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eYOUAca

Youth Academy of Grassroots Sport

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DELIVERABLE 5.4

EYOUACA PROJECT HANDBOOK

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INTRODUCTION

EYOUACA IS AN INNOVATIVE E-LEARNING ACADEMY AIMING TO TRAIN FUTURE YOUNG LEADERS IN GRASSROOTS SPORT MANAGEMENT AT NATIONAL AND INTERNATIONAL LEVEL.

eYOUAca has the objective of developing an **innovative e-learning academy** for young people between 18 and 30 years old coming from 5 different countries, through the engagement of a team of young leaders who has been already trained during the first 3 past small collaborative partnership projects.



The project is coordinated by an **International Workers and Amateurs in Sports Confederation (CSIT)** with a partnership of 5 national grassroots sport organizations:

- AICS (Italy)
- TUL (Finland)
- UCEC (Spain)
- KALEV (Estonia)
- Health Life Academy (Croatia)

1 organization for sport innovation: EPSI (Belgium)

1 organization which provides certifications for educational services: EurEthics ETSIA (Belgium)

1 cultural non-profit organization: FNCC (Italy)

EYOUACA IS AN EDUCATIONAL PROGRAM, BASED ON 2 FUNDAMENTAL PILLARS: THE INTERGENERATIONAL DIALOGUE AND LEARNING BY DOING.

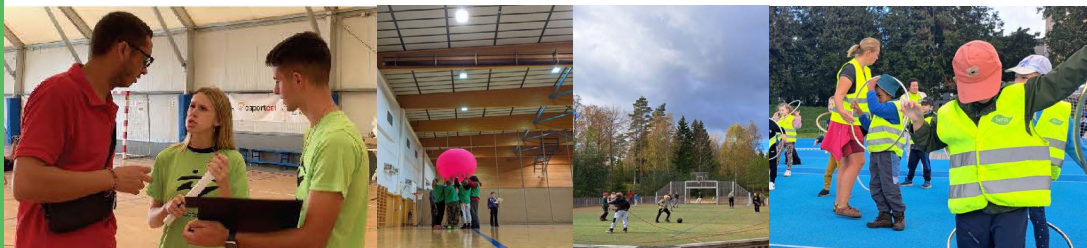
The e-learning platform consists of seven modules, crafted by experts, that were involved by the partner organizations to address key aspects of grassroots sports management:

- Grassroots Sport Movement and Sport Event Organization (CSIT)
- Leadership (UCEC)
- Communication skills (KALEV)
- Business Management & Business Plan (HLA)
- Financial Management (TUL)
- Project Design (AiCS)
- How to manage a sports event addressed to children (FNCC)

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HAVING COMPLETED THE E-LEARNING MODULES, EYOUACA STUDENTS WILL BE ENGAGED IN THE REAL WORK ENVIRONMENT OF GRASSROOTS SPORT HANDS-ON THROUGH AN INTERNSHIP.



WHY STUDYING WITH EYOUACA?



ADDED VALUE FOR YOUNG PEOPLE

eYOUAca is a brilliant opportunity to get a title of Instructor Junior Coach and become a Young Leader in grassroots sport organizations as well as build a network within the grassroots sport movement.



GRASSROOTS SPORT ORGANIZATIONS

will benefit from new educational tools to increase the professional skills of young people and will get a possibility to engage them in their organizations later on as future leaders.

ARE YOU IN?

Let yourself be immersed into the eYOUAca e-learning program, see how it is composed, what materials are used and which learning structures are involved.

Scroll down and use this document as an inspiration to become a part of the eYOUAca yourself, or forward it to someone else, who in your opinion is a perfect match.

E-LEARNING PLATFORM EYOUACA

CONTENTS

INTRODUCTION

This is the first section of the platform aimed at sharing and explaining all the contents and information needed to know by the students before the starting of the eYOUAca modules.



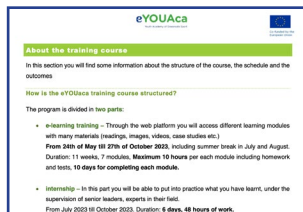
CSIT PRESIDENT BRUNO MOLEA
VIDEO MESSAGE



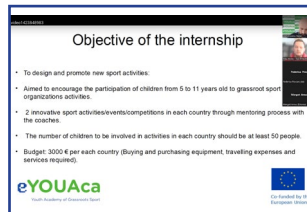
INTRO TO EYOUACA TRAINING
COURSE



ETsia PEER REVIEW ENTRY
LEVEL ASSESSMENT



EYOUACA GUIDELINES



INTRO TO THE INTERNSHIP



MODULE 1: HARD SKILLS & SPECIFIC KNOWLEDGE

The module deals with the knowledge and skills that are necessary for the exercise of the role of leader into the grassroots sport organizations. The ones that are deeply related with the grassroots sport environment and activities, in particular how the grassroots sport movement is structured at national and international level and the key notions useful to stage a grassroots sport event supported by the digital tools that enable the internal communication and planning.

HARD SKILLS AND SPECIFIC KNOWLEDGE: LESSON 1

CONTENTS

PREPARATORY TASK	The aim of the task is to gain insight into the structure of international sports organizations. Search on the internet and find 1 top sport organization and 1 grassroots sport organization. Both are international sports organization. And the grassroots sports organization is not CSIT.	
KEY KNOWLEDGE LIVE RECORDED LESSON	DURATION	90 min
	MAIN CONTENTS	History and existence of grassroots sports organizations Comparison among different International organizations (IOC, Sport Accord and CSIT) Difference between professional and amateur level History, structure and developments of CSIT Main dimensions of CSIT
	MAIN REFERENCES	https://olympics.com/ioc/overview ; https://www.sportaccord.sport/what-is-sportaccord/ www.csit.sport
	TOOLS/MATERIALS	PowerPoint
MINI CASE STUDIES	DESCRIPTION	Find grassroots sports organization which are in the scope of CSIT but not a member, 1 that doesn't fit but it could be partner and 1 that doesn't fit at all
	REFERENCES	International database of national sports organizations
LEARNING CHECK - RECAP		How far share other sports organizations the same norms and values as CSIT:
	TYPOLOGY OF QUESTIONS	amateur sports, sports for all, equality, international activities, fair play, cultural exchange, health, education, care for people, inclusion
SUMMARY AND REFLECTION		The main dimension of sport at international level
	MAIN KEY POINTS	The main differences between organizations Understand the structure, aim and goals of CSIT
FINAL TASK	A number of questions have been formulated in which we ask you to find an answer and to visualize how the world of amateur sport takes shape in other amateur organizations. They operate in the same field of activity as CSIT. It is important to use the received information and online information about CSIT to make a comparison with 2 other international amateur sport organizations. A few have already been mentioned during the lesson, however, the choice is free to further investigate other 2 international amateur sport organizations. Finally, you compare both chosen organizations with CSIT. Try to work out your task in a clear and structured way so that the results can be easily used by others. Curious what you find on the internet and what striking results it produces!	
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Description of 2 activities that could be proposed within the CSIT framework
	REFERENCES	Power point; CSIT video; CSIT Statue; CSIT website
GLOSSARY OF TERMS		
	MAIN TERMS	National sports organization, amateur sports, inclusion

TRAINER: HENK BOUCHOMS

Henk Bouchoms has been active as a volunteer in sports since 1976. Since 1982 he has been committed to bringing added value to amateur sport. In 1992 he became administratively active within CSIT. Currently, in the positions of CSIT Vice-President and Sports Director, many challenges are found that offer perspective to the amateur athlete. His experience provides an excellent basis for participating as a trainer in the Erasmus + projects in which CSIT has a leading role or participates as a partner.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

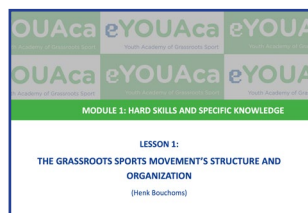
PREPARATORY TASK (to be delivered before the live lesson)

The eYOUAca project takes a closer look at grassroots sports and how to develop responsible and well-prepared activities for amateur athletes. Everyone knows that sport is often practiced in an organized context. This organized context takes shape in national and international sports associations. Each sports association has its specific goals and policy areas. There is a diversity of sports associations that can be roughly divided into top sport and amateur sport. The most striking bundling of sports federations is the International Olympic Committee (IOC). The well-known activities are the Summer and Winter Olympic Games. These sports federations are precisely not the sports associations that focus on amateur sports.

On the other hand, amateur sports federations may be recognized by the IOC. CSIT is therefore recognized by the IOC. It is known that an amateur athlete will never participate in the Olympic Games in his/her amateur status. Of course, you can always dream about it. Top athletes are active at these Olympic Games who have made great sacrifices to be able to participate. The fact is that a top athlete is not born as a top athlete. It is a very long process before climbing the road to top sport as an amateur athlete. CSIT focuses exclusively on amateur athletes and develops international activities that offer participants the opportunity to compete internationally at their own level. This multi-sport event (the CSIT World Sports Games) gives the amateur athlete the indescribable feeling of being privileged to participate in a setting reminiscent of an event like the Olympic Games.

What does eYOUAca expect in this preparatory first task? The aim of the task is to gain insight into the structure of international sports organisations. Search on the internet and find 1 top sport organization and 1 grassroots sport organization. Both are international sports organization. And the grassroots sports organization is not CSIT.

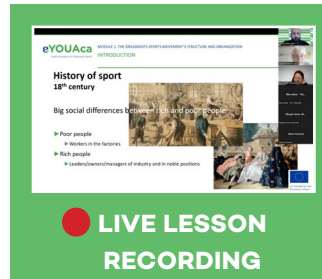
KEY KNOWLEDGE: GRASSROOTS SPORT MOVEMENT STRUCTURE AND ORGANIZATION



SLIDES



HANDOUT NOTES



LIVE LESSON
RECORDING

FINAL TASK

For CSIT it is important to know how international organizations have organized themselves and where the strength of these organizations lies compared to what CSIT strives for in the world of amateur sports. By knowing this better, CSIT can adapt its policy better to the future. A better aligned policy on international amateur sport will lead to a higher quality and more appealing offer. This better offer mainly lies in which event CSIT organizes and how amateur sport is given substance. Your contribution and search for the characteristics of international amateur sport organizations will help to develop CSIT into a modern sport for all organization.

What does eYOUAca expect in this task? A number of questions have been formulated in which we ask you to find an answer and to visualize how the world of amateur sport takes shape in other amateur organizations. They operate in the same field of activity as CSIT. It is important to use the received information and online information about CSIT to make a comparison with 2 other international amateur sport organizations. A few have already been mentioned during the lesson, however, the choice is free to further investigate other 2 international amateur sport organizations. Finally, you compare both chosen organizations with CSIT. Try to work out your task in a clear and structured way so that the results can be easily used by others. Curious what you find on the internet and what striking results it produces!

HARD SKILLS AND SPECIFIC KNOWLEDGE: LESSONS 2 & 3.

