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eYOUAca

E-learning YOUTh ACAdemy of grassroots sport

NEED'S ANALYSIS REPORT

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1. Introduction

The project “eYOUAca - E-learning YOUTH ACAdemy of grassroots sport” aims at developing an innovative curriculum of “young leader in grassroots sport management at national and international level”. The curriculum is composed of e-training modules and 1 e-internship module in which young trainees (75 young people aged between 18 and 30 years old) of the grassroots sport organizations involved, are asked to cooperate with their organisations in order to put in practice what they learned by developing innovative sport activities for children from 5 to 11 years old.

The project, coordinated by CSIT (Austria) involves 9 partners: 6 sport organizations from Italy (AiCS), Croatia (HLA), Estonia (KALEV), Finland (TUL) and Spain (UCEC), 1 organisation for sport innovation from Belgium (EPSI), 1 organisation which provides certifications for educational services from Belgium (ETSIA) and a cultural non-profit organisation from Italy (FNCC).

The e-training and e-internship will be evaluated and certified according to the EQF.



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2. Objectives of the survey

The objective of the needs analysis is to collect useful elements for the development of guidelines for the training of the future managerial framework of grassroots sports associations. The surveys gather the training needs of young people and senior leaders in order to promote the training about grassroots sport management in young participants, at national and international level, through the platform designed ad hoc. In light of this, the training will be structured from the results emerged from the questionnaires above and it will be divided into modules, which will be provided with the contents identified thanks to the needs analysis and the guidelines. The method that the project will use is the implementation of common “Guidelines on how to develop eYOUAca modules” that will be developed by EPSI, providing common criteria and indications according to which the contents of the platform will be developed.

Moreover, the ETSIA international certification will also facilitate the access of eYOUAca Young Coaches to advanced training courses and academic qualifications of the university. These will be based on a practical application of the European Qualification Framework methods as well as the European guidelines for validating non-formal and informal learning, made for the initiation, development, implementation and operation of validation arrangements.

The training will be divided into 2 phases: the first is the training on the platform, the e-learning training, and after that there will be the training on the field, or rather internship, where young people will be assisted by senior leaders.



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3. Workflow of the needs' analysis

The workflow of the survey followed the steps mentioned below.

STEP 1 – The preliminary survey

The first step was a preparation of an interview (preliminary survey) addressed to Seniors leaders (like managers, presidents, board members) and to the youngsters of the organizations, with the aim to inquire the real needs of young people, regarding the necessary skills that they should develop during the platform training and internship.

STEP 2 – Results of the preliminary survey

The analysis of the responses received aimed at detecting the set of skills required to be developed. The skills outlined, thus, became the set of survey areas of the questionnaire. From those contents the questionnaire of the needs analysis was designed with questions and related responses options.

STEP 3 – The validation of the questionnaire

The questionnaire's structure was, then, reviewed and went through the validation process.

For the validation process, it was built a methodologic commission, composed by 2 of the partner organizations. Since each grassroots sport organization will have the task to design and deliver a specific module according to the expertise and knowledge they have, 4 will be fundamental to have a common framework according to which each module should be implemented.

STEP 4 – The preparation of the online questionnaire

Finally, the questionnaire was transferred to Google Forms so to be filled by online and it available for the target group. Every grassroots sport organization was asked to cooperate to gather seniors and young leaders to fill in the questionnaire.



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4. Criteria used to design the questionnaire

Below, the criteria used for the construction of the questionnaires:

- The need analysis is a process of "participatory construction" of the training program so that it can reflect the needs of both senior and young leaders.
- The researchers designed 2 types of questionnaires: one addressed to senior leaders, one addressed specifically to young people.
- The questions of the survey for young people and seniors were the same but young people answered for themselves, while seniors answered as if they were a young people.
- Seniors represented needs that were as a starting point to design the questionnaires. Since young people may not recognize these needs when the questions are closed, the option "Other" is inserted where the young people can provide their own answer.
- The multiple-choice answers (the "grids" for the closed-ended questions) were, therefore, constructed to offer a range of "training opportunities".
- The questions, to facilitate the respondents' participation in the co-construction of the training process, placed the respondent in a hypothetical situation to manage, aimed at inquiring the competences and skills needed or to be trained, so that he/she could focus on what his/her support needs are to proceed.
- For questions relating to the role and management of team work, it is considered more effective to collect free text without "closing" the possibilities of answering. These questions were then analysed by creating "clusters" that represent the arguments offered.



