys and Girls Clubs serve more than 4.2 million young people through Club membership and community outreach. Key programs emphasize leadership development; education and career exploration; community service; technology training; financial literacy; health and life skills; the arts; sports, fitness and recreation; and family outreach. National headquarters are located in Atlanta.

The Coca-Cola Company is the owner, producer and marketer of nonalcoholic beverage brands. It also manufactures, distributes and markets concentrates and syrups used to produce nonalcoholic beverages. The Company owns or licenses and markets more than 500 nonalcoholic beverage brands, primarily sparkling beverages but also a variety of still beverages, such as waters, enhanced waters, juices and juice drinks, ready-to-drink teas and coffees, and energy and sports drinks. It also manufactures, or authorizes bottling partners to manufacture, fountain syrups, which it sells to fountain retailers, such as restaurants and convenience stores, which use the fountain syrups to produce finished beverages for immediate consumption, or to fountain wholesalers or bottlers, which in turn sell and distribute the fountain syrups to fountain retailers.

Since 2004, Coca-Cola has been partnering with BGCA to launch Triple Play, BGCA's new health and wellness program for kids and teens. Triple Play has three areas of focus: mind, body and soul. The first component of *Mind* in Triple Play encourages young people to eat smart through the Healthy Habits program, which covers the power of choice, calories, vitamins and minerals, the food pyramid and appropriate portion size. The *body* component boosts Clubs' traditional physical activities to a higher level by providing sports and fitness activities for all youth. Body programs include six Daily Fitness Challenges; teen Sports Clubs focused on leadership development, service and careers in athletics; and Triple Play Games Tournaments, inter-Club sectional tournaments that involve multiple team sports. The *Soul theme* helps build positive relationships and cooperation among young people.

## 2-B

Triple Play, the Boys and Girls Clubs of America (BGCA)'s comprehensive health and wellness program, developed in collaboration with the Coca-Cola, strives to improve the overall health of Club members ages 6-18 by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. The Coca-Cola Company (NYSE: KO) has announced a three-year, \$2.25 million commitment to support the BGCA's Triple Play.

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The Triple Play comprehensive health and wellness program has been found to have a statistically significant positive contribution to children and youth's social and physical development. According to Harvard School of Public Health, their sports and fitness activities for all youth including six daily fitness challenges; health habits program and leadership development program have been found to have a statistically significant and substantial positive effect on enhancing social skills, leadership, health literacy, social identity and skills and confidence in school for kids and youths. Further, the evaluation research revealed that more than 80,000 youth among 100,000 youth participating in the initiative have been found to have statistically significant and enhanced interpersonal trust, level of volunteering and cooperation with other.

### 3-A

#### **Right To Play Launches “Kick-It!” Campaign With Microsoft**

Right To Play today announced that it is working with Microsoft Corp. to launch the “*Kick-It!*” program, a global campaign celebrating this year’s summer of football. Running in 11 countries across Europe, North America, the Middle East, and Asia, the promotional program uses the Microsoft Web Platform and its rich global network of hosting partners. In addition, for every purchase of Windows Server through a participating hosting partner, Microsoft makes a donation to Right To Play to provide children around the world with the opportunity to benefit from the best values of sport and play.

Right To Play is an international humanitarian organization that uses sport and play programs to improve health, develop life skills, and foster peace for children and communities in some of the most disadvantaged areas of the world. Working in both the humanitarian and development context, Right To Play builds local capacity by training community leaders as coaches to deliver its programs in 23 countries affected by war, poverty, and disease in Africa, Asia, the Middle East and South America.

Microsoft Corporation is a public multinational corporation headquartered in Redmond, Washington, USA that develops, manufactures, licenses, and supports a wide range of products and services predominantly related to computing through its various product divisions. It operates in five segments: Windows & Windows Live Division (Windows Division), Server and Tools, Online Services Division, Microsoft Business Division, and Entertainment and Devices Division. It also designs and sells hardware, including the Xbox 360 gaming and entertainment console and accessories, the Zune digital music and entertainment device and accessories, and Microsoft personal computer (PC) hardware products.