After completing these lessons you will be able to:

1. Know the main operational areas of responsibility of a sport event
2. Manage a toolkit aimed at delivering a sport event
3. Understand the importance of digital communication in managerial positions
4. Know how to use important digital tools in the field of management and communication of a sport event

CONTENTS

RECORDED LIVE LESSON	DURATION	90 min
	AIM	To reflect together about the main contents of the Module
LESSON 2: COMMUNICATION AND EVENT MANAGEMENT TOOLS		
TASK	AIM	Create a Trello Account
	DURATION	15-20 min
KEY KNOWLEDGE COMMUNICATION AND EVENT MANAGEMENT TOOLS	MAIN CONTENTS	<p>Basic tools for sports management and their purposes:</p> <ul style="list-style-type: none"> • MS Teams / Google Meets • Zoom • Connection to other software: Zoom to Google Workspace, MS Teams to Google add-ons <p>OneDrive/Google Drive</p> <p>Project management tools:</p> <ul style="list-style-type: none"> • Brief description of Asana, Trello and Slack • Focus on Trello
	MAIN REFERENCES	https://support.google.com/docs#topic=1382883 https://support.microsoft.com/en-us/microsoft-365 https://trello.com/guide?utm_source=trello&utm_medium=inapp&utm_content=header-tips&utm_campaign=guide https://asana.com/guide/examples?utm_source=asana_inproduct&utm_medium=learning_center&utm_campaign=academy_abc
	TOOLS/MATERIALS	Video and power point
	DESCRIPTION	To show how Trello can be used for sport management tasks: setup option
MINI CASE STUDIES	REFERENCES	Personal knowledge/experience
	TOOLS/MATERIALS	Video and written description
SUMMARY AND REFLECTION	MAIN KEY POINTS	Existing tools, and their main features
	TOOLS AND MATERIALS	Video and power point

LESSON 3: HOW TO ORGANIZE A SPORT EVENT		
KEY KNOWLEDGE HOW TO ORGANIZE A SPORT EVENT	DURATION	30 min
	MAIN CONTENTS	Introduction of the event field – warm up: Various events, Event life cycle, Motivation to organize. Questions of values: Fair play, Environmental issues. Resources: volunteers, contents, time, place, participants, budget, technology and maintenance, security and risks, ads and information
	MAIN REFERENCES	N/A
	TOOLS/MATERIALS	Video and power point
TASK	AIM	What are the main rules that you have to know when you want to organize a sport event in your country?
MINI CASE STUDIES	DESCRIPTION	5 Interviews to experienced events organizers
	TOOLS/MATERIALS	5 Videos + power point
SUMMARY AND REFLECTION	MAIN KEY POINTS	Existing tools, and their main features
	TOOLS AND MATERIALS	Video and power point
TAKE AWAY TEST	TYPOLOGY OF THE TEST	15 questions to evaluate the learning process and get the certificate

HARD SKILLS AND SPECIFIC KNOWLEDGE: LESSON 2

TRAINER: DARIYA SHARAFAN

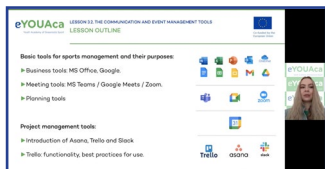
4 years experience in Marketing and Communications for different local companies in Austria and also big international groups. All of these 4 years also spent in CSIT and made the way up from an intern to communication officer for the major sports event CSIT World Sports Games and well as CSIT Single Sports Championships.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

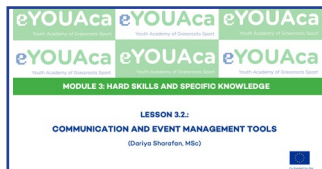
PREPARATORY TASK (to be delivered before the live lesson)

1. Create an account at **TRELLO**
2. Join the eYOUAca Workspace by following the provided link.

KEY KNOWLEDGE: COMMUNICATION AND EVENT MANAGEMENT TOOLS



VIDEO TUTORIAL



SLIDES

MINI CASE STUDY: USING TRELLO FOR A SPECIFIC EVENT

THE TASK:

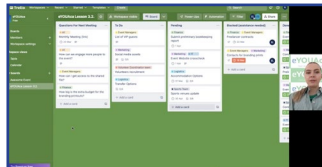
You are a project manager for the small sports event for children from your city. The event team is divided into following teams: Event management, Sports management, Marketing, Finance, Logistics (to organize transfers between venues) and IT. Volunteers are also involved into the event, so they also have to be recruited and managed.

WHAT TO DO:

1. Create a board in your Trello workspace.
2. Organize a board for the event management according to the task.
3. Rename the board: Task_Name Surname_Country (Task_Dariya Sharafan_Austria). Invite eYOUAca Learning to the board.

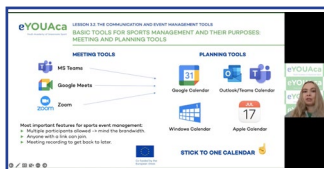
MAKE SURE TO INCLUDE THE FOLLOWING:

1. Make at least four lists (To Do, Done, etc.) with at least three tasks each. Create labels for different teams.
2. Assign a member to any task (assign eYOUAca).
3. Make checklists and create deadlines.
4. Create one automation rule of your choice.



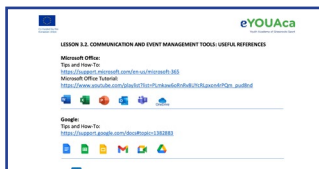
VIDEO TUTORIAL

SUMMARY & REFLECTION



VIDEO TUTORIAL

WHAT TO NEXT



REFERENCES



LEARNING CHECK: RECAP

- 3 Single choice questions
- 3 True/False questions
- 1 Open question

HARD SKILLS AND SPECIFIC KNOWLEDGE: LESSON 3

TRAINER: ANU RAJAJARVI

Graduated from the University of Eastern Finland with a Master of Arts. Since 1994 worked as a lecturer in Upper Secondary Schools and teaching History, Social Studies, Economics, Law and Philosophy aot. At the moment, temporarily working as the executive director of the Social Democrat Women in Finland. In CSIT is in the position of Vice-President in charge of youth and young leaders activities. Additionally, a member of other national and international organisation: TUL (The Finnish Workers Sport Association); The Stadium Foundation (Helsinki Olympic Stadium); The Sports Institute (Pajulahti); Municipal Councillor and the vice chairman of the board in the Municipality of Vihti; Board of Auditors of the European Fair Play Movement.

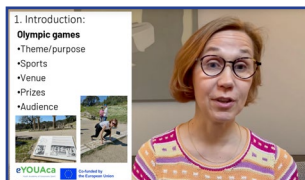
THE LESSON CONSISTS OF FOLLOWING MATERIALS:

PREPARATORY TASK (to be delivered before the live lesson)

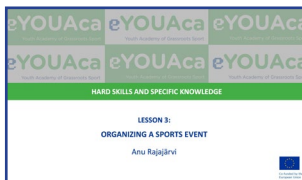
Recall the best sporting event you have participated in as an athlete, organizer or spectator. Describe the event in three terms. Give your answers through this link: <https://www.menti.com/altbvozf6j5>
We will see the answers during the live lesson!

KEY KNOWLEDGE: HOW TO ORGANIZE A SPORT EVENT

At first, you will hear about different kinds of events and the life cycle of conventional events. Then we will continue to talk about resources and values. Finally, we go through a checklist, a long but important list of details related to organizing a sport event.



VIDEO TUTORIAL



SLIDES



HANDOUT NOTES

ASSIGNMENT: WHAT ARE THE MAIN RULES THAT YOU HAVE TO KNOW WHEN YOU WANT TO ORGANISE A SPORT EVENT IN YOUR OWN COUNTRY?

Each event organizer should be aware of local and national rules, restrictions and permits related to the sports events (for example copyrights, security and hygiene instructions).

What are the main rules that you have to know when you want to organise a sport event in your own country?

INSTRUCTIONS:

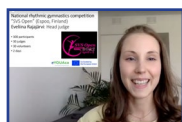
Find a card in Trello under the national heading of your country and collect a maximum of 3 national rules that you think are the most important and explain briefly why you think it is the case as separate inputs in this card (indicate your name in the input).

MINI CASE STUDY:

In the following videos you will find 5 interviews with sport managers that will tell their experiences in the organisations of different kinds of grassroots sport events:



MINI CASE STUDY: INTERVIEWS SUMMARY



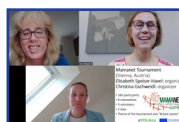
Evelina Rajajarvi:
SVS Open



Paivi Ahola:
GeeBee Boxing
Tournament



Hannu Saikanmaki:
CSIT Swimming
Championships



**Elisabeth Speiser-Havel &
Christina Gschweid:**
Mamanet Championship



Valeria Gherardini:
CSIT World Sports Games
2015

SUMMARY AND REFLECTION



LIVE LESSON RECORDING



LEARNING CHECK: RECAP

10 True/False questions



MODULE 1: HARD SKILLS & SPECIFIC KNOWLEDGE TAKEAWAY TEST

8 Single choice questions
2 True/False questions
3 Open questions



MODULE 2: COMMUNICATION

Students learn the basics of communication with different stakeholders, the ways to better organize their messages and much more. This will help them in their future to better operate and communicate with parents, co-workers, kids and other different people/groups of people.

TRAINER: ILJA TOOME

Ilja has Bachelor's degree in advertising and publicity from the Baltic Film, Media, Arts and Communication School (BFM) of University of Tallinn. His professional experience includes working in the biggest TV group in the Baltic region, leading communication projects for many international and local companies on the Estonian market and also a wide experience in the marketing field.

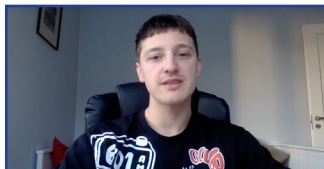
COMMUNICATION MODULE: LESSON 1

CONTENTS:

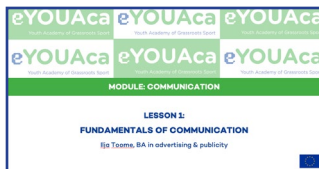
RECORDED LIVE LESSON		
LESSON 1. FUNDAMENTAL OF COMMUNICATION		
KEY KNOWLEDGE FUNDAMENTAL OF COMMUNICATION	MAIN CONTENTS	<ul style="list-style-type: none"> What is communication - How does communication work - Types & styles of communication - Formal & informal communication - Key to excellent communication skills - Well organized message - Organizational communication - Internal vs external communication & audiences - How to communicate with an employee - Change communication - Crisis communication - Public announcement - Press release
	MAIN REFERENCES	Locker, K. O. & Kaczmarek, S. K. (2001). Business Communication: Building Critical Skills. McGraw-Hill. Lesly, P. (1998). Lesly's Handbook of Public Relations & Communications. 5th Edition, McGraw-Hill.
	TOOLS/MATERIALS	Pre-recorded introduction video, PowerPoint, TikTok & Youtube examples
MINI CASE STUDIES	DESCRIPTION	Formal & informal ways of communication. How to change an informal text into a proper formal work email.
	REFERENCES	Tiktok
LEARNING CHECK - RECAP	TPOLOGY OF QUESTIONS	True/false and choice questions.
SUMMARY AND REFLECTION	MAIN KEY POINTS	Short summary of the lecture in the end of PPT.
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	5 quiz questions to answer individually through Moodle.
	REFERENCES	PPT
	TOOLS	Moodle, PowerPoint.
GLOSSARY OF TERMS	MAIN TERMS	Communication, Crisis communication, external communication, formal communication, informal communication, internal audience, press release, public announcement

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: FUNDAMENTALS OF COMMUNICATION



VIDEO TUTORIAL



SLIDES

MINI CASE STUDY

THE TASK:

Watch this TikTok video for better understanding what is the difference between formal and informal email letter and how it is possible to change an informal one into formal.

THE VIDEO:

https://www.tiktok.com/@thesocialctv/video/7195279768789503238?_t=8a5srLFG2as&_r=1

WHAT TO DO:

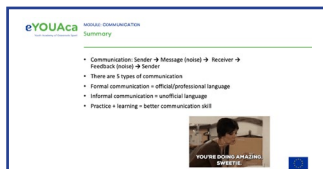
After watching the video, think of any possible informal sentences you could change to formal ones. Try to use this knowledge in the nearest future – while corresponding with other students of our module, for example.



LEARNING CHECK: RECAP

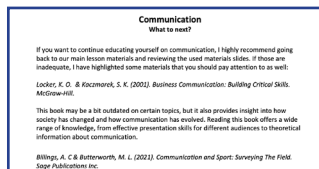
- 2 Single choice questions
- 2 Multiple choice questions
- 1 True/False question

SUMMARY & REFLECTION



HANDOUT NOTES

WHAT TO NEXT



REFERENCES

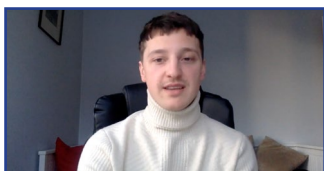
COMMUNICATION MODULE: LESSON 2

CONTENTS:

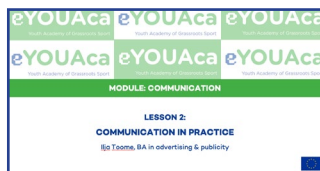
LESSON 2.1. COMMUNICATION IN PRACTICE		
KEY KNOWLEDGE COMMUNICATION IN PRACTICE	DURATION	40 min
	MAIN CONTENTS	How to successfully work with feedback; how to promote events; how to successfully use visual identity; different channels of communication and how to use them.
	MAIN REFERENCES	Locker, K. O. & Kaczmarek, S. K. (2001). Business Communication: Building Critical Skills. McGraw-Hill. Lesly, P. (1998). Lesly's Handbook of Public Relations & Communications. 5th Edition, McGraw-Hill.
	TOOLS/MATERIALS	Moodle, video.
LEARNING CHECK - RECAP	GROUP WORK	<p>First part of group work - We have divided you into groups of 5. Name your group. These groups will work together also in the next communication lectures.</p> <p>First task. create a communication plan (in powerpoint format) for a specific upcoming sports event (e.g. camp for kids).</p> <p>Decide, who is going to be responsible for what actions and how are they going to keep in touch. Who are your audience(s)?"</p>
SUMMARY AND REFLECTION	MAIN KEY POINTS	Short summary of the lecture in the end of PPT; group work.
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	links and references linked to the lesson
	TOOLS	PPTs, videos, internet.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: COMMUNICATION IN PRACTICE I



VIDEO TUTORIAL



SLIDES

HOMEWORK 1: CREATE A COMMUNICATION PLAN

Create a communication plan for a specific upcoming sports event (e.g. camp for kids).