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5. Needs analysis results

5.1 Introduction

The need analysis inquired 8 macro areas that were defined by the preliminary survey, which are:

- Hard skills
- Business plan
- Problem solving
- Project management
- Manage a team
- Communication
- Role of the youngers
- Platform needs

For each macro area of competence were identified a set of skills to inquire (see details in the next chapter, one by one).

The total number of filled questionnaires were 59 coming from 10 Countries: a part of the Countries represented by the partner organisations, CSIT involved other 3 Countries through its own network (Denmark, France and Germany). On these numbers was carried out the analysis of the needs; in details, 37 young people and 22 seniors answered to the survey and the results merged these 2 target groups.

The macro areas “Problem solving”, “Role of the young people” and “Platform” were opened-ended question, while the other macro areas contained 4/5 options to be chosen, including the option “Other” where people could write added opinion/options, etc.

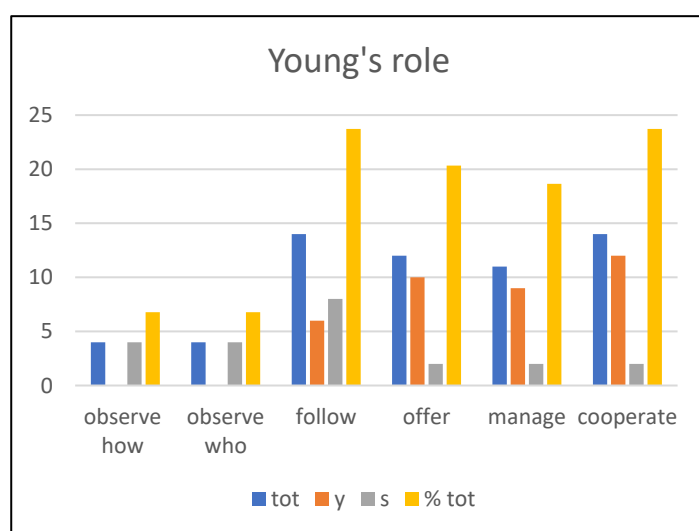




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Results, comments and recommendations about “Role of the young people”:



YOUNG'S ROLE	tot	Young	Senior	% tot
Observe how	4	0	4	7
Observe who	4	0	4	7
Follow	14	6	8	24
Offer	12	10	2	20
Manage	11	9	2	19
Cooperate	14	12	2	24

The responses of “Follow” and “Cooperate” have the two highest scores; that means that seniors might be prepared to support young people into the internship phase.

The main difference of the responses among seniors and young people is that only seniors foreseen the “observation” processes (Who” and “what”) and their answers account for 14% of all.

This means that observation is not actually a process recognized from young people as it is from seniors and young people are most oriented towards an “active” role. This is confirmed also by the responses of “Offer” and “Manage” from the seniors, that compared to the ones of young people are really low. These results highlight how seniors’ answers placed young people more on a “Passive role”, while young people view themselves as more “active”.

Therefore, the results show **a distance between seniors and young people on how they perceive the role of juniors in assisting seniors, thus impacting on a successful cooperation and on the personal satisfaction.**



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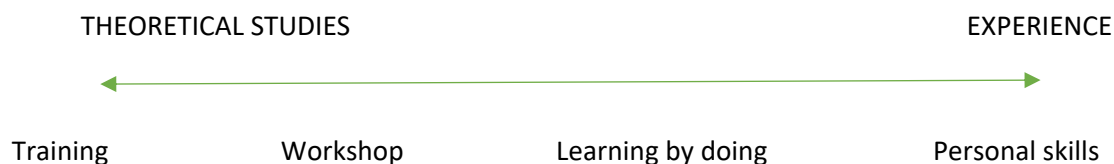
According to those results the recommendation is **to carefully define and share a common meaning of the “coaching process” among seniors and young people, by establishing shared strategies and procedures of how young people can assist effectively seniors into the sports organisations.**

5.3 QUESTION 2 - BUSINESS PLANNING SKILLS

Type of Question: closed questions.

Objective of the Question: The questions were designed to collect the training needs of the participants about the set of business planning skills.

Type of Analysis of results: The analysis was conducted by taking into consideration a line between training (theoretical study) - learning by doing (experience).



The collected needs were identified into a set of responses, that are:

TRAINING: option that explicit the need of an explicit theory and methodology elements.

WORKSHOP: possibility of exercising and practicing, through the opportunity to create an "artificial" environment, before doing the effective work.

LEARN BY DOING: option that considered practice and experience, where could learn by doing the work, with the support of someone who has experience.