Microsoft is excited to contribute to Right To Play’s efforts to better the lives of children through sport and play,” said Brian Goldfarb, director of the developer platform group at Microsoft. “Efforts associated with the “*Kick-It!*” promotion will provide Right To Play with the financial resources and technology necessary to enable the organization to increase the efficiency and impact of their incredible work.” Founded in 2000 by Johan Koss, a four-time Olympic Gold medalist, Right To Play is a leading international humanitarian and development organization using the transformative power of sport and play to build essential skills in children and thereby drive social change in communities affected by war, poverty and disease. Its programs target the most vulnerable, including girls, people living with disabilities, children affected by HIV and AIDS, street children, former child combatants and refugees.

### 3-B

#### **Right To Play Launches “Kick-It!” Campaign With Microsoft**

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A program evaluation, developed in collaboration with the Prevention Research Center at the Harvard School of Public Health and Social Work, found the “*Kick-it!*” campaign to have statistically significant and substantial contribution to building essential skills in children and drive social change in communities affected by war, poverty and disease. In 2009, researchers report that the “*Kick-it!*” campaign has been found to have a statistically significant and substantial positive effect on enhancing social skills, leadership, health habits and literacy, social identity and skills and confidence in school for more than 100,000 children and youth, the most vulnerable including girls and people with disabilities in Africa and developing countries. Further, they report that it has been reducing the significant number of children affected by HIV and AIDS.

#### 4-A

“GoGirlGo!” is the partnership program implemented by the Women’s Sports Foundation and the Gatorade company designed to combat the alarming physical and psychological health hazards affecting America’s young girls. GoGirlGo! uses sport and physical activity as an educational intervention that supports girls’ health and wellness in childhood and early womanhood. The Gatorade Company has announced a three-year, \$2.25 million commitment to support the Women’s Sports Foundation’s “GoGirlGo!” program and efforts for young girl’s health and wellness.

The Women’s Sports Foundation is the leading authority on the participation of women and girls in sports—it advocates for equality, educates the public, conducts research and offers grants to promote sports and physical activity for girls and women. Founded by Billie Jean King in 1974, the Women’s Sports Foundation builds on her legacy as a champion athlete, advocate of social justice and agent of change. They strive for gender equity and fight discrimination in sports. The Foundation works for equal opportunity for our daughters to play sports so they, too, can derive the psychological, physiological and sociological benefits of sports participation.

Gatorade is a brand of flavored non-[carbonated sports drinks](#) intended for consumption during physically active occasions, Gatorade beverages are formulated to rehydrate and replenish fluid, [carbohydrates](#) and [electrolytes](#). There's a reason why the product's name is Gatorade. The drink was invented during the 1960s by University of Florida doctors in order to hydrate the university's football team -- The Gators. The lemon-lime-flavored drink has grown to become one of the leading sports drinks in the US. The company has continued to create new beverages, including its vitamin-enhanced Propel Fitness Water. Its G series, introduced in 2010, offers a line of beverages called G Prime 01, G Perform 02, and G Recover 03, designed to meet the fluid and nutrient needs of collegiate and professional athletes before, during, and after practice, training, or competition. It also offers energy shakes and bars. Gatorade is owned by PepsiCo.

A Web site designed specifically for girls, GoGirlWorld.org lets girls connect with friends and learn how to embrace sports and physical activity. GoGirlWorld.org gives girls the opportunity to view sports and physical activity not just as something that's good for them, but part of a cool lifestyle. GoGirlGo!’s vision is a society in which parents understand the benefits of sports and physical activity participation for both their daughters and their sons and equally encourage them to be active and healthy. Together they want to create a society in which girls and women of all ages fully experience and enjoy sports and physical activity with no barriers to their participation. Their success depends on people around the world who work with us to help every girl and woman believe that she can be fit, confident and healthy in a body of any size.

## 4-B

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A program evaluation developed in collaboration with the Prevention Research Center at the Harvard School of Public Health, found the “GoGirlGo!” program to have a statistically significant and substantial contribution to building capacities for organizations and communities that get girls active, provides equal opportunities for girls and women, and supporting physically and emotionally healthy lifestyles. In 2009, researchers report that “GoGirlGo!” program has been found to have a statistically significant and positive effect on enhancing social skills, leadership, health habits and literacy, social identity and confidence in school for more than 90,000 young girls among 100,000 involved in GoGirlGo! Program. Further, they report that “GoGirlGo!” program has been significantly reducing the obesity, teen pregnancy, birth rate in girls under 17.

## 5- A

McDonald's Corp. has announced a five-year, \$5 million commitment to support the bike camp program and efforts to teach special needs children including Down-syndrome and autism to ride a conventional two wheels bicycle implemented by Lose The Training Wheels across the nation. The funding helps Lose The Training Wheels strengthen their bike camp initiatives across the country for special needs children, who need ongoing support to make healthier living a reality in their lives.

In January 2007, a small group of parents, therapy professionals, and business leaders formed Lose The Training Wheels, Inc as a not-for-profit organization which was recognized as a tax exempt public charity in June of 2008. The mission of Lose The Training Wheels is to teach individuals with disabilities to ride a conventional two wheel bicycle and become lifelong independent riders. The Lose The Training Wheels bike program has grown from one camp and one fleet of bikes in 1999, to 50 camps across the U.S. and in Canada and five fleets of bikes in 2008.

McDonald's Corporation (NYSE: MCD) is the world's largest chain of hamburger fast food restaurants, serving more than 58 million customers daily. In addition to its signature restaurant chain, McDonald's Corporation held a minority interest in Pret A Manger until 2008, was a major investor in the Chipotle Mexican Grill until 2006, and owned the restaurant chain Boston Market until 2007. A McDonald's restaurant is operated by either a franchisee, an affiliate, or the corporation itself. McDonald's primarily sells hamburgers, cheeseburgers, chicken products, french fries, breakfast items, soft drinks, shakes, and desserts. In response to obesity trends in Western nations and in the face of criticism over the healthiness of its products, the company has modified its menu to include alternatives considered healthier such as salads, wraps and fruit.

With a phenomenal success rate of more than 80% and more than 1,500 children reached annually, Lose The Training Wheels continues to see intense demand for its program. The impact of learning to ride a bicycle expects to create a gateway of opportunity, helping special needs children gain assurance and self-reliance in many other aspects of their lives. Also, the program's high level of success in helping individuals with disabilities accomplish this feat continues to drive demand for our camps and fuel our growth. Lose The Training Wheels anticipates that over the next 5 years they will grow to more than 100 camps in at least 5 countries.

## 5- B

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A program evaluation developed in collaboration with the Prevention Research Center at the Harvard School of Public Health and Education, bike camps have been found to have statistically significant contributions to special needs children and youth by creating a gateway of opportunities, helping them gain assurance and self-reliance in many other aspects of their lives including realizing their potential, developing physical fitness, demonstrating courage and experience joy and friendship. In 2009, researchers report that bike camps have been found to have a statistically significant and substantial positive effect on enhancing social skills, interpersonal trust, health habits and literacy, social identity and skills and confidence in school for 1,500 children in the nation.



## Study 2

### 1-A

**Please read the latest news release from UNICEF below carefully for one or two minutes**

UNICEF and FC Barcelona kicked off a five-year partnership in September 2006 to raise awareness and funds to benefit children affected by HIV and AIDS. Every year for five years, FC Barcelona donates \$1.9 million per year over five years to help fund projects aimed at combating HIV and AIDS in Africa and Latin America. Along with the funding, the football club is featuring the UNICEF logo on its 2006-2007 jersey, the first placement of its kind in the club's 107-year history.

UNICEF began working to help children around the world when it was created by the United Nations in 1946. The organization strives to protect children's rights and help children who are victims of war, poverty, disasters, and exploitation. UNICEF's focus areas include child survival and development, child protection, education and gender equality, and HIV/AIDS prevention. The group is active in more than 190 countries and has offices in about 125. It boasts representatives from 36 countries that oversee UNICEF as executive board members. Its budget comes from governments and individual contributions and from the sale of products such as greeting cards.

All hail the blue and red, as thousands (or rather hundreds of thousands) of Spanish do at FC Barcelona's home games. Known as Barca, FC Barcelona plays football (soccer) at Europe's largest stadium, the 98,000-seat capacity Camp Nou. The club has won 18 Spanish Liga titles, four Cup Winner's Cups, and two European crowns. Current stars include the Argentine Lionel Messi and Spanish national team standouts Xavi and Andrés Iniesta. FC Barcelona was founded in 1899 by Hans Gamper. As a club, not a company, Barca's funding comes from ticket sales, sponsors, and the Barcelona Foundation, a coterie of 122 private companies.

This commitment to UNICEF and the world's children reinforces FC Barcelona's motto, 'More Than a Club.' Demonstrating its support for children and sport as a force for good in children's lives, FC Barcelona hosted the 16 boys from Uganda who belong to The Kids League, a UNICEF-supported NGO that uses sport and recreation to bring children together throughout Uganda. In April 2007, FC Barcelona President Joan Laporta was presented with the Spirit of Sport Award in recognition of the partnership with UNICEF. Every year, the Laureus World Sports Awards honours the globe's best sportsmen and sportswomen and celebrates the universal power of using sport as a tool for social change. The Spirit of Sport Award acknowledges those in sports who take action to create a better world.

## 1-B

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Developed in collaboration with the Prevention Research Center at the Harvard School of Public Health, this partnership initiative has been found to make a significant contribution to the fight against HIV/AIDS. They report that it has been significantly effective and successful to reduce the mortality rate among children under five by two thirds and to reduce the maternal mortality ratio by three quarters in Africa and Latin America. Also, they report that it has been significantly effective to spread health literacy and awareness and enhance wellness to the general public including fans over 2.5 million visitors to the games per year. Further, they report that it has a statistically and significant positive impact on educating 750,000 children and teen about HIV/AIDS and preventive efforts as well as enhancing their health literacy and wellness in their daily life.

## 2-A

**Please read the latest news release from LIVESTRONG below carefully for one or two minutes**

In keeping with its innovative approach to nonprofit management, **LIVESTRONG** announced a partnership with Kansas City-based Sporting Club to name its stadium and event complex “**LIVESTRONG Sporting Park.**” Sporting Club, the parent organization of Sporting Kansas City of Major League Soccer, hosts a variety of sports and entertainment events at the new stadium, including all home matches for the soccer team. Through this unique partnership, fans join the fight against cancer every time they support their teams or enjoy memorable performances at the venue. For the duration of the agreement, a portion of all stadium revenues, including ticket sales and concessions, funds the foundation’s advocacy work. The partnership also helps launch the development of local cancer survivorship services for Kansas City residents.

**LIVESTRONG** serves people affected by cancer and empowers them to take action against the world’s leading cause of death. Created as the Lance Armstrong Foundation in 1997 by cancer survivor and champion cyclist Lance Armstrong, the organization is now known publicly by its powerful brand – **LIVESTRONG** – and is a leader in the global movement on behalf of 28 million people around the world living with cancer today. Known for its iconic yellow wristband, **LIVESTRONG** has become a symbol of hope and inspiration to people affected by cancer around the world.

Sporting KC is owned by a group of local Kansas City business and community leaders comprised of Neal Patterson, Cliff Illig, Pat Curran, Greg Maday and Robb Heineman. Its flagship Major League Soccer property, Sporting Kansas City, is the only locally owned professional sports team in the city and the club prides itself on its commitment and innovative vision to provide high-performance entertainment and consumer experiences. Founded in 1996 as an original charter member of Major League Soccer, Sporting Kansas City enters its 16th season in 2011 with a state-of-the-art, \$200 million plus stadium to open in June and the launch of a ground-breaking membership model that transforms the way a professional sports team connects with its supporters.

**LIVESTRONG Sporting Park**, the first major league professional sports stadium in the state of Kansas, is a part of a development plan that also includes a nearby tournament-quality athletics complex with 18-24 fields and associated amenities to host national, regional and local youth and adult soccer tournament, camps, leagues, practices and games. Sporting Club strives to host a variety of fan-friendly, high-entertainment experiences in **LIVESTRONG Sporting Park**. In addition, to Sporting Kansas City regular season home matches, the organization now has the ability to host additional high-level soccer matches in their own venue, including MLS Cup home playoff matches, U.S. Open Cup competition, reserve league games, Juniors matches and marquee international friendlies similar to last year’s 2-1 upset of Manchester United.

## 2-B

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Developed in collaboration with the Prevention Research Center at the Harvard School of Public Health, this partnership initiative has been found to make a significant contribution to the fight against cancer in various ways. First, they report that it has been significantly effective and successful to expand pioneering work for young adults fighting cancer. Also, they report that it has been significantly effective and successful to spread health literacy and awareness and enhance wellness to the general public including fans over 2.5 million visitors at the stadium per year. Further, they also report that this initiative has a statistically significant and positive impact on educating 750,000 children and teens per year about cancer and preventive efforts as well as enhancing their health literacy and wellness in their daily life.

**Section 1:**

LIVESTRONG/The Lance Armstrong Foundation is a non-profit organization (NPO), which does not distribute its surplus funds to owners or shareholders, but instead uses them to help pursue its goals. It is recognized by the IRS with a 501(c) 3 charitable designation and its revenue largely depends on donations of individuals and corporations.

**How much would you be willing to donate to LIVESTRONG or its causes from your disposable income based on the passage on the preceding page?**

Please circle one answer for each amount level to show your certainty of willingness to donate!  
Please consider that you cannot use this money for other purpose anymore!

The amount	Level of your certainty				
25 cents	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
50 cents	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 1	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 2	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 3	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 4	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 5	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 7	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 10	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 20	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 30	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 40	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 50	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 60	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 70	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 80	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 90	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 100 or more	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No

**Section 2:** Please check one level of the degree to agreement in the following statements based on the news release that you have read on the preceding page.

1. I am interested in learning more about Sporting KC.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
--------------------------	---	---	---	---	---	---	---	-----------------------
  
2. I am interested in learning more about LIVESTRONG.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
--------------------------	---	---	---	---	---	---	---	-----------------------
  
3. These organizations (Sporting KC and LIVESTRONG) seem to go together.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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4. These organizations (Sporting KC and LIVESTRONG) have nothing to do with each other.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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5. Sporting KC's partnership with LIVESTRONG seems to be a sincere attempt to deliver value to society rather than a self-interested attempt to gain market value.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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6. The social initiatives of Sporting KC are sincere.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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7. The social initiatives of LIVESTRONG are sincere.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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8. How do you perceive the balance of power between Sporting KC and LIVESTRONG in the above partnership?  

5	4	3	2	1	0	1	2	3	4	5	
Sporting KC is more powerful					Equally balanced						LIVESTRONG is more powerful
  
9. The emotional reward I would get from the products or services of Sporting KC makes it worthwhile for me.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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10. Purchasing the products or services of Sporting KC would give me a sense of warmth and comfort.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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11. Purchasing the products or services of Sporting KC would make me happy.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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12. I would experience an emotional gain if I select the products or services of Sporting KC among the same category of the brand.  

<i>Strongly disagree</i>	1	2	3	4	5	6	7	<i>Strongly agree</i>
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13. Supporting a program/initiative using sport is an effective tool to make contribution to society.

*Strongly disagree*    1    2    3    4    5    6    7    *Strongly agree*

**“Corporate social performance (CSP) is defined as a company’s overall performance in corporate prosocial programs in relation to those of its leading competitors in the industry.”**  
 How would you rate the Sporting KC’s corporate social performance (CSP) **based on the news release that you have read on the preceding page?**

<i>Not Excellent</i>	1	2	3	4	5	6	7	8	9	10	<i>Excellent</i>
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<i>Insincere</i>	1	2	3	4	5	6	7	8	9	10	<i>Sincere</i>
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<i>Ineffective</i>	1	2	3	4	5	6	7	8	9	10	<i>Effective</i>
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<i>Not trustworthy</i>	1	2	3	4	5	6	7	8	9	10	<i>Trustworthy</i>
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<i>Not rewardable</i>	1	2	3	4	5	6	7	8	9	10	<i>Rewardable</i>
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<i>Not committed</i>	1	2	3	4	5	6	7	8	9	10	<i>Committed</i>
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<i>Not fair</i>	1	2	3	4	5	6	7	8	9	10	<i>Fair</i>
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<i>Not important</i>	1	2	3	4	5	6	7	8	9	10	<i>Important</i>
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<i>Not Exploitive</i>	1	2	3	4	5	6	7	8	9	10	<i>Exploitive</i>
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<i>Not opportunistic</i>	1	2	3	4	5	6	7	8	9	10	<i>Opportunistic</i>
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**How well does Sporting KC fit with LIVESTRONG’s image?**

<i>Dissimilar</i>	1	2	3	4	5	6	7	8	9	10	<i>Similar</i>
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<i>Inconsistent</i>	1	2	3	4	5	6	7	8	9	10	<i>Consistent</i>
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<i>Atypical</i>	1	2	3	4	5	6	7	8	9	10	<i>Typical</i>
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<i>Unrepresentative</i>	1	2	3	4	5	6	7	8	9	10	<i>Representative</i>
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<i>Not complementary</i>	1	2	3	4	5	6	7	8	9	10	<i>Complementary</i>
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<i>Not go together</i>	1	2	3	4	5	6	7	8	9	10	<i>Go together</i>
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**Section 3:**

S1. I have trustworthy social interaction and cooperation in daily activities with the people in my community.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

S2. I enjoy trustworthy interaction and cooperation with the people in my community.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

S3. Generally, I trust and cooperate with people in my social networks.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

S4. When I interact with people in my community, I feel a common sense of trust and cooperation.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

S5. I feel I work with trustworthy and cooperative people in my community.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C1. I have a strong sense of belonging to the community or group where I live or work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C2. I have a shared feeling of "we" or "groupness" with the people in my community or group where I live or work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C3. I have shared goals, ideas or opinions with the people in my community or group where I live or work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

C4. I have similar goals, ideas or views to the people in my community or group where I live or work.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

HL1. I have a basic understanding and social skills needed to maintain my health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

HL2. I acquire and use basic health information in daily life to maintain good health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

HL3. I have the capacity to obtain, understand, and process basic health information and services to make appropriate health decisions.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*



HL4. I understand I am in control of my health.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

W1. I feel good about my physical health, mental health and social interactions.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

W2. I feel good about my whole life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

W3. I feel healthy, happy and appreciated.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

W4. I feel confident in my ability to handle most things in my life.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H1. I feel I am continually growing and developing as a person.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H2. I have an opportunity to continue developing knowledge, skills, and competencies.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H3. I have the necessary knowledge, skills and competence to develop as a person.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H4. I am continually making efforts to improve my social and economic well-being.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

H5. I am committed to improve my social and economic well-being.

*Strongly disagree* 1 2 3 4 5 6 7 *Strongly agree*

**Section 4: Please fill out your demographic information and give us your opinion or perception related to the following questions.**

1. Year born: \_\_\_\_\_
  
2. Which of the following best describes you?  
 Freshmen     sophomore     junior     senior     graduate
  
3. Gender:     Female     Male
  
4. How many times have you purchased merchandises or watched games of Sporting KC?  
 Never                       1-2 times                       3-4 times                       5-6 times  
 7-8 times                       9-10 times                       over 10 times
  
5. How familiar are you with the brand of Sporting KC?  

<i>Not familiar</i>	1	2	3	4	5	6	7	<i>familiar</i>
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6. How often do you participate in community oriented sports (e.g. intramural sport, city tennis tournament, softball league organized by local community)?  
 Never                       1-2 times a year                       3-4 times a year                       1-2 times a month  
 3-4 times a month                       5-6 times a month                       7-8 times a month                       over 9 times a month
  
7. How often are you exposed to community oriented sports as spectator or supporter?  
 Never                       1-2 times a year                       3-4 times a year                       1-2 times a month  
 3-4 times a month                       5-6 times a month                       7-8 times a month                       over 9 times a month
  
8. How often do you volunteer in community oriented sports?  
 Never                       1-2 times a year                       3-4 times a year                       1-2 times a month  
 3-4 times a month                       5-6 times a month                       7-8 times a month                       over 9 times a month
  
9. Household Income (Please estimate your household income including your parents' income):  

<input type="checkbox"/> Below \$20,000	<input type="checkbox"/> \$20,000-\$39,999	<input type="checkbox"/> \$40,000-59,999	<input type="checkbox"/> \$60,000-79,999
<input type="checkbox"/> \$80,000-99,999	<input type="checkbox"/> \$100,000-149,999	<input type="checkbox"/> \$150,000-199,999	<input type="checkbox"/> \$200,000 or above

### Study 3

1

**Please read the latest news release from LIVESTRONG below carefully for one or two minutes**

In keeping with its innovative approach to nonprofit management, **LIVESTRONG** announced a partnership with Kansas City-based Sporting Club to name its stadium and event complex “**LIVESTRONG Sporting Park**.” Sporting Club, the parent organization of Sporting Kansas City of Major League Soccer, hosts a variety of sports and entertainment events at the new stadium, including all home matches for the soccer team. Through this unique partnership, fans join the fight against cancer every time they support their teams or enjoy memorable performances at the venue. For the duration of the agreement, a portion of all stadium revenues, including ticket sales and concessions, funds the foundation’s advocacy work. The partnership also helps launch the development of local cancer survivorship services for Kansas City residents.

**LIVESTRONG** serves people affected by cancer and empowers them to take action against the world’s leading cause of death. Created as the Lance Armstrong Foundation in 1997 by cancer survivor and champion cyclist Lance Armstrong, the organization is now known publicly by its powerful brand – **LIVESTRONG** – and is a leader in the global movement on behalf of 28 million people around the world living with cancer today. Known for its iconic yellow wristband, **LIVESTRONG** has become a symbol of hope and inspiration to people affected by cancer around the world.

Sporting KC is owned by a group of local Kansas City business and community leaders comprised of Neal Patterson, Cliff Illig, Pat Curran, Greg Maday and Robb Heineman. Its flagship Major League Soccer property, Sporting Kansas City, is the only locally owned professional sports team in the city and the club prides itself on its commitment and innovative vision to provide high-performance entertainment and consumer experiences. Founded in 1996 as an original charter member of Major League Soccer, Sporting Kansas City enters its 16th season in 2011 with a state-of-the-art, \$200 million plus stadium to open in June and the launch of a ground-breaking membership model that transforms the way a professional sports team connects with its supporters.

**LIVESTRONG Sporting Park**, the first major league professional sports stadium in the state of Kansas, is a part of a development plan that also includes a nearby tournament-quality athletics complex with 18-24 fields and associated amenities to host national, regional and local youth and adult soccer tournament, camps, leagues, practices and games. Sporting Club strives to host a variety of fan-friendly, high-entertainment experiences in **LIVESTRONG Sporting Park**. In addition, to Sporting Kansas City regular season home matches, the organization now has the ability to host additional high-level soccer matches in their own venue, including MLS Cup home playoff matches, U.S. Open Cup competition, reserve league games, Juniors matches and marquee international friendlies similar to last year’s 2-1 upset of Manchester United.

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According to Harvard Business School, **LIVESTRONG Sporting Park**, the first major league professional sports stadium in the state of Kansas, is a part of a development plan that also includes a nearby tournament-quality athletics complex with 18-24 fields and associated amenities to host national, regional and local youth and adult soccer tournament, camps, leagues, practices and games. Sporting Club strives to host a variety of fan-friendly, high-entertainment experiences in **LIVESTRONG Sporting Park**. In addition, to Sporting Kansas City regular season home matches, the organization now has the ability to host additional high-level soccer matches in their own venue, including MLS Cup home playoff matches, U.S. Open Cup competition, reserve league games, Juniors matches and marquee international friendlies similar to last year’s 2-1 upset of Manchester United.

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According to a program evaluation, this partnership initiative has been found to make a significant contribution to the fight against cancer in various ways. First, they report that it has been significantly effective and successful to expand pioneering work for young adults fighting cancer. Also, they report that it has been significantly effective and successful to spread health literacy and awareness and enhance wellness to the general public including fans over 2.5 million visitors at the stadium per year. Further, they also report that this initiative has a statistically significant and positive impact on educating 750,000 children and teens per year about cancer and preventive efforts as well as enhancing their health literacy and wellness in their daily life.

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According to a program evaluation endorsed by the Harvard School of Public Health, this partnership initiative has been found to make a significant contribution to the fight against cancer in various ways. First, they report that it has been significantly effective and successful to expand pioneering work for young adults fighting cancer. Also, they report that it has been significantly effective and successful to spread health literacy and awareness and enhance wellness to the general public including fans over 2.5 million visitors at the stadium per year. Further, they also report that this initiative has a statistically significant and positive impact on educating 750,000 children and teens per year about cancer and preventive efforts as well as enhancing their health literacy and wellness in their daily life.

**Section 1:**

LIVESTRONG/The Lance Armstrong Foundation is a non-profit organization (NPO), which does not distribute its surplus funds to owners or shareholders, but instead uses them to help pursue its goals. It is recognized by the IRS with a 501(c) 3 charitable designation and its revenue largely depends on donations of individuals and corporations.

**How much would you be willing to donate to LIVESTRONG or its causes from your disposable income based on the passage on the preceding page?**

Please circle one answer for each amount level to show your certainty of willingness to donate!  
Please consider that you cannot use this money for other purpose anymore!

The amount	Level of your certainty				
25 cents	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
50 cents	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 1	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 2	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 3	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 4	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 5	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 7	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 10	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 20	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 30	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 40	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 50	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 60	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 70	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 80	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 90	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No
\$ 100 or more	Definitely Yes	Probably Yes	Don't know	Probably No	Definitely No

**Section 2:** Please check one level of the degree to agreement in the following statements based on the news release that you have read on the preceding page.

**“Corporate social performance (CSP) is defined as a company’s overall performance in corporate prosocial programs in relation to those of its leading competitors in the industry.”**

How would you rate the Sporting KC’s corporate social performance (CSP) based on the news release that you have read on the preceding page?

<i>Not Excellent</i>	1	2	3	4	5	6	7	8	9	10	<i>Excellent</i>
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<i>Insincere</i>	1	2	3	4	5	6	7	8	9	10	<i>Sincere</i>
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<i>Ineffective</i>	1	2	3	4	5	6	7	8	9	10	<i>Effective</i>
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<i>Not trustworthy</i>	1	2	3	4	5	6	7	8	9	10	<i>Trustworthy</i>
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<i>Not rewardable</i>	1	2	3	4	5	6	7	8	9	10	<i>Rewardable</i>
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<i>Not committed</i>	1	2	3	4	5	6	7	8	9	10	<i>Committed</i>
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<i>Not fair</i>	1	2	3	4	5	6	7	8	9	10	<i>Fair</i>
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<i>Not important</i>	1	2	3	4	5	6	7	8	9	10	<i>Important</i>
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<i>Not Exploitive</i>	1	2	3	4	5	6	7	8	9	10	<i>Exploitive</i>
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<i>Not opportunistic</i>	1	2	3	4	5	6	7	8	9	10	<i>Opportunistic</i>
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**How well does Sporting KC fit with LIVESTRONG?**

<i>Dissimilar</i>	1	2	3	4	5	6	7	8	9	10	<i>Similar</i>
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<i>Inconsistent</i>	1	2	3	4	5	6	7	8	9	10	<i>Consistent</i>
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<i>Atypical</i>	1	2	3	4	5	6	7	8	9	10	<i>Typical</i>
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<i>Unrepresentative</i>	1	2	3	4	5	6	7	8	9	10	<i>Representative</i>
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*Not complementary*      1   2   3   4   5   6   7   8   9   10      *Complementary*

*Do not go together*      1   2   3   4   5   6   7   8   9   10      *Go together*

**Section 4: Please fill out your demographic information and give us your opinion or perception related to the following questions.**

1. Year born: \_\_\_\_\_

2. Which of the following best describes you?

Freshmen       sophomore       junior       senior       graduate

3. Gender:       Female       Male

4. How many times have you purchased merchandises or watched games of Sporting KC?

Never                       1-2 times                       3-4 times                       5-6 times  
 7-8 times                       9-10 times                       over 10 times

5. How familiar are you with the brand of Sporting KC?

*Not familiar*      1   2   3   4   5   6   7      *familiar*

6. Household Income (Please estimate your household income including your parents' income):

Below \$20,000       \$20,000-\$39,999       \$40,000-59,999       \$60,000-79,999  
 \$80,000-99,999       \$100,000-149,999       \$150,000-199,999       \$200,000 or above

Thank you for your contribution to the study.

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