Decide, who is going to be responsible for what actions and how are they going to keep in touch. Who are your audience(s)?

SUMMARY & REFLECTION

eYOUAca

NOTES: COMMUNICATION
Summary

- Information overload refers to when you try to consume too much knowledge at once
- Knowing your communication tools, audience and specific goals helps to consider risks in communication
- Communication planning helps you to succeed
- Stay reasonable and try to understand all your audiences, no matter their background

HANDOUT NOTES

WHAT TO NEXT

Communication

What to next?

If you want to continue educating yourself on communication, I highly recommend going back to our main lesson materials and reviewing the used materials videos. If those are inadequate, I have highlighted some materials that you should pay attention to as well:

Lockyer, K. O. & Kozmowski, S. K. (2002). *Business Communication: Building Critical Skills*. McGraw-Hill.

This book may be a bit outdated on certain topics, but it also provides insight into how society has changed and how communication has evolved. Reading this book offers a wide range of knowledge, from effective presentation skills for different audiences to theoretical information about communication.

Billings, A. C. & Butterworth, M. L. (2002). *Communication and Sport: Surveying The Field*. Sage Publications Inc.

REFERENCES

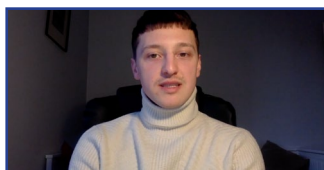
COMMUNICATION MODULE: LESSON 3

CONTENTS:

LESSON 2.2. COMMUNICATION IN PRACTICE: VISUAL IDENTITY AND COMMUNICATION		
KEY KNOWLEDGE VISUAL IDENTITY AND COMMUNICATION	DURATION	30 min
	MATERIALS	Video recorded, ppt
LEARNING CHECK - RECAP	GROUP WORK	"Study a visual identity of any sporting organization of all five countries participating. Find five negative and five positive aspects.
		Create a visual media announcement for their upcoming sports event and find your target group, describe how will you reach it. Mention all channels and ways you would use to promote the event"
SUMMARY AND REFLECTION	MAIN KEY POINTS	Highlights of lesson 3
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Final quiz.
TAKE AWAY TEST	TPOLOGY OF THE TEST	15 questions to evaluate the learning process and get the certificate

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: COMMUNICATION IN PRACTICE II



VIDEO TUTORIAL

eYOUAca

eYOUAca

eYOUAca

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eYOUAca

eYOUAca

MODULE: COMMUNICATION

LESSON 3:

COMMUNICATION IN PRACTICE 2

(6 Teams, 8A in advertising & publicity)

SLIDES

FINAL TASK (to be delivered before the live lesson)

Create a visual media announcement for your upcoming sports event. Find your target group and describe how you will reach it. Mention all channels and ways you would use to promote the event.

SUMMARY & REFLECTION

MODULE: COMMUNICATION
Group Work

You are already divided into groups of five. Continue working in the same groups.

First task: pick one sports organization in your country. Study it's visual identity. Find five positive and five negative aspects.

Second task: decide, what sports event are you working on. Create an announcement about the event, mark down your audience(s) and possible ways to reach them. What media channels would you use to promote the event and how?

HANDOUT NOTES

WHAT TO NEXT

Communication
What to next?

If you want to continue educating yourself on communication, I highly recommend going back to our main lesson materials and reviewing the used materials slides. If those are inadequate, I have highlighted some materials that you should pay attention to as well:

Leahur, K. O. & Kucumrek, E. K. (2002). *Business Communication: Building Critical Skills*. McGraw-Hill.

This book may be a bit outdated on certain topics, but it also provides insight into how society has changed and how communication has evolved. Reading this book offers a wide range of knowledge, from effective presentation skills for different audiences to theoretical information about communication.

Billings, A. C & Butterworth, M. L. (2021). *Communication and Sport: Surveying The Field*. Sage Publications Inc.

REFERENCES

Our Audience: 3rd Buyer Persona – Extended Family Parents and Grannies with Kids

WHY ARE THEY LOOKING FOR?

They are looking for a way to connect with their family members who are not living with them. They want to know how to reach out to them and how to keep them updated on their lives.

MAIN CONCERNS

The main concerns are the lack of information, the presence of a lot of noise and the lack of a clear and affordable price for the service.

MAIN COMMUNICATION CHANNELS

The buyer persona uses traditional information channels. Communication is personal, direct, and requires a lot of time. Parents, on the other hand, use more extensive social media (FB, Instagram).

LIVE LESSON
RECORDING: GROUP A

LIVE LESSON
RECORDING: GROUP B



MODULE 2: COMMUNICATION TAKEAWAY TEST

- 7 Single choice questions
- 7 True/False questions
- 1 Multiple choice question



MODULE 3:

HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

The topics covered in the three lessons are the main aspects of the correlation between sociology and sport, the importance of respect and ethics and how we can use this theoretical frame to organize a sport event addressed to children. The intent is to identify the importance of sporting activity on a micro and macro level and to disseminate values and models of behavior that are aimed at training responsible and inclusive people.

TRAINER: EDMONDO GRASSI

A researcher and professor for the chairs of Sociology of Cultural and Communication Processes, History of Sociology and Sociology of Health at the San Raffaele Telematic University of Rome. Has a PhD in Theoretical and Applied Social Research. In his studies he has explored issues concerning the development of new technologies and their ethical implications, addressing both their contemporary social applications and imaginative projections, conducting discussions on the role of the fantastic in identity and in the collective formation of the person. In addition, he deals with culture change and complex thinking. Since 2015, within the San Raffaele University of Rome and the Fondazione Nazionale Carlo Collodi, he has been involved in educational projects aimed at all age groups, with particular attention to issues related to health, psychophysical well-being, environment and ethical principles that rule our lives.

HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN:

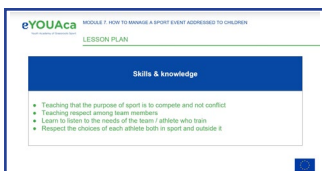
LESSON 1

CONTENTS:

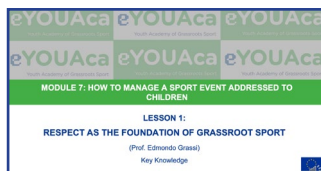
RECORDED LIVE LESSON		
LESSON 1: RESPECT AS THE FOUNDATION OF GRASSROOTS SPORT		
KEY KNOWLEDGE	DURATION	30 minutes
	MAIN CONTENTS	Teaching respect among team members
	TOOLS/MATERIALS	Video, notes and ppt
MINI CASE STUDY	CONTENTS	Two Italian projects whose central theme is the concept of "inclusivity", declined in various social fields.
	TOOLS/MATERIALS	Pdf text
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	True/false and short open-ended questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	Learn to listen to the needs of the team/athlete who trains; Respect the choices of each athlete both in sport and outside it
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Articles, videos
	REFERENCES	Tv series, youtube, newspaper
	TOOLS/MATERIALS	Audio doc and document gathers links and references

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: RESPECT AS THE FOUNDATION OF GRASSROOTS SPORT



VIDEO TUTORIAL

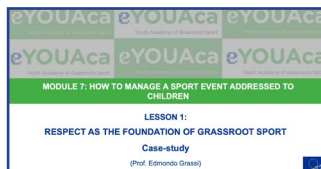


SLIDES

MINI CASE STUDY



VIDEO TUTORIAL



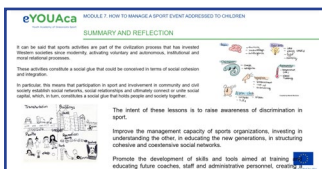
SLIDES



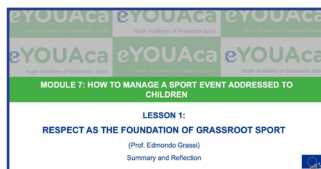
LEARNING CHECK: RECAP

3 Open questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL

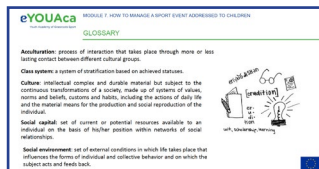


SLIDES

WHAT TO NEXT



AUDIO TUTORIAL



SUPPORTING DOCUMENT

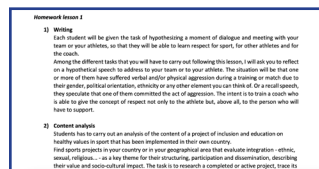
HOMEWORK

WRITING

Each student will be given the task of hypothesizing a moment of dialogue and meeting with your team or your athletes, so that they will be able to learn respect for sport, for other athletes and for the coach.

CONTENT ANALYSIS

Students have to carry out an analysis of the content of a project of inclusion and education on healthy values in sport that has been implemented in their own country.



HOMEWORK GUIDE

HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN: LESSON 2

CONTENTS:

LESSON 2: PROCESSES OF INTEGRATION AND MANAGEMENT OF ATHLETES		
KEY KNOWLEDGE	DURATION	30 minutes
	MAIN CONTENTS	Teaching collaboration as a participatory strategy
	MAIN REFERENCES	Future coaches will be faced with various challenges through which they will have to suggest the best strategies to overcome them
MINI CASE STUDY	TOOLS/MATERIALS	Recorded Video, ppt, notes
	MAIN CONTENTS	European projects linked to the topic
LEARNING CHECK - RECAP	TOOLS/MATERIALS	PDF document
	TYPOLOGY OF QUESTIONS	True/false and short open-ended questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	Video with main highlights of the lesson 2
	TOOLS AND MATERIALS	Video recorded, ppt
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Articles, videos
	REFERENCES	Tv series, youtube, newspaper
	TOOLS	Audio doc and document gathers links and references

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: PROCESSES OF INTEGRATION AND MANAGEMENT OF ATHLETES

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

KEY KNOWLEDGE

The importance of coach training



- Coaches can be an example of social inclusion and respect for differences, promoting a culture of inclusion within their teams
- Coaches can contribute to the education of young athletes by teaching values such as loyalty, commitment and fair play
- Participating in joint training programs, where young athletes from different teams and cultural backgrounds train together, can provide a broader and more stimulating learning environment
- Coaches who promote integration and inclusion in their teams can help young athletes develop a greater awareness of cultural differences and respect diversity
- Coaches can provide emotional support and constructive feedback to help young athletes overcome difficulties and meet challenges

EU

VIDEO TUTORIAL

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

LESSON 2:

Processes of integration and management of athletes

(Prof. Edmondo Grassi)

EU


SLIDES

MINI CASE STUDY

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

MINI-CASE STUDY

The European Alliance for Sport and Mental Health (EASMH) is committed to establishing a European network that allows for the identification of experts for prevention, training, and intervening projects across Europe. EASMH is a project of the Youth Academy of Grassroots Sport, funded by the European Union and the European College of Neurophysiotherapists. Each year, EASMH has around 100 coaches and 100 young athletes from 10 different countries. The project aims to provide a safe and secure environment for young athletes with mental health problems, leading to an improved quality of life and a better understanding of their own and others' mental health. EASMH is currently implementing a series of activities that promote sport as a tool for mental health.



EU

VIDEO TUTORIAL

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

LESSON 2:

Processes of integration and management of athletes

Case-study

(Prof. Edmondo Grassi)

EU

SLIDES



LEARNING CHECK: RECAP

3 Open questions

SUMMARY AND REFLECTION

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

SUMMARY AND REFLECTION

Sport integration and the training of young athletes can be important tools for promoting integration and social inclusion. Through networks, active participation and the formation of values such as respect and tolerance, sport integration can contribute to the creation of a more inclusive and respectful society. Coaches and youth athletes can be agents of change in this process, fostering a culture of integration and inclusion within their teams and communities. Furthermore, training young athletes through sport integration can contribute to their personal and social growth by helping them develop skills such as collaboration, leadership and self-esteem.

Sport can be a powerful tool to promote social inclusion and integration between different communities.

The training of coaches is essential to create an environment that fosters integration and inclusion within sport teams.

Sport can help young people develop important social and emotional skills that can be used in their personal and professional lives.

Adapted sports can be an opportunity for people who have suffered from physical disabilities to experience sport and overcome their challenges.

The promotion of sport, the integration and training of young athletes can bring numerous benefits.

Sport can be a tool to foster social inclusion and the creation of a more inclusive and respectful society.



EU

VIDEO TUTORIAL

eYOUAca MODULE 7: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN

LESSON 2:

Processes of integration and management of athletes

(Prof. Edmondo Grassi)

Summary and Reflection

EU

SLIDES

WHAT TO NEXT



AUDIO TUTORIAL



SUPPORTING DOCUMENT

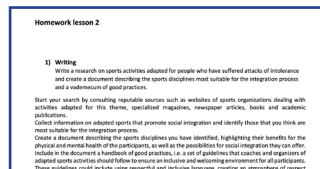
HOMEWORK

WRITING

Write a research on sports activities adapted for people who have suffered attacks of intolerance and create a document describing the sports disciplines most suitable for the integration process and a vademecum of good practices.

CONTENT ANALYSIS

Interview a young athlete who has participated in social inclusion programs through sport and write a report describing its own experience and the lessons learned.



HOMEWORK GUIDE

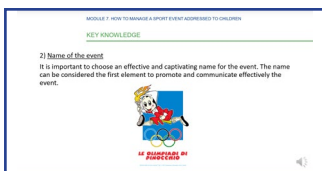
HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN: LESSON 3

CONTENTS:

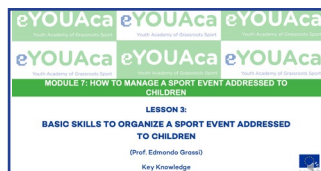
LESSON 3. BASIC SKILLS TO ORGANIZE A SPORT EVENT ADDRESSED TO CHILDREN		
KEY KNOWLEDGE	DURATION	20 minutes
	MAIN CONTENTS	Teaching the design and preparation of a sport event addressed to children
	MAIN REFERENCES	Future coaches will be faced with the practical steps to be accomplished in order to organize the sport event: search for financial sources, paperwork to be filled in case the event is organized in a public area, paperwork to be filled in case the event is organized in a private area, documents related to the children privacy, communication strategies, etc.
	TOOLS/MATERIALS	Recorded Video and notes
MINI CASE STUDY	MAIN CONTENTS	Analyzing 1 sport event addressed to children managed by FNCC
	TOOLS/MATERIALS	PDF document
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	True/false and short open-ended questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	In order to organize a sport event addressed to children, teachers need to take a variety of factors into consideration: bureaucratic procedures, privacy issues, interaction with parents, appropriate communication of the event.
	TOOLS/MATERIALS	video and pdf doc with main highlights of the lesson 1
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Articles, videos
	REFERENCES	Tv series, YouTube, newspaper
	TOOLS	Multiple choice questions
TAKE AWAY TEST	TYPOLGY OF THE TEST	10 questions to evaluate the learning process and get the certificate

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: BASIC SKILLS TO ORGANIZE A SPORT EVENT ADDRESSED TO CHILDREN



VIDEO TUTORIAL

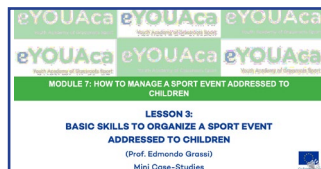


SLIDES

MINI CASE STUDY



VIDEO TUTORIAL



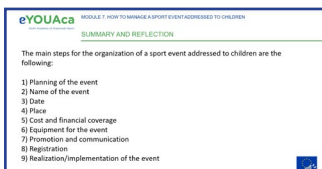
SLIDES



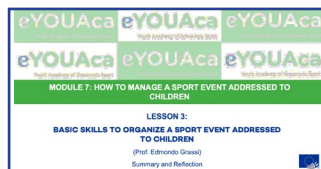
LEARNING CHECK: RECAP

3 Open questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES

WHAT TO NEXT



AUDIO TUTORIAL



SUPPORTING DOCUMENT



**LIVE LESSON
RECORDING**



MODULE 3: HOW TO MANAGE A SPORT EVENT ADDRESSED TO CHILDREN TAKEAWAY TEST

- 5 Single choice questions
- 4 True/False questions
- 6 Open questions



**Consells Esportius
de Catalunya**

MODULE 4: LEADERSHIP

The Leadership Module covers four different topics: Leadership, Goal pursuit, Team building, Conflict management. Each lesson will consist of a pre-recorded video lesson, a mini case study and different assignments that will help the student reach the learning outcomes of the module.

TRAINER: VIKTOR GARCIA BORDA

LEADERSHIP MODULE: LESSON 1

CONTENTS:

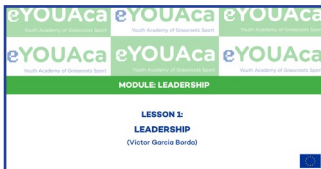
RECORDED LIVE LESSON		
LESSON 1. LEADERSHIP		
KEY KNOWLEDGE - LEADERSHIP	MAIN CONTENTS	What is leadership?: definition of leadership according to the chosen literature. Characteristics of a leader: brief historical journey on how the understanding of a "good leader's qualities" has changed over time and pointing out the common qualities that have remained unchanged through time. Different types of leadership: a presentation of the pros and cons of the most common 5 leadership styles.
	TOOLS/MATERIALS	Power Point presentation with the contents of the lesson, a video recorded of the lesson by the e-learning coach.
MINI CASE STUDIES	DESCRIPTION	The student will be put in the position of a leader of a fictional sport organisation and will have to analyze how a team makes a decision about the theme of a sport event. They will ultimately have to deliver the final decision, along with a comment on what leadership style was used.
	TOOLS/MATERIALS	Power Point presentation with the contents of the lesson, a video recorded of the lesson by the e-learning coach.
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	The aim is to have at least 6 questions (2 list questions, 2 true/false questions, 2 short open-ended questions)
SUMMARY AND REFLECTION	MAIN KEY POINTS	Leadership is a process by which one person influences the thoughts, attitudes and behaviors of others. The characteristics a leader must have on which authors agree on are energy, intelligence, emotional stability and high interpersonal skills. There are 5 types of leadership: autocratic or authoritarian, laissez faire or delegative, participative or democratic, transactional and transformational. A combination between participative, transactional and transformative leadership should be the aim.
	TOOLS/MATERIALS	Power Point presentation with the contents of the lesson, a video recorded of the lesson by the e-learning coach.
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Students will be referred to a website in which they will be able to take a test and determine what type of leader they are. Then, students will have to deliver a written assignment in which they have to reflect on the pros and cons of their leadership type and identify areas for improvement. The take away test is also considered homework material.
	TOOLS	Website, Word template.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

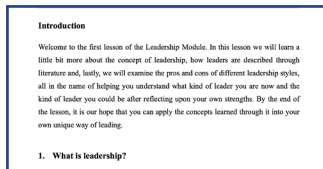
KEY KNOWLEDGE: LEADERSHIP



VIDEO TUTORIAL



SLIDES



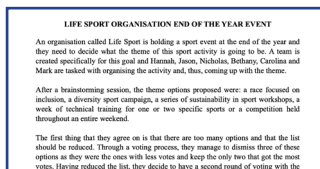
HANDOUT NOTES

MINI CASE STUDY

THE TASK

Write a comment (minimum 250 words and maximum 500 words) giving a solution to this issue by answering the following questions:

1. What process did the team use to reduce the amount of choices?
2. What leadership style was used during the first part of the process?
3. What theme would you choose for the sport activity?
4. What leadership style did you use to make the final decision?



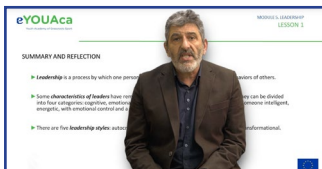
CASE STUDY



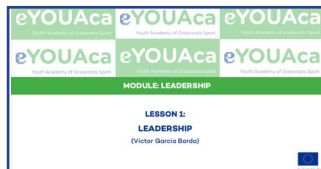
LEARNING CHECK: RECAP

- 2 Multiple choice questions
- 2 True/False questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES

WHAT TO NEXT



AUDIO TUTORIAL

MAIN RESOURCES:

Ahmad, W., Akhtarsamman, M., Zahra, U., Oht, C., & Ramakrishnan, B. (2018). *Investigation on the Impact of Leadership Styles Using Data Mining Techniques*. In (Ed.), *Leadership*. ItechOpen. <https://doi.org/10.5772/intechopen.78660>

This book offers an overview of five different leadership styles, the view through out history on what characterizes a leader must have and the evaluation of three of those leadership types in terms of effective impact on employees. The information reviewed on the key knowledge section can be found in chapter 8, from pages 139 to 155 of the book.

REFERENCES

HOMEWORK

YOU WILL BE GIVEN A LIST OF GOALS. YOU MUST:

- 1) Determine whether each goal would be fit for a grassroots sport organisation or a professional sport organisation.
- 2) Of the ones suitable for a grassroots sport organisation, you must determine if they fit the SMART criteria.

ASSIGNMENT 1:

You will be given a list of goals. You must:

- 1) Determine whether each goal would be fit for a grassroots sport organisation or a professional sport organisation.
- 2) Of the ones suitable for a grassroots sport organisation, you must determine if they fit the SMART criteria.

GOALS:

"Increase the number of children doing sport in the city"

HOMEWORK GUIDE



GLOSSARY OF TERMS

LEADERSHIP MODULE: LESSON 2

CONTENTS:

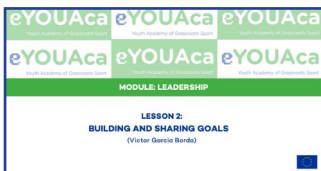
LESSON 2: GOALS AND TEAM BUILDING		
KEY KNOWLEDGE GOALS AND TEAM BUILDING	MAIN CONTENTS	The main contents will cover the following points: What is a goal and types of goal: How to set goals: Motivation: What is team building and why is it important: Reasons (benefits) to start team building: Team building strategies.
	TOOLS/MATERIALS	Power Point presentation with the contents of the lesson, a video of the lesson by the e-learning coach.
MINI CASE STUDIES	DESCRIPTION	The student will be put in the position of a leader of a fictional sport organisation and will have to analyze how to enhance a team's performance while organizing a sport activity and how to solve the problem of overlapping work and lack of communication among the team members.
	TOOLS/MATERIALS	Recorded video and power point
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	The aim is to have at least 6 questions (2 list questions, 2 true/false questions, 2 short open-ended questions)
SUMMARY AND REFLECTION	MAIN KEY POINTS	The term "goal" is generally understood as being "the purpose toward which an endeavor is directed; an objective or outcome".
	TOOLS/MATERIALS	Recorded video and power point
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Students will be given a list of goals to compare and determine if they would fit a grassroots sport organization or a professional one.
	TOOLS	Word templates, audio doc gathering all references and external links

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

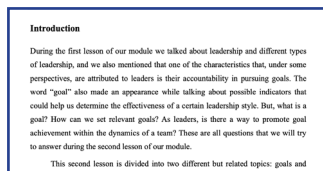
KEY KNOWLEDGE: GOALS AND TEAM BUILDING



VIDEO TUTORIAL



SLIDES



HANDOUT NOTES

MINI CASE STUDY

THE TASK

The possible outcomes of this case will be discussed during the live lesson. For the discussion, think about the following questions:

1. How would you, as a leader, proceed from now on?
2. What strategies would you use to enhance the member's communication and teamwork?
3. How would you ensure that there is no overlap and that all relevant activities are carried out on time?

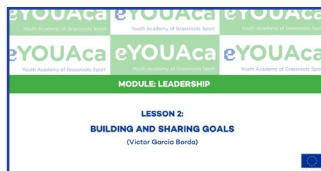


CASE STUDY

SUMMARY AND REFLECTION



VIDEO TUTORIAL

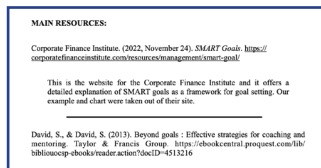


SLIDES

WHAT TO NEXT



AUDIO TUTORIAL



REFERENCES

HOMWORK

THE TASK:

Go to <https://www.idealist.org/en/careers/quiz-leadership-style> and take their leadership test to determine what is the type of leadership you show most inclination of. (If the link doesn't work, copy and paste it on your browser).

2) Depending on the type of leadership the test result points out, reflect upon the pros and cons of your leadership style. Remember the contents studied during the lesson but you can add your own ideas and experiences about the pros and cons of this leadership style.

ASSIGNMENT:

- 1) Go to <https://www.idealist.org/en/careers/quiz-leadership-style> and take their leadership test to determine what is the type of leadership you show most inclination of. (If the link doesn't work, copy and paste it on your browser).
- 2) Depending on the type of leadership the test result points out, reflect upon the pros and cons of your leadership style. Remember the contents studied during the lesson but you can add your own ideas and experiences about the pros and cons of this leadership style.

Keep in mind that depending on the author, the different types of leadership can be

HOMWORK GUIDE

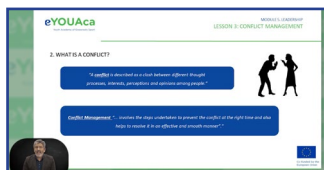
CONTENTS:

LEADERSHIP MODULE: LESSON 3

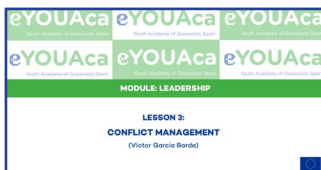
LESSON 3: CONFLICT MANAGEMENT		
KEY KNOWLEDGE CONFLICT MANAGEMENT	MAIN CONTENTS	<p>What is a conflict?</p> <p>Different types of conflict</p> <p>Conflict management techniques</p> <p>Finding a solution through negotiation</p>
	TOOLS/MATERIALS	Power Point presentation with the contents of the lesson, a video of the lesson by the e-learning coach.
MINI CASE STUDIES	DESCRIPTION	The student will be put in the position of a leader of a fictional sport organisation and will be faced with a conflict. The student will have to first say which type of conflict it is according to the contents of the lesson studied and then will have to offer a solution plan.
	TOOLS/MATERIALS	Power point and recorded video lesson
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	The aim is to have at least 6 questions (2 list questions, 2 true/false questions, 2 short open-ended questions)
SUMMARY AND REFLECTION	MAIN KEY POINTS	Lesson gathering the main highlights of the lesson
TAKE AWAY TEST	TYPOLGY OF THE TEST	15 questions to evaluate the learning process and get the certificate
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Students will be asked to watch the video listed in the main references and map out the stages of conflict management to compare them to the ones given during the lesson, answering an open-ended question about the similarities and differences between the two materials. They will also have to create their own map of course of action combining both source materials. The take away test is also considered homework material.
	TOOLS	YouTube video, Word template.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

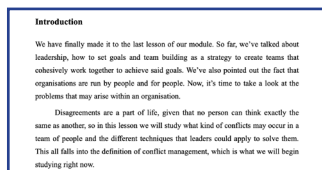
KEY KNOWLEDGE: CONFLICT MANAGEMENT



VIDEO TUTORIAL



SLIDES



HANDOUT NOTES

MINI CASE STUDY

THE TASK

The possible outcomes of this case will be discussed during the live lesson. For the discussion, think about the following questions:

1. What kind of conflict are we dealing with?
2. What steps has the leader already taken in order to solve it?
3. As a leader, what conflict management strategy would you use to solve this problem?
4. What solution can you find?

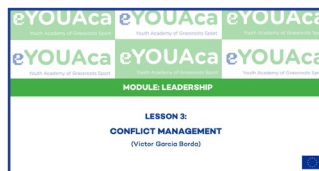


CASE STUDY

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES

WHAT TO NEXT



AUDIO TUTORIAL

MAIN RESOURCES:

Icfai Business School. (2022). *Organizational behavior*. <https://ebooks.ibsindia.org/doc/>

This is a website of ebooks where we can find the book called *Organizational behavior* by the Icfai Business School. This was our main source of information for the module as it offers a complete explanation of the different types of conflict that can be found in an organisation. It also covers the topic of how to manage them and how to approach a conflict with a solution plan.

Juneja, P. (n.d.). *Conflicts management*. Management Study Guide. <https://>

REFERENCES

HOMEWORK

THE TASK:

- 1) Find and watch on YouTube the following video: Why There's So Much Conflict at Work and What You Can Do to Fix It / Liz Kislik / TEDxBaylorSchool (you can find the link in the What to Next document with all the references).
- 2) Map out the stages of conflict management and compare them to the ones given during the lesson. What are the similarities and what are the differences between the two?
- 3) Create your own map of conflict management course of action combining both sources (the Youtube video and the lesson studied).

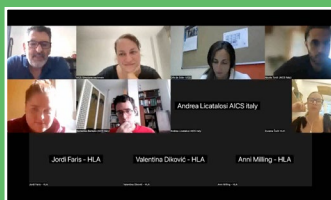
ASSIGNMENT:

- 1) Find and watch on YouTube the following video: Why There's So Much Conflict at Work and What You Can Do to Fix It / Liz Kislik / TEDxBaylorSchool (you can find the link in the What to Next document with all the references).
- 2) Map out the stages of conflict management and compare them to the ones given during the lesson. What are the similarities and what are the differences between the two?
- 3) Create your own map of conflict management course of action combining both sources (the Youtube video and the lesson studied).

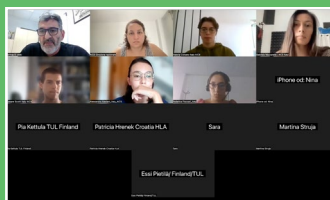
HOMEWORK GUIDE

ASSIGNMENT FOR NOT ATTENDED LIVE LESSON'S STUDENTS

For the students who could not attend the live lessons, you will need to submit one written assignment that combines the answer to all three mini case studies and the homework of each lesson. Aproximate length: two sheets



LIVE LESSON RECORDING: GROUP A



LIVE LESSON RECORDING: GROUP B



MODULE 4: LEADERSHIP TAKEAWAY TEST

5 Multiple choice questions
3 True/False questions
7 Open questions



MODULE 5: BUSINESS MANAGEMENT & BUSINESS PLAN

The module is developed to help students understand and have general overview about Project Management and what does it encompass. The module is divided into three lessons, consisting of a key knowledge section supported by a recorded video lesson and power point presentation as well as summary and reflection and glossary of main terms. Each lesson contains interactive tasks and assignments: questions for reflection, what to do next, a mini case study, homework and learning check and recap. The module has one meeting for live discussion about key knowledge, tasks and assignments in order to help students clarify main content if needed and reach learning outcomes of the module.

TRAINERS: KRISTIAN BATELIC & LUKA BLAZEVIC

BUSINESS MANAGEMENT & BUSINESS PLAN: LESSON 1

CONTENTS:

RECORDED LIVE LESSON		
LESSON 1: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING		
KEY KNOWLEDGE CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING	MAIN CONTENTS	<p>In order to understand the term „Project Management“, we must first look into the definition of the project. According to Project Management Institute (PMI) “Project is a temporary endeavor undertaken to create a unique product, service or result. A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources.” Therefore, project outcome can be a product but also an ability to provide some service or it can be a result in form of a document or outcome.</p> <p>Taking a look into the definition of the project we can extract some of its main characteristics:</p> <ul style="list-style-type: none"> - Project is a temporary endeavour which means it has a beginning and an end; - Project result is a unique product, service etc.; - Project is one-time, each with its own goal and purpose that are defined in advance; - It is directed towards a specific, previously defined goal; - It has its own budget;
	TOOLS/MATERIALS	Video recorded; PDF
MINI CASE STUDIES	DESCRIPTION	Discussion of a case study: how the project team of a organization had to hold emergency meetings to address the stakeholder's concerns and find a mutually beneficial solution.
	TOOLS/MATERIALS	PDF presentation
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	<p>Typology of questions:</p> <ul style="list-style-type: none"> - Multiple choice questions with 1 correct answer - True/false questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	Students will verify their knowledge by checking a short summary of the topic
	TOOLS/MATERIALS	Recorded video and pdf document
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Check again the reference material and look up specific references related to the topic of the lesson.
	TOOLS	Books and online content related to Project Management
GLOSSARY OF TERMS	MAIN TERMS	Project, Project Management, Principles of Project Management, Stakeholder

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING

eYOUAca MODULE: PROJECT MANAGEMENT AND BUSINESS PLANNING
LESSON 1: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING

In terms of success of the projects there are 3 possible outcomes: project is either successful, partially successful and unsuccessful.

Reasons for a successful project:

- When the contracted work is completed within the deadline and at the agreed price;
- Successful project management coordinated by project leader and the project team;
- Good planning and controlling;
- Clearly defined success criteria;
- Accurate cost forecasts;
- Orientation to the project goal;

VIDEO TUTORIAL

eYOUAca MODULE: PROJECT MANAGEMENT AND BUSINESS PLANNING
LESSON 1: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING
(Kristian Barelid)

SLIDES

1. Project management

In 21. century economies where emphasis is on the importance of costs, time and quality of products while focusing on excellence and innovation through technology which is in rapid development, more and more organisations use project methodology to achieve their goals. Projects are more complex nowadays due to the variability of the environment that surrounds the organisation and/or the project. There are many factors affecting the success of the project like organizational structure, technology, existing human resources, market conditions, stakeholders etc. All these internal and external factors need to be taken into consideration when managing a project in order for it to be successful. Welcome to Project management!

HANDOUT NOTES

MINI CASE STUDY

THE TASK

Discuss with senior leader giving a solution to this issue by answering the following questions:

1. Was the project successful? What project criteria were met?
2. What principles could the project team have used to better manage stakeholder concerns and prevent this issue from arising?
3. How could the project team have anticipated the potential impact of the tournament on local businesses and planned accordingly?
4. How could the project team have improved their communication and collaboration with stakeholders throughout the project?

Project Management and Stakeholder Issue in Sports

The local sports council has been tasked with organizing a new sports tournament in the city, which aims to bring together young athletes from different backgrounds and encourage sportmanship and healthy competition. The tournament will feature multiple sports such as soccer, basketball, and volleyball, and will take place over a period of two weeks.

The project team, consisting of council members, coaches, and volunteers, was responsible for the planning and execution of the tournament, which included

CASE STUDY



LEARNING CHECK: RECAP

- 2 Single choice questions
- 3 True/False questions
- 2 Open questions

SUMMARY AND REFLECTION

eYOUAca MODULE: PROJECT MANAGEMENT AND BUSINESS PLANNING
LESSON 1: SUMMARY AND REFLECTION

► Project is a temporary endeavour undertaken to create a unique product, service or result.

► Each project needs to have a clearly defined goal. By that each goal needs to be SMART: Specific, Measurable, Achievable, Realistic, Timely.

► Project management is the application of knowledge, skills, tools, and techniques to meet project requirements.

VIDEO TUTORIAL

eYOUAca MODULE: PROJECT MANAGEMENT AND BUSINESS PLANNING
LESSON 1: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING
(Kristian Barelid)

SLIDES

WHAT TO NEXT

AT0004... Concept of project management and business planning

References

Project Management Institute (2017). *A Guide to the Project Management Body of Knowledge - 6th edition (PMBOK® Guide)*. PMI.
<https://www.pmi.org/pmbok-guide/standards/fundamentals/pmbok>

This book contains overview about all the topics covered in this lesson: project management, principles of project management and project stakeholders. The information covered in key knowledge section can be found in following chapters of the book: part 1 chapter 1, page 4-17 and part 2 chapter 1, pages 541-546 (Project management and Principles of project management), part 2 chapter 1, pages 550 – 553 (Project stakeholders).

REFERENCES

AT0004... Concept of project management and business planning

ASSIGNMENT:

After studying the lesson and reviewing the main points in the summary, write a comment about what you have learned and what resonated with you the most and that you think you will be able to put in practice from now on.

Feel free to comment on any aspect of the lesson that resonated with you the most and examples of experiences are always welcomed. The comment should have a minimum of 100 words and a maximum of 250. You can use this same document to deliver the comment.

FOLLOW-UP TASK

HOMEWORK

TASK 1:

Check again the list of Project management principles in key knowledge. According to provided examples, indicate on which principle examples refers to.

TASK 2:

Talk to a Senior Leader in your organisation and interview them about stakeholders.

AT0004... Concept of project management and business planning

TASK 1:

Check again the list of Project management principles in key knowledge. According to provided examples below, indicate on which principle examples refers to:

- Project manager has set a clear vision of the project and delegated tasks and responsibilities to team members. During the project collaboration and communication was effective both with team members and stakeholders and difficult decisions were made, when necessary, which ultimately ensured reaching project goals.
- Project manager received a change request from a stakeholder to add new features on a

HOMEWORK GUIDE

BUSINESS MANAGEMENT & BUSINESS PLAN: LESSON 2

CONTENTS:

LESSON 2: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING

KEY KNOWLEDGE CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING	MAIN CONTENTS	In an ideal scenario project life cycle phases are completed sequentially where one phase begins after the previous one ends. However, most of the times project success requires a more flexible approach in which you should be able to respond to unexpected situations. For instance, when faced with tight deadlines, you may have to work on two or more project phases simultaneously, which increases the risk of redoing tasks and missing deadlines. In such a scenario, it is important to document and communicate the potential risks and costs associated with this strategy. Additionally, sometimes you may learn by doing, and despite careful planning, you may realize that some things cannot be achieved in a way initially planned. In such cases, it may be necessary to return to earlier project phases and rethink them in light of new information. Also, unexpected changes such as key team members leaving the organization or the emergence of new technologies may require revisiting and rethinking earlier project phases to ensure project success.
	TOOLS/MATERIALS	Video recorded; PDF
MINI CASE STUDIES	DESCRIPTION	Discussion of a case study
	TOOLS/MATERIALS	PDF presentation
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	Typology of questions: - Multiple choice questions with 1 correct answer - True/false questions When managing projects, organizations implement different approaches for organizing and managing a project. Functional (centralized) structure. Project-oriented structure.
	MAIN KEY POINTS	Matrix structure
SUMMARY AND REFLECTION	TOOLS/MATERIALS	Video recorded; PDF
	DESCRIPTION OF THE HOMEWORK MATERIALS	Check again the reference material and look up specific references related to the topic of the lesson
WHAT TO NEXT	TOOLS	Books and online content related to Project life cycle and project management organization
	MAIN TERMS	Project life cycle, Project Management Plan, Project Phase, Project Management Organization

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: CONCEPT OF PROJECT MANAGEMENT AND BUSINESS PLANNING

Project life cycle and project management organization

A. Closing the project - The final phase involves closing the project, which includes evaluating the project outcomes, obtaining customer approvals, transferring project team members to new roles, closing financial accounts, and conducting a post-project assessment.

VIDEO TUTORIAL

MODULE - PROJECT MANAGEMENT AND BUSINESS PLANNING

LESSON 2: PROJECT LIFE CYCLE AND PROJECT MANAGEMENT ORGANIZATION
(Kristian Banić)

SLIDES

1. Project life cycle

A project life cycle is a series of phases that a project goes through from its initiation to its closure. Each project phase is composed of a set of logically linked activities that result in the delivery of one or more project outcomes. The phases can follow a sequential, iterative, or overlapping model. The names, quantity, and length of the project phases are determined by the control and management requirements of the organizations involved in the project, the nature of the project itself, and its application field. The phases are time-limited, with a defined starting and ending point, or control checkpoint (which may be called a phase review, phase gate).

HANDOUT NOTES

MINI CASE STUDY

THE TASK

Discuss with senior leader giving a solution to this issue by answering the following questions:

1. What would be some advantages and disadvantages of the project organization leading this project?
2. What would be examples of concrete actions from the project team to improve project management organization, make the communication more effective and improve project monitoring and control?
3. How do you think establishing clear roles and responsibilities can improve project management organization?
4. What are some other potential issues that could arise in a project like building a new stadium, and how would you address them?

Project Life Cycle and Project Management Organization in the Sport Industry

The local football club has decided to renovate its sport stadium. The project involves updating the stadium's facilities, including installing new seating, improving lighting and sound systems, and upgrading the playing surface.

The project team, consisting of a project manager, architects, engineers, and construction workers, was responsible for managing the project through its various phases, including planning, design, execution, and closure.

CASE STUDY



LEARNING CHECK: RECAP

- 2 Single choice questions
- 2 True/False questions
- 1 Open question

SUMMARY AND REFLECTION

SUMMARY AND REFLECTION

- A project life cycle is a series of phases that a project goes through from its initiation to its closure.
- Projects can be broken down into the following life cycle structure: *Starting the project, organizing and preparing, carrying out the work, closing the project.*
- An organizational structure is a system that outlines how an organization directs its activities to accomplish its objectives.

VIDEO TUTORIAL

MODULE - PROJECT MANAGEMENT AND BUSINESS PLANNING

LESSON 2: PROJECT LIFE CYCLE AND PROJECT MANAGEMENT ORGANIZATION
(Kristian Banić)

SLIDES

WHAT TO NEXT

eYOUNG Project life cycle and project management organization

References

Project Management Institute (2017). *A Guide to the Project Management Body of Knowledge - 6th edition (PMBOK® Guide)*. PMI.
<https://www.pmi.org/pmbok-guide-standard/fundamental/pmbok>

This book contains overview about all the topics covered in this lesson: project life cycle, characteristics of the project life cycle and project management organizations. The information covered in key knowledge section can be found in following chapters of the book: part 2 chapter 1, pages 547-550 (The Project Life Cycle).

REFERENCES

ASSIGNMENT:

After studying the lesson and reviewing the main points in the summary, write a comment about what you have learned and what resonated with you the most and that you think you will be able to put in practice from now on.

Feel free to comment on any aspect of the lesson that resonated with you the most and examples of experiences are always welcomed. The comment should have a minimum of 100 words and a maximum of 250. You can use this same document to deliver the comment.

FOLLOW-UP TASK

HOMEWORK

TASK:

In September, at the beginning of the school year, you have been assigned as a project manager for organizing a school football event in your city for elementary school children. The only information you received is that the tournament has to be organized and executed in the second period of school year and project closed before summer vacations (June). Everything else is up to you so you need to come up with a project plan.

TASK

In September, at the beginning of the school year, you have been assigned as a project manager for organizing a school football event in your city for elementary school children. The only information you received is that the tournament has to be organized and executed in the second period of school year and project closed before summer vacations (June). Everything else is up to you so you need to come up with a project plan.

1. Identify key stakeholders and set your goals
2. Indicate main activities needed for successful project implementation. Divide activities

HOMEWORK GUIDE



GLOSSARY OF TERMS

BUSINESS MANAGEMENT & BUSINESS PLAN: LESSON 3

CONTENTS:

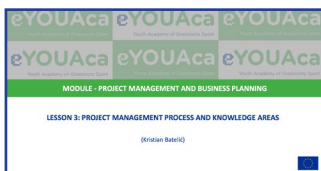
LESSON 3: PROJECT MANAGEMENT PROCESS AND KNOWLEDGE AREAS		
KEY KNOWLEDGE PROJECT MANAGEMENT PROCESS AND KNOWLEDGE AREAS	MAIN CONTENTS	Project management process represents series of activities or tasks which are carried out in order to achieve one or more outputs of a project. The important aspect of processes in a project is that there are iterations and interactions between processes.
	TOOLS/MATERIALS	Video recorded; PDF
MINI CASE STUDIES	DESCRIPTION TOOLS/MATERIALS	Discussion of a case study PDF presentation
LEARNING CHECK RECAP	TYPOLGY OF QUESTIONS	Typology of questions: - Multiple choice questions with 1 correct answer - True/false questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	All processes that appear in a project are grouped into 10 knowledge area: Project Integration Management, Project Scope Management, Project Schedule Management, Project Cost Management, Project Quality Management, project Resource Management, Project Communications Management, Project Risk Management, project Procurement Management, Project Stakeholder Management
	TOOLS/MATERIALS	Video recorded; PDF
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Check again the reference material and look up specific references related to the topic of the lesson
	TOOLS/MATERIALS	PDF document/ Books and online content related to Project Management
TAKE AWAY TEST	TYPOLGY OF THE TEST	15 questions to evaluate the learning process and get the certificate

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

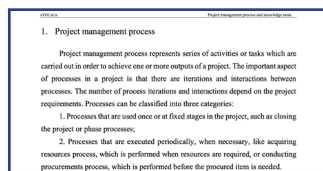
KEY KNOWLEDGE: PROJECT MANAGEMENT PROCESS AND KNOWLEDGE AREAS



VIDEO TUTORIAL



SLIDES



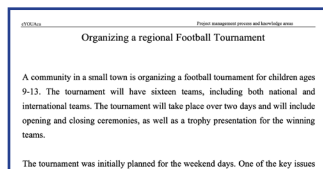
HANDOUT NOTES

MINI CASE STUDY

THE TASK

Discuss with senior leader giving a solution to this issue by answering the following questions:

1. How would you have approached the venue selection process differently to avoid this issue?
2. How could the risk management knowledge area have been used to anticipate and mitigate potential issues with the tournament venue?
3. How would you prioritize the project management knowledge areas for this particular project, and why?
4. What are some potential challenges that could arise during the execution phase of this project, and how would you address them?



CASE STUDY



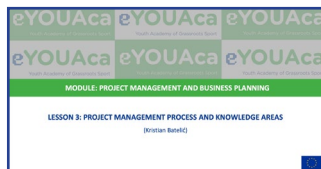
LEARNING CHECK: RECAP

- 2 Single choice questions
- 2 True/False questions
- 2 Open questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES

WHAT TO NEXT

References

Project Management Institute (2017). *A Guide to the Project Management Body of Knowledge - 6th edition (PMBOK® Guide)*. PMI.
<https://www.pmi.org/pmbok-guide-standards/fundamental/pmbok>

This book contains overview about all the topics covered in this lesson: project management processes, project management process groups and project management knowledge areas. The information covered in key knowledge section can be found in following chapters of the book: part 1, pages 22-23 (project management processes), part 2, pages 551 - 556 (project management process groups, project management knowledge areas), part 2, pages 561-635.

REFERENCES

HOMework

TASK 1:

We have mentioned that there are many methods of project management, however we pointed out 3 main methods. Check online for information about the main methods and write a comment reflecting on their main characteristic as well as when to use them.

TASK 2:

Talk to a Senior Leader in your organisation and interview them about project management knowledge areas.

ASSIGNMENT:

After studying the lesson and reviewing the main points in the summary, write a comment about what you have learned and what resonated with you the most and that you think you will be able to put in practice from now on.

Feel free to comment on any aspect of the lesson that resonated with you the most and examples of experiences are always welcomed. The comment should have a minimum of 100 words and a maximum of 250. You can use this same document to deliver the comment.

FOLLOW-UP TASK

TASK 2:

Talk to a Senior Leader in your organisation and interview them about project management knowledge areas.

INTERVIEW

Name:

Surname:

Age:

Position within the organisation:

HOMework GUIDE



GLOSSARY OF TERMS



MODULE 5: BUSINESS MANAGEMENT AND BUSINESS PLAN TAKEAWAY TEST

- 2 Single choice questions
- 7 True/False questions
- 7 Open questions



TUL

MODULE 6: FINANCIAL MANAGEMENT

Students will understand the variety of different tasks related to financial management. Students will understand the reasons for the financial management as a part of organizations main governmental function. Students will learn the role of financial management policies in organization.

TRAINER: RIKU TAPIO

FINANCIAL MANAGEMENT: LESSON 1

CONTENTS:

INFO SESSION		
RECORDED LIVE LESSON		
LESSON 1: INTRODUCTION		
KEY KNOWLEDGE INTRODUCTION	MAIN CONTENTS	Financial management is a key to success in every organization and the key to maximizing profits and managing the risks. Understanding the cash flow, developing financial scenarios, counting some key figures, interpreting the figures are all important skills for everyone working in different positions in sport organizations (board, CEO, CFO).
	TOOLS/MATERIALS	2 Recorded Video and PDF presentation
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	10 x key work pairing test
SUMMARY AND REFLECTION	MAIN KEY POINTS	Students will watch a video that summarizes the first part (introduction). There are also only dias available.
	TOOLS/MATERIALS	Recorded Video and Power point presentation
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Students will participate in the chat area by reflecting on what they have learned and what they want to learn. There are questions that student can take under consideration when participating in the area.
	TOOLS/MATERIALS	PDF document
HOMEWORK DISCUSSION	MAIN CONTENTS	In this section, students can discuss about the homework of the Introduction part of the Financial Management module. Write a short comment together as a group about your group conversations to the comment area, so other colleagues can also have a look at your thoughts in these topics! Comment on others comments if you want to communicate with other colleagues too.
GLOSSARY OF TERMS	MAIN TERMS	Balance sheet / book keeping / budgeting / financial management / profit and loss statement

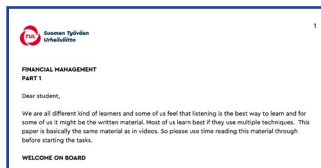
THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: FINANCIAL MANAGEMENT - INTRODUCTION

PART 1



VIDEO TUTORIAL

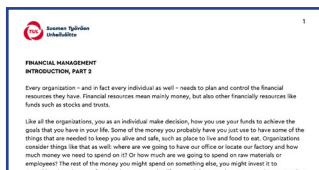


HANDOUT NOTES

PART 2



VIDEO TUTORIAL



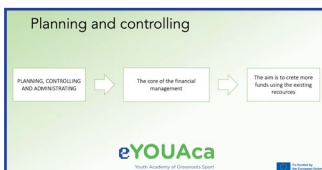
HANDOUT NOTES



LEARNING CHECK: RECAP

10 Key word pairing questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

10 True/False questions

WHAT TO NEXT

FINANCIAL MANAGEMENT – INTRODUCTION

WHAT TO NEXT

If you want to deepen your knowledge and learn more, please take a look at the materials below.

Brown, M. T., Raeburn, D. A., Nagel, M. S., & McEvoy, C. D. (2021). *Financial management in the sport industry*. Routledge.

Nyamita, M. O., Dorasamy, N., Garbharan, H. L., Nyamita, M. O., Dorasamy, N., & Garbharan, H. L. (2015). A review of public sector financial management reforms: an international perspective. *Public and Municipal Finance*, 4(2), 25-37.

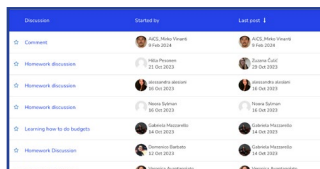
REFERENCES

HOMEWORK

THE TASK:

Contact your fellow colleagues from the groups we have assigned. Get to know each other in a Teams / Zoom call. In the call you can reflect what you have learned and what are you looking forward to learning during the Financial management module.

Write a short comment together as a group about your group conversations to the comment area, so other colleagues can also have a look at your thoughts in these topics!



HOMEWORK DISCUSSION CHAT



GLOSSARY OF TERMS

FINANCIAL MANAGEMENT: LESSON 2

CONTENTS:

LESSON 2: ROLE OF FINANCIAL MANAGEMENT		
KEY KNOWLEDGE ROLE OF FINANCIAL MANAGEMENT	MAIN CONTENTS	Students will understand the variety of different tasks related to financial management, typical roles in financial management, typical tasks in organizations, typical tools used for providing information.
	TOOLS/MATERIALS	Video Recorded and PDF presentation
MINI CASE STUDIES	DESCRIPTION	Students will interview person who is in charge of financial management in their organization. Based on the interview, they will write a short essay.
	TOOLS/MATERIALS	PDF document
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	3 open questions 1. Why is planning important for financial management?
		2. Give an example of a technique to follow the plan and evaluate the financial situation. Describe it. 3. What is the difference of controller and administrator?
SUMMARY AND REFLECTION	MAIN KEY POINTS	Key points will be exercised with video and written materials. Student can comment in the chat area questions.
	TOOLS/MATERIALS	Video Recorded and PDF presentation
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Students will co-evaluate each other's essays.
	TOOLS	Moodle chat area
GLOSSARY OF TERMS	MAIN TERMS	Financial management / Ratio Analysis/ Return on Investment

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: ROLE OF FINANCIAL MANAGEMENT



VIDEO TUTORIAL

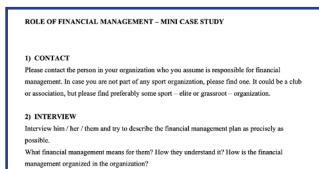


HANDOUT NOTES

MINI CASE STUDY

THE TASK

Please contact the person in your organization who you assume is responsible for financial management. Interview him / her / them and try to describe the financial management plan as precisely as possible. Write a short essay that describes the findings.



CASE STUDY

LEARNING CHECK: RECAP

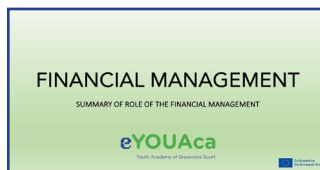
Answer to the questions below. Write short essays/answers under these questions.

1. Why is planning important for financial management?
2. Give an example of a technique to follow the plan and evaluate the financial situation. Describe it.
3. What is the difference of controller and administrator?

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

10 True/False questions

HOMework

THE TASK:

Send your short essay (the mini case study made earlier) to your group assigned in the beginning. Read each other's essays and give feedback to each other. Write a short summary about your essays / best parts about your essays to the discussion chat.

Discussion	Started by	Last post
Comment	KCS, Anna Vassili 7 Feb 2024	KCS, Anna Vassili 7 Feb 2024
Homework Discussion	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023
Homework Discussion	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023
Homework Discussion	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023
Learning how to do budgets	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023
Homework Discussion	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023
Homework Discussion	Elia Papanastasi 21 Oct 2023	Elia Papanastasi 21 Oct 2023

HOMework DISCUSSION CHAT

WHAT TO NEXT

ROLE OF FINANCIAL MANAGEMENT

WHAT TO NEXT

If you want to deepen your knowledge and learn more, please take a look at the materials below.

Fryx, R., Smith, A. C., Nicholson, M., & Stewart, B. (2015). *Sport management: principles and applications*. Routledge.

University of Wollongong. (2022). *What is the role of financial management?*
<https://online.uwollongong.edu.au/course/financial-management/>

Witard, M., Vos, S., Claessens, M., Tibben, R., & Schouten, I. (2014). A unified model of non-profit sport organizations performance: perspectives from the literature. *Managing Leisure*, 19(2), 121-136.

REFERENCES



GLOSSARY OF TERMS

FINANCIAL MANAGEMENT: LESSON 3

CONTENTS:

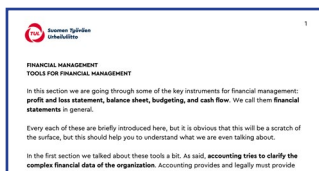
LESSON 3: TOOLS FOR FINANCIAL MANAGEMENT		
KEY KNOWLEDGE TOOLS FOR FINANCIAL MANAGEMENT	MAIN CONTENTS	Students will understand the variety of different tasks related to financial management. How to read profit and loss statement, how to understand and calculate some of the most used key figures from the statement, how to read the balance sheet, how to understand and calculate some of the most used figures from the sheet, what to understand from the balance sheet, budgeting and forecasting, cash flow calculations.
	TOOLS/MATERIALS	Recorded Video and PDF presentation
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	True/false questions
SUMMARY AND REFLECTION	MAIN KEY POINTS	Key aspects can be found from video and text materials. Students will also write reflections.
	TOOLS/MATERIALS	Recorded Video and PDF presentation
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	If students need more time with the calculation practices, they might continue doing them later as a homework.
GLOSSARY OF TERMS	MAIN TERMS	Assets / Balance Sheet / Cash flow

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: TOOLS FOR FINANCIAL MANAGEMENT



VIDEO TUTORIAL



HANDOUT NOTES



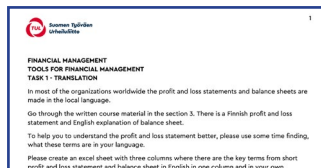
LEARNING CHECK: RECAP

7 Open questions
1 Single choice question

MINI CASE STUDY

THE TASK

Go through the written course material in the section 3. There is a Finnish profit and loss statement and English explanation of balance sheet. Please create an excel sheet with three columns where there are the key terms from short profit and loss statement and balance sheet in English in one column and in your own language on another column. In the third column you should write the short explanation of the term in English.



CASE STUDY

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

10 True/False questions

WHAT TO NEXT

FINANCIAL MANAGEMENT – TOOLS FOR FINANCIAL MANAGEMENT WHAT TO NEXT

If you want to deepen your knowledge and learn more, please take a look at the materials below.

Arnold, A. G., Ellis, R. B. & Kohnen, V. S. (2018). Toward effective use of the statement of cash flows. *Journal of Business and Behavioral Sciences*, 38(2), 46-62.

Bucconio, L., Benevene, P., Barbieri, B. & Corral, M. (2020). Intangible assets and performance in nonprofit organizations: a systematic literature review. *Frontiers in Psychology*, 11, 729.

Castillo, E. A. (2016). Beyond the balance sheet. *Journal of Nonprofit Education and Leadership*, 40(3), 287-303.

REFERENCES



GLOSSARY OF TERMS

FINANCIAL MANAGEMENT: LESSON 4

CONTENTS:

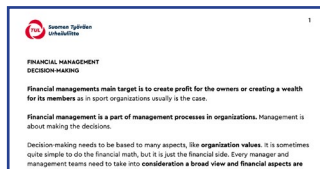
LESSON 4: DECISION-MAKING		
KEY KNOWLEDGE	MAIN CONTENTS	Decision-making based on financial management and investment planning.
DECISION-MAKING	TOOLS/MATERIALS	Recorded Video and PDF presentation
SUMMARY AND REFLECTION	MAIN KEY POINTS	Students will practise key points from video
	TOOLS/MATERIALS	Recorded Video and PDF presentation
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	Key word pairing test
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Homework: Self reflection essay and participating in conversation area
	TOOLS	Moodle area for essay, Moodle chat area for tips for the future
TAKE AWAY TEST	MAIN KNOWLEDGE/SKILLS TO CHECK	True/False test

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: TOOLS FOR FINANCIAL MANAGEMENT



VIDEO TUTORIAL



HANDOUT NOTES

MINI CASE STUDY

THE TASK

You are a financial manager in a football club. Given the conditions from the case study, what different options do you suggest for turning the club's finance positive? Name at least three options.

Youth Academy of Grassroots Sport

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FINANCIAL MANAGEMENT – DECISION-MAKING

Case study

You are a financial manager in a football club.

You have a first team in men and women and in total 15 junior teams and 400 junior players in total. You are currently training your team practicing in municipally owned stadium.

For the first team practices the cost is 100 € per hour and for junior practices 50 € per hour.

Your first team practice twice a week and junior teams for 60 hours in total per week.

Junior are paying practice fees 40 € per month.

Junior team coaches are not having salary as they are working as volunteers.

CASE STUDY



LEARNING CHECK: RECAP

10 Key word pairing questions

SUMMARY AND REFLECTION



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

10 True/False questions

HOMEWORK

THE TASK:

Write a short essay about your learning process during this module. We also hope to receive some feedback for the future. Essay should be 500-700 words. Participate in the Moodle chat area to discuss about tips for the future. Please share some crucial tips, links, practices... anything, for the future for also other colleagues.

Discussion	Started by	Last post: 1
Comment	ACEL Miki Virens 17 Nov 2023	ACEL Miki Virens 17 Nov 2023
Homework discussion	Hiba Poonani 21 Oct 2023	Suzanne Cagle 20 Oct 2023
Homework discussion	Marcello de la Cruz 19 Nov 2023	Marcello de la Cruz 19 Nov 2023
Homework discussion	Nerea Salazar 14 Nov 2023	Nerea Salazar 14 Nov 2023
Learning how to do budgets	Estelina Hernandez 24 Oct 2023	Estelina Hernandez 24 Oct 2023
Homework Discussion	Yvonne Rutisha 14 Nov 2023	Yvonne Rutisha 14 Nov 2023
Homework discussion	Veronica Acunagaitz 20 Oct 2023	Veronica Acunagaitz 20 Oct 2023

HOMEWORK DISCUSSION CHAT

WHAT TO NEXT

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FINANCIAL MANAGEMENT – DECISION-MAKING

WHAT TO NEXT

Klein, L. M. (2000). Continuity and change in governance and decision-making in national sport organizations: Institutional isomorphism. *Journal of Sport Management*, 14(5), 293-305.

Klein, L. M., Slack, T., & Hargrave, B. (1995). Does decision making make a difference? Patterns of change within Canadian national sport organizations. *Journal of Sport Management*, 9(3), 273-290.

Morgan, G. A. H., Ferraro, J., & Curran, A. (2004). Do institutional isomorphism in strategic decision making of a sports organization? *Review de administration de entreprises*, 54, 537-555.

Rebecq, T., Slack, P. L., Lemaire, T., & Naylor, A. (2007). August. Sport Business Model to Support the Professional of Sports Organization Decision Making. In 2007 International Conference on Information Management and Technology (ICIMT) (pp. 488-495). IEEE.

REFERENCES

Youth Academy of Grassroots Sport

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FINANCIAL MANAGEMENT

Information about the module
2nd of October, 2023

eYOUAca

Youth Academy of Grassroots Sport

**INFO SESSION
RECORDING**

Youth Academy of Grassroots Sport

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the European Union

FINANCIAL MANAGEMENT

STUDENT MEETING

**LIVE LESSON
RECORDING**



MODULE 6: FINANCIAL MANAGEMENT TAKEAWAY TEST

- 3 Single choice questions
- 8 True/False questions
- 4 Open questions

MODULE 7:

PROJECT DESIGN

Students will learn how to understand, select, and analyze calls for proposals, design project concepts using the Theory of Change and Logical Framework Approach, and develop consortiums and budgets for projects.

TRAINER: RICCARDO ONORI

Works on business processes and their quantitative modeling. He advises companies and organizations on defining their practices and pathways toward organizational learning and competency development. Expert in the design and execution of projects funded under national and European programs. For more than 15 years has been conducting training and education for universities and companies in the topics of business strategy and organization, project management, lean management and sustainability.

TRAINER: FABIO CASU

Supports organizations that need to optimize and innovate their processes, identify new organizational and work management models, and define growth objectives at both organizational and individual levels. Expert in the design and execution of projects funded under national and European programs. For more than 15 years he has been lecturing for universities and companies in the topics of business strategy and organization, project management, finance and sustainability.

PROJECT DESIGN: LESSON 1

CONTENTS:

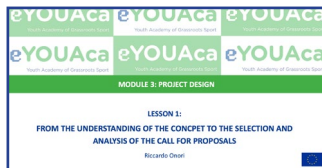
RECORDED LIVE LESSON		
LESSON 1: FROM THE UNDERSTANDING OF THE CONTEXT TO THE SELECTION AND ANALYSIS OF THE CALLS FOR PROPOSALS		
INTRODUCTION	PDF document and recorded video	
KEY KNOWLEDGE FROM THE UNDERSTANDING OF THE CONTEXT TO THE SELECTION AND ANALYSIS OF THE CALLS FOR PROPOSALS	MAIN CONTENTS	<p>This section will introduce the participants to a variety of tools that are used to rapidly collect data, analyse the situation and problems and match with relevant programs and call for proposals.</p> <p>Furthermore, this section will introduce the main points of a call for proposals and tips for reading it.</p>
	TOOLS/MATERIALS	Recorded Video and PDF presentation
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	<p>Typology:</p> <ul style="list-style-type: none"> - list questions - true/false questions - short open-ended questions
MINI CASE STUDIES	DESCRIPTION	The mini-case is designed to take 30 minutes of class time and provides some insights on the application of those methods explored with the key knowledge shared for the learning objectives described before.
SUMMARY AND REFLECTION	MAIN KEY POINTS	<p>KEY KNOWLEDGE – detect calls for proposals</p> <p>At the end of the section each participant should be able to: explain the importance of understanding a situation before you design a project, select and use appropriate tools and methods to collect data in a particular context, analyse data in different ways according to the information you need to know, identify relevant programs and call for proposal with the funding framework, select call for proposals able to address the problems and needs that you have assessed, read and understand the main points and characteristics of the selected calls.</p>
WHAT TO NEXT	DESCRIPTION OF THE HOMEWORK MATERIALS	Once participants have understood the context, identified the problem(s) and analysed your stakeholders, identified the right calls and understood their main points, they are now ready to move on to the design of the project. They need to reflect on the fact that the assessment and analysis processes can overlap. They might get to the end of their analysis and realise they need to do more assessment.

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: FROM THE UNDERSTANDING OF THE CONCEPT TO THE SELECTION AND ANALYSIS OF THE CALL FOR PROPOSALS



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

8 Single choice questions

MINI CASE STUDY

THE TASK

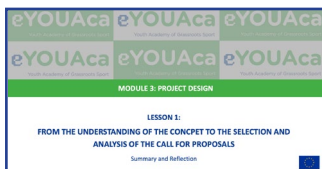
Consider the GSA & Perform the following activities:

- Elaborate a problem tree from the statements defined in the mini case study description
- Identify the main stakeholders of the project
- Elaborate a SWOT Analysis.
- Go to Erasmus + website for small partnerships and evaluate how well the call aligns with the problems and needs identified by GSA; consider whether the call's objectives and focus areas directly address the issues identified by GSA; look for keywords or themes that match the GSA's needs.



CASE STUDY

SUMMARY & REFLECTION



SLIDES

WHAT TO NEXT



REFERENCES

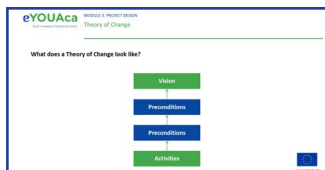
PROJECT DESIGN: LESSON 2

CONTENTS:

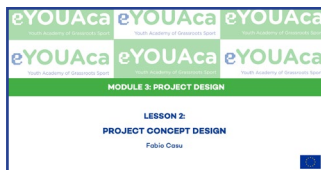
LESSON 2: PROJECT CONCEPT DESIGN		
KEY KNOWLEDGE PROJECT CONCEPT DESIGN	MAIN CONTENTS	<ul style="list-style-type: none"> - the problems and needs analysed during the previous phase of the project cycle - the selection and understanding of relevant call for proposals - a clear understanding of what the project intends to achieve and how it is going to do this, matched with the call for proposals main expectations and constraints. <p>Good project design encourages people to participate and collaborate.</p> <ul style="list-style-type: none"> - the two main approaches used to help design projects: Theory of Change and Logical Framework Analysis
	TOOLS/MATERIALS	Video recorded and PDF presentation
LEARNING CHECK - RECAP	TYPOLOGY OF QUESTIONS	<p>Typology:</p> <ul style="list-style-type: none"> - list questions - true/false questions - short open-ended questions
MINI CASE STUDIES	DESCRIPTION	Mini-case is designed to take 30 minutes of class time and provides some insights on the application of those methods explored with the key knowledge shared for the learning objective described before.
SUMMARY AND REFLECTION	MAIN KEY POINTS	<p>a) Design tools and approaches: theory of change and logframe</p> <p>b) How to develop a Theory of Change:</p> <p>c) How to develop a Logframe:</p>

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: PROJECT CONCEPT DESIGN



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

8 Single choice questions

MINI CASE STUDY

THE TASK

Look at the SrRC education hub and perform the following activities:

- Elaborate a problem tree from the statements defined in the mini case study description (INTRODUCTION and CASE STUDY), showing how the education hub can solve partially some of the main issues
- Elaborate a Logframe of SrRC and its Education Hub.
- Evaluate the project by adopting the listed criteria.
- Improve the project: how the logframe and the project concept design could be reviewed to improve the expected impacts?

LESSON no. 2

Mini Case Study

INTRODUCTION

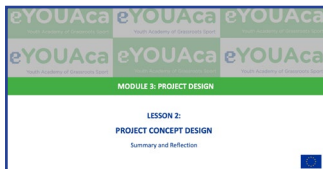
Sports were added as EU competence in the Lisbon Treaty (2009) and the need was established to adopt a pan-European approach to tackle issues that are a threat to sports, such as discrimination and racism.

Both at regional and national level, funding entities are following the same approach. Steps were taken to that direction and famous anti-racism campaigns in football helped to significantly decrease racism inside stadiums.

However, the success of such campaigns is lately in dispute. There are voices stating that these types of actions, while successful in decreasing overt facets of racism, they have failed to tackle its deeper roots.

CASE STUDY

SUMMARY & REFLECTION



SLIDES

WHAT TO NEXT



REFERENCES

PROJECT DESIGN: LESSON 3

CONTENTS:

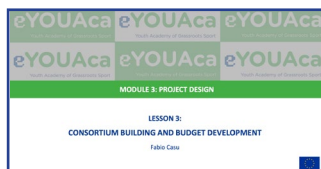
LESSON 3: CONSORTIUM BUILDING AND BUDGET DEVELOPMENT		
KEY KNOWLEDGE CONSORTIUM BUILDING AND BUDGET DEVELOPMENT	MAIN CONTENTS	Budget outline should be developed during the design phase as an important part of the overall design. It is important to know what the project will cost to know whether it can be funded. A budget cannot be developed separately from the LogFrame.
	TOOLS/MATERIALS	Video recorded and PDF presentation
LEARNING CHECK - RECAP	TYPOLGY OF QUESTIONS	Typology: - list questions - true/false questions - short open-ended questions
MINI CASE STUDIES	DESCRIPTION	Mini-Case Studies is designed to take 30 minutes of class time and provides some insights on the application of those methods explored with the key knowledge shared for the learning objectives described before.
SUMMARY AND REFLECTION	MAIN KEY POINTS	- identify potential partners - build a consortium - to define the project activities' costs and categorize them - to develop a simple project budget combining the top-down with the bottom-up approaches
TAKE AWAY TEST	TYPOLGY OF THE TEST	True/False test

THE LESSON CONSISTS OF FOLLOWING MATERIALS:

KEY KNOWLEDGE: CONSORTIUM BUILDING AND BUDGET DEVELOPMENT



VIDEO TUTORIAL



SLIDES



LEARNING CHECK: RECAP

MINI CASE STUDY

THE TASK

Take a look at some websites like <https://www.migrantwomennetwork.org/>
OR <https://farenet.org/>

Based on the case study provided, perform the following activities:

- Identify the potential main relevant partners of the project
- Identify the actual specific skills provided from each partner related to the project scope and activities
- Elaborate a potential project budget

LESSON NO. 3


Mini Case-Study

INTRODUCTION

The potential of sports to convey human values is of increasing interest. At the same time, the perception and awareness of human equality, racism and discrimination in sport have considerably changed at European level over the past decade with an emerging need for action. For these reasons actors active in the field of sport coordinate this development of a more active approach against racism and discrimination in sports. Strategies for equality between men and women encourage the mainstreaming of gender issues into sport-related activities and had a specific focus on the sport for immigrant women and women from ethnic minorities. Societies are engaged to take social challenges, proposing measures and actions to be developed through public institutions. In line with European policies, the project aims to develop a sustainable and replicable model.

CASE STUDY

SUMMARY & REFLECTION



The slide features a grid of six eYOUAca logos at the top, each with the text "eYOUAca" in large green letters and "Health Assembly of Massachusetts State" in smaller green letters below it. Below the grid is a solid green horizontal bar containing the text "MODULE 3: PROJECT DESIGN" in white, bold, uppercase letters. Underneath the bar, the text "LESSON 3:" is centered in green, followed by "CONSORTIUM BUILDING AND BUDGET DEVELOPMENT" in bold, black, uppercase letters. At the bottom, "Summary and Reflection" is centered in a smaller, italicized black font. The eYOUAca logo is also present in the bottom right corner.

SLIDES

WHAT TO NEXT

[illegible]

REFERENCES

The screenshot shows a Google Classroom interface. At the top, there's a header bar with 'eYOUAcademy' and a 'Lesson' tab. Below the header, there's a title bar with 'eYOUAcademy' and a subtitle 'Logical Frameworks (Eng Frame)'. The main content area features a table with four columns: 'Level', 'Summary', 'Indicators', 'Evidence', and 'Assumptions'. The table has four rows: 'Level', 'Purpose', 'Outputs', and 'Activities'. To the right of the table, there's a video player showing a person speaking. Below the video player, there's a red circle with a white dot inside, and the text 'LIVE LESSON RECORDING'.

Level	Summary	Indicators	Evidence	Assumptions
Purpose	Developing a logical framework to achieve a specific purpose and achieve a specific purpose	Having a clear understanding of the problem, including its causes, effects, and impacts	It is clear that the problem is a problem and not a solution	If the problem is a problem and not a solution, then the problem is a problem and not a solution
Outputs	Developing a logical framework to achieve a specific purpose and achieve a specific purpose	Having a clear understanding of the problem, including its causes, effects, and impacts	It is clear that the problem is a problem and not a solution	If the problem is a problem and not a solution, then the problem is a problem and not a solution
Activities	Developing a logical framework to achieve a specific purpose and achieve a specific purpose	Having a clear understanding of the problem, including its causes, effects, and impacts	It is clear that the problem is a problem and not a solution	If the problem is a problem and not a solution, then the problem is a problem and not a solution



MODULE 7: PROJECT DESIGN TAKEAWAY TEST