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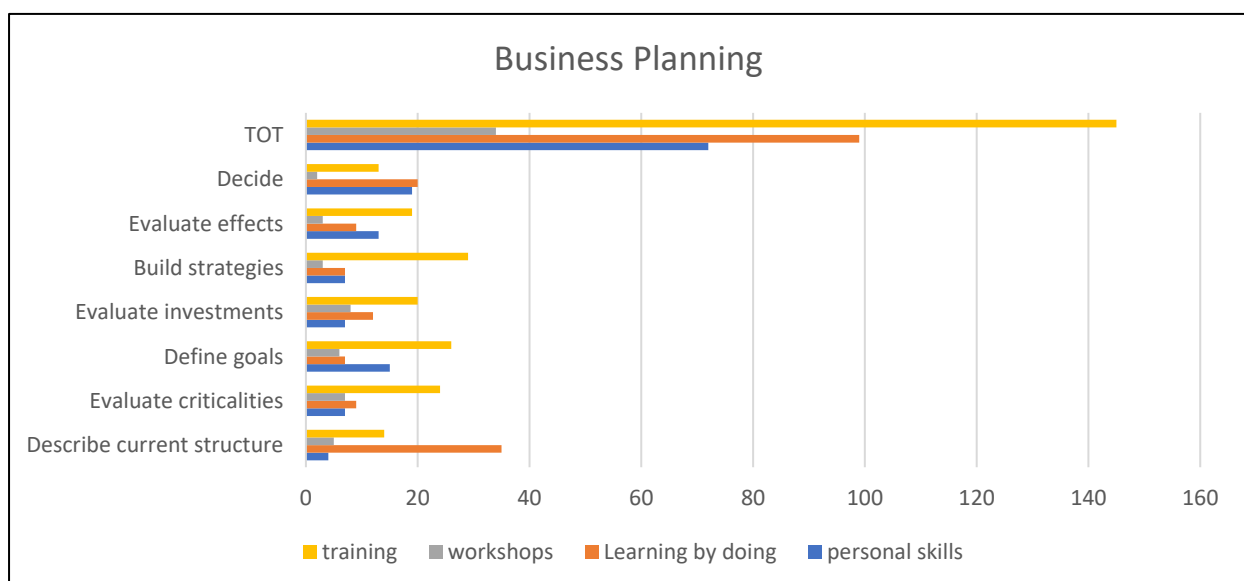


PERSONAL SKILLS: it's not even about experience, but about personal characteristics or features that couldn't be training or developed, but that people already have inside them.

The skills required and inquired were:

- To describe the current structure of the association
- To evaluate criticalities and strengths
- To define achievable/sustainable goals
- To evaluate investments
- To build strategies to achieve goals
- To evaluate the positive and negative effects
- To make decisions

Results, comments and recommendations about "Business planning":





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Business planning	Describe current structure	Evaluate criticalities	Define goals	Evaluate investments	Build strategies	Evaluate effects	Decide	TOT %
Personal skills	4	7	15	7	7	13	19	20,57
Learning by doing	35	9	7	12	7	9	20	28,29
Workshops	5	7	6	8	3	3	2	9,71
Training	14	24	26	20	29	19	13	41,43

The most frequent answers are **TRAINING** and **LEARNING BY DOING**.

For the macro areas «Evaluate criticalities», «Define goals», «Evaluate investments», «Build strategies», «Evaluate effects» the need required is to build TRAINING MODULES, because all of them have high score in the “training” need.

Macro areas «Make decisions» and «Describe the current structure of the association» are the aspects where experiences (LEARNING BY DOING) and PERSONAL SKILLS are required the most.

Personal skills are required for each of these competences, but the score doesn’t overcome none of the other scores, in any of the skills.

Therefore, the results show that **theoretical training is necessary for all the skills inquired, but for some of them (“make decisions” and “describe current structure” in the specific), it is also necessary to train by the internship together with a senior**, with the purpose to better develop and strengthen them.





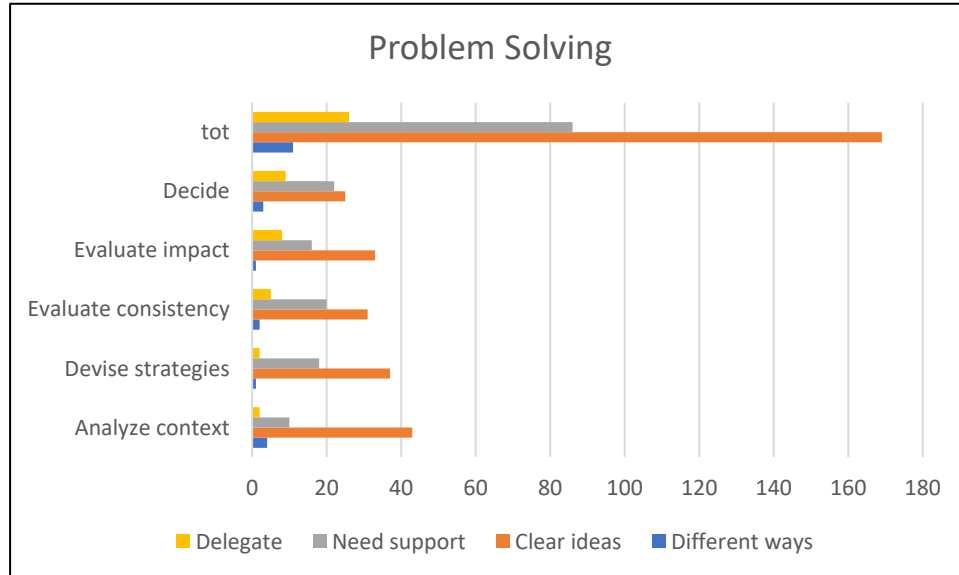
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The skills required and inquired were:

- To analyse context and situations
- To devise alternative strategies
- To evaluate strategies and objectives
- To evaluate positive and negative impact of the strategies
- To make decisions

Results, comments and recommendations about “Problem solving”:





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Senior	Analyze context	Devise strategies	Evaluate consistency	Evaluate impact	Decide	Tot %
Different ways	1	0	1	1	1	3,81
Clear ideas	13	13	11	10	7	51,43
Need support	8	7	6	8	12	39,05
Delegate	0	1	2	2	1	5,71

Young	Analyze context	Devise strategies	Evaluate consistency	Evaluate impact	Decide	%
Different ways	4	1	2	1	3	3,77
Clear ideas	43	37	31	33	25	57,88
Need support	10	18	20	16	22	29,45
Delegate	2	2	5	8	9	8,90

Seniors and Youngers' frequent answer is **CLEAR IDEAS**, that means that generally, both consider manageable this process for young people.

The results show that in the first phases of problem-solving process, young people consider themselves autonomous, but in the final phases, that becomes more difficult to manage, here they ask for more support from seniors. In fact, for this reason the competences «Evaluation of the impact of strategies» and «to make decisions» have the highest scores among all those of the same category (delegate).

Therefore, those results show that a **basic training for this competences could be enough for all the skills inquired, except for the “make decisions” process that required more support.**



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For this reason, the recommendation is that it's also necessary **to train the skills of this specific competence in internship together with a senior**, with the purpose to better acquire and strengthen.

5.5 QUESTION 4 - PROJECT MANAGING

Type of Question: closed questions.

Objective of the Question: The questions were designed to collect the training needs of the participants about the set of project management skills.

Type of Analysis of results: The analysis was conducted by taking into consideration a line between training (theoretical study) - learning by doing (experience).



The options are:

Learning by doing: training is not foreseen; the need it to practice by doing the work.

Supervision: help and support by an expert, someone which young people could confront with.

Training: need of specific training, before starting work.



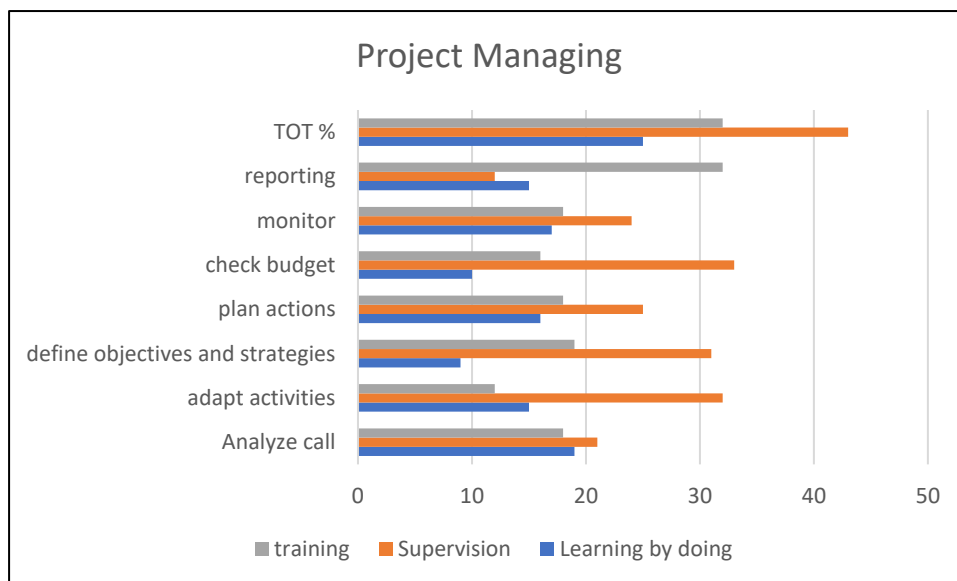
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The skills required and inquired are:

- To evaluate if a call is interesting or not for the association
- To understanding how some activities of the association can fit into the project
- To define the objective of the project and the strategies to pursue it
- To plan set of actions necessary to carry out
- To check the sustainability of the set of actions with respect to the budget
- To monitor and coordinate all collaborators
- To organize and analyse data for reporting

Results, comments and recommendations about “Project Managing”:





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Project managing	Analyze call	Adapt activities	Define objectives and strategies	Plan actions	Check budget	Monitor	Reporting	TOT %
Learning by doing	19	15	9	16	10	17	15	25
Supervision	21	32	31	25	33	24	12	43
Training	18	12	19	18	16	18	32	32

SUPERVISION is the most frequent answer and TRAINING is the second one.

Anyway, <<Analyze call>> and «plane the set of actions» skills, show the highest score for LEARNING BY DOING, despite SUPERVISION is always the most frequent, while “reporting” is the criteria where TRAINING is required the most.

For this competence **it’s necessary to offer a basic training, but it could be useful the implementation and the boost up of all these skills during the internship phase; it’s also relevant that a specific training could be useful for the “reporting” aspect.**



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5.6 QUESTION 5 - TO MANAGE TEAMS

Type of Question: opened-questions.

Objective of the Question: The questions were designed to investigate into details the skills required about managing a team of collaborators.

Type of Analysis of results: for this competence it cannot be defined the line of needs, but it was analysed by considering four clusters of answers, which summarize different aspects of the answers offered by young and senior leader who filled the questionnaires.

The clusters are:

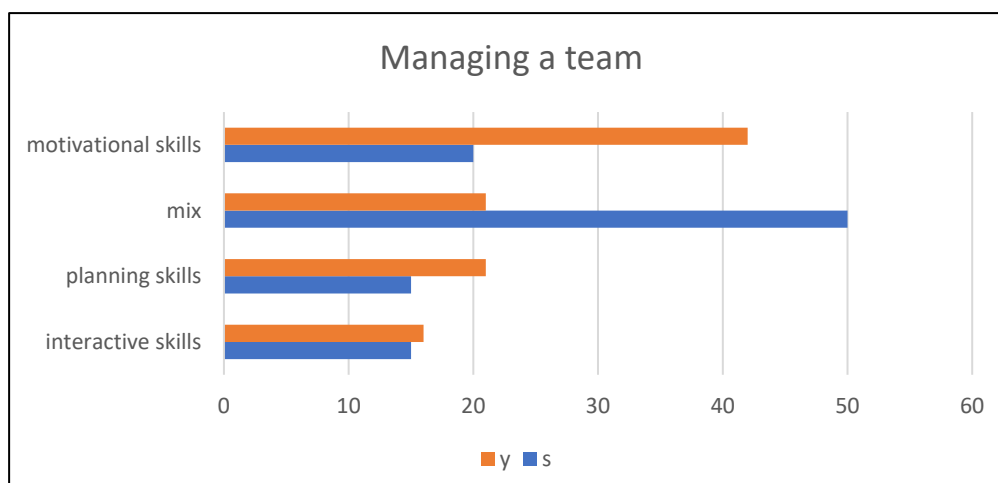
PLANNING SKILLS: referred to the skills that regarding role definition, monitoring, problem solving and other similar competences concerned the "hard skills" topic.

INTERACTIVE SKILLS: referred to the skills of managing interactions between team members, clarity of the communication, listening, conflict resolution, etc.

MIX: considered elements regarding planning and interactive skills merged together, used to describe complicated situations.

MOTIVATIONAL SKILLS: referred to the personal characteristics or features of the leader that could be influence the work group, such as authority, charisma, motivation, be confident, etc.

Results, comments and recommendations about “Managing a team”:





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MANAGING A TEAM	% senior	% young	Tot %
Interactive skills	15	16	15,5
Planning skills	15	21	18
Mix	50	21	35,5
Motivational skills	20	42	31

Results show that there are important differences between Young people and Seniors.

Indeed, young people indicated motivational skills, that could not be learned or be trained, while seniors indicated for the mix between planning skills and interaction skills.

The results show differences among young people and seniors on “How to manage a team” and about the skills of a leader (such as manager). In fact, these data are consistent with the **needs of the youngers to practice, doing experience and to be support by the seniors.**



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5.7 QUESTION 5 - COMMUNICATION SKILLS

Type of Question: closed questions.

Objective of the Question: The questions were designed to collect the importance attributed to various areas of the communication for a leader.

Type of Analysis of results: The analysis was conducted by taking into consideration a line between Marginal and Fundamental. The question identified a series of dimensions towards which the organization is called to answer about what are the processes that involve the leader himself



. The possible answers are:

FUNDAMENTAL: the leader should be competent in this area

USEFUL: is useful that he/she has to manage

MARGINAL: communication is a process that he/she can do once other priorities have been managed

TO DELEGATE: process that should be delegated to a specific role.

The skills required and inquired are:

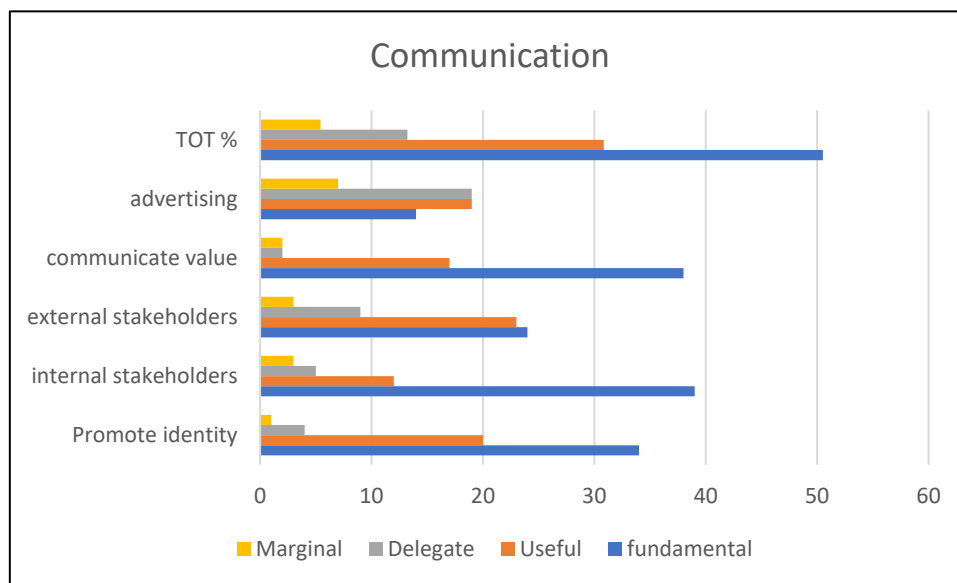
- To promote and communicate associative identity
- To involve internal stakeholders (collaborators)
- To involve external stakeholders (partners, target groups)
- To communicate the values of the initiatives carried out
- To advertise your business



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Results, comments and recommendations about “Communication”:



Communication	Promote identity	Internal stakeholders	External stakeholders	Communicate value	Advertising	TOT %
Fundamental	34	39	24	38	14	50,51
Useful	20	12	23	17	19	30,85
Delegate	4	5	9	2	19	13,22
Marginal	1	3	3	2	7	5,42

«Fundamental» is the most required need for the communication skills.

Results show that the process «Advertising your business» would be the most DELEGATED one and «Communicate values of the initiatives» is the most FUNDAMENTAL process.

The processes «Communicate values», «involve internal stakeholders» and «Promote identity» are FUNDAMENTAL, so these aspects should have a key-role into the training modules.



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The importance of the process <<*communication with internal stakeholders*>> is foreseen as fundamental, as noted with respect to team management skills.

The process «*Involve external stakeholders*» that concerns a communication process with external stakeholders (a dimension that encompasses all the partnership building processes and associative development in general) is seen as the least fundamental. An additional training might be required here for the young people.

Fundamental is the most required need for the communication skills; this suggest that **communication is a key topic to be trained on.**

5.8 QUESTION 7 - HARD SKILL

Type of Question: closed questions.

Objective of the Question: The questions were designed to collect the training needs of the participants about the hard skills necessary for the exercise of the role of leader into the grassroots sport organizations.

Type of Analysis of results: The analysis was conducted by taking into consideration a line between self-training (possibility to train or inform about these skills by themselves) and Specific training.





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The clusters are:

ALREADY AVAILABLE: material already available (like online etc.)

MANUALS: materials to be consulted independently if needed

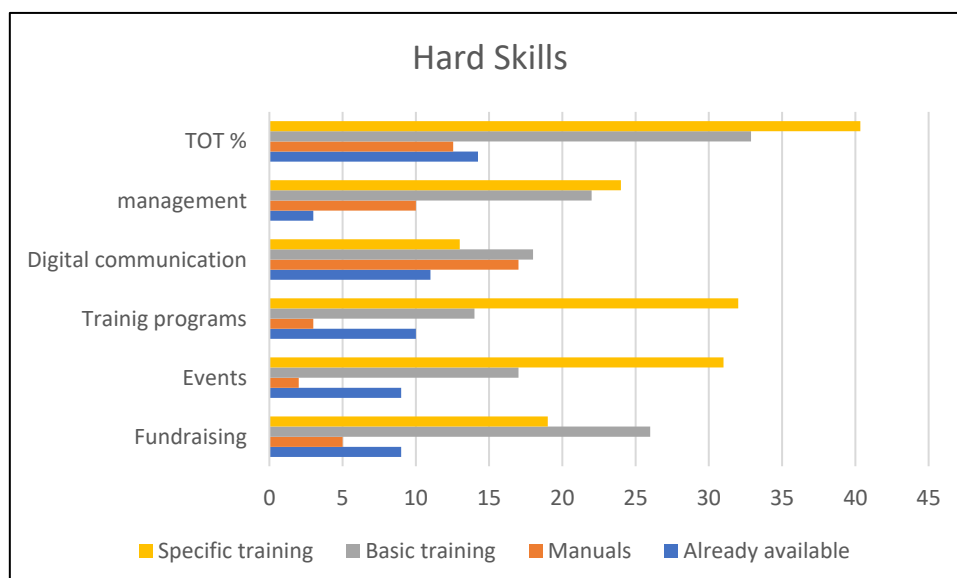
BASIC TRAINING: need of basic training, which allows to search for information independently

SPECIFIC TRAINING: training specifically design for this type of skills it could be useful

The skills required and inquired are:

- Fundraising methods
- To organize sport events
- To organize training programs
- Digital communication
- Bureaucratic and administrative management elements
-

Results, comments and recommendations about “Hard skills”:





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Hard skills	Fundraising	Events	Trainig programs	Digital communication	Management	TOT %
Already available	9	9	10	11	3	14,24
Manuals	5	2	3	17	10	12,54
Basic training	26	17	14	18	22	32,88
Specific training	19	31	32	13	24	40,34

SPECIFIC TRAINING is the most frequent answer for each skill, except for the processes of «Digital Communication» and «Fundraising» for these two aspects is enough a basic training.

The results suggest that **for the hard skills (that concern all the competences needed to cover the role of manager of grassroots sport organizations) the need is to receive a specific training.**

5.9 QUESTION 8 - CHARACTERISTICS OF THE PLATFORM

Type of Question: opened questions.

Objective of the Question: The questions were designed to collect the training needs of the participants about fundamental characteristics the platform should have.

Type of Analysis of results: for this area it cannot be defined the line of needs, but it was analysed by considering clusters of answers, which summarize different aspects.



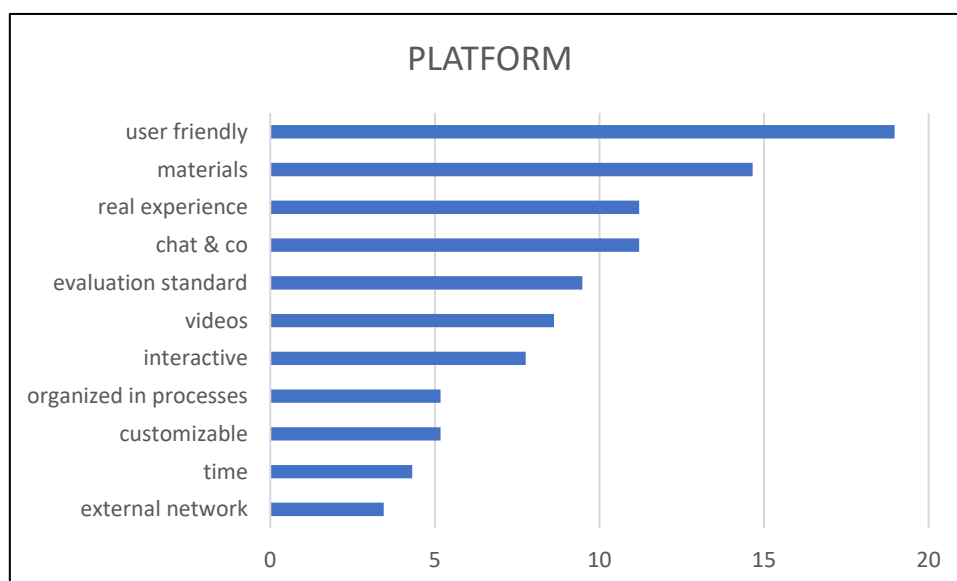
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The answers collected regards the possibilities to have:

- External network: to create partnership with other organizations
- Time: allows you to efficiently organize the time (brief sessions, possibility to pause, etc)
- Customizable: allows to organize the training process «ad hoc» for each user
- Organized in sessions: each process the leader should manage (to organize sport events, administrative management, communication, etc) should be referred to a single session
- Interactive: chat & co, Q&A, FAQ
- Standard evaluation: allows to test themselves with standard evaluation criteria - to be certificate
- Real experience: reference to case studies
- Materials: provision of videos, slides, manuals, materials available separately from the platform sessions
- User friendly: simple and attractive

Results, comments and recommendations about “Platform”:





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In the design of the platform it is certainly useful to keep in mind the need for an archive of materials that can be easily consulted, the possibility of interacting with each other, and the preparation of a "map" of the site that could be useful to orientate people into the sections.

The possibility of carrying out standardized skills assessment tests is considered as useful feedback (beyond the possible self-assessment of learning).

The other aspects that emerged from the survey mainly concern the training methods (through videos, manuals, concrete testimonies, etc.). That means that tools of learning are really useful to the training.



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6. FINAL COMMENTS

The needs analysis was a useful tool to inquire the training needs of young leaders and seniors' expectations on what/how should be trained to young people to ensure a bright future for grassroots sport organizations.

The first result that emerged concerns the contents which were given by the open-ended answers that were investigated; in fact, knowing what the two targets involved expect to find in the e-learning platform is already an indicator about which kind of topics and subjects should be built for and offer from the training.

Moreover, another relevant result is given by the frequency of responses on the specific type of need; the chart and the numbers that were extracted are useful to identify the type of needed training and to structure it in the modules in order to guarantee an effective learning and development of the skills required and as expected by young and senior leaders.

The results show several differences among the needs of young people and the expectations of seniors; the experience of managers is a useful tool for the training of young people and for this reason the latter need to be prepared to support youngsters.

In the chart below, an overview of the needs results from the needs analysis, for each competence. In the column "Alert" the most critical aspect for each macro area; it's necessary to take in mind these criticalities in the construction of the modules for the e-learning training.



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SKILL SET	Full Training	Practice	Sharing	Alert!
BUSINESS PLANNING	X			Decision making need to be considered in progress for all modules
PROBLEM SOLVING			X	Practice in the last phases of the process
PROJECT MANAGING			X	Training on “reporting”
TEAM MANAGING		X		Senior foreseen training, while young people not
COMMUNICATION		X		Underestimated relevance for “external stakeholders”
HARD SKILLS	X			Practice for communication and fundraising
COOPERATION	X			Need to define and share a common meaning of the “coaching process” among seniors and young people.

The chart shows the frequencies of the necessary needs for each competence, through the analysis of the responses.

The needs are split into:

- **“Full training”**: session with theoretic and methodologic lessons, videos, materials, possibility to practice, documents to consult. This option includes also the two described below; “Full training” is the most completed among all of them.
- **“Practice”**: opportunity to do practice, through exercises and also thanks to the help of someone to talk with, in case of need (such as an expert, a supervisor, etc).
- **“Sharing”**: opportunity to see and exchange concrete experiences, which could be helpful for reflections, possible solutions to problems, etc.



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Overall, the majority lies in the full training need, and in second place practice and sharing. This means that **a full training is a key-role for the development and empowerment of the skills of the young leaders.**

Therefore, the results show **a distance between seniors and young people on how they perceive the role of juniors in assisting seniors, thus impacting on a successful cooperation and on the personal satisfaction.** This data is supported from the needs analysis results about the competence “How to manage a team” and the skills related to, about the skills of a leader (such as manager), and also in the “Role of the young people” where observation is not actually a process recognized from young people (indeed, