

## Scenario-development as a tool in education in strategic sportmanagement

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### Aim of paper

The aim of this paper is to show how scenario-development is being used as an educational method and to show that scenario-development is a useful method for education in sportmanagement, especially on a strategic level.

### Organisational context

In the last two years the school of sports economy, marketing and management of Fontys, University of applied science Tilburg, has developed a so called minor, which is a optional subject for students. The title of this minor was Create your future, scenario development 2028. The aim of the minor was twofold:

1. Learning to use the method of scenario-development as a tool for strategic planning and strategic management;
2. Developing scenario's and concrete products/projects that belong to these scenario's, about current and strategic topics in sport.

The year 2028 is chosen because of the Olympic Plan 2028, an initiative/movement in the Netherlands to get sport and sportinfrastructure on a higher level and to make plans (and dream) about a bid for the Olympics in 2028, 100 years after the Olympic Games in Amsterdam in 1928.

### Educational issues / experiences

Because the present students are the managers of tomorrow, it is important that they learn to think and to make plans on a strategic level. The world of sport is often characterized by short-term thinking not by strategic planning. Not only in the context of the Olympic Plan 2028, but also with respect to modern sport and the organisation of sport in the 21th century, which are far more complex than in the 20th century, it is needed that students learn to manage on a strategic level.

In this context we started a research on methods of scenario-development in order to determine if scenario-development would be an interesting tool in an educational context in which learning to think strategically is crucial. Our conclusion was that scenario-development would offer interesting possibilities but that we had to develop our own scenario-method. As a consequence we developed a

method for scenario-development that fits in our educational context.

In the workshop we explain the method of scenario-development which we have developed for this minor. We will argue that scenario-development is both a structured process, in which rational thinking and analyzing are needed, as well a creative process in which out-of-the-box thinking is crucial. It is structured because students need to identify and analyze trends and driving forces that are important for the concerning subject and it is creative because students have to 'jump' to 2028 and try to make different stories on basis of the trends and driving forces. What is real in 2028 which is no reality today?

Scenario-development does not lead to one scenario but, in our method, to four scenario's. They don't predict the future but the scenario's construct the boundaries within which the future will be developed. The scenario's are internally consistent but they differ maximal from each other. In the last two years scenario's have been developed on themes as: *The future of professional soccer in the Netherlands, Sport and media, Sport and technology, The dutch Olympics 2028*. We work with concrete commissioners for whom the students have constructed the scenario's (Royal Dutch Football Association, Sports & Technology, Olympisch Vuur, Infostrada Sports Group).

After the explanation of the research and the scenario-method that we have developed, a couple of students will show in the workshop the results of one scenario development process. This group of students had been selected because they had developed the most interesting and creative scenario's. These students participate also in the Master Student Seminar in Aalborg.

After this we will discuss with the public our experiences with scenario-development as a education tool and the impact for sport and sport management issues.

### References

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### Websites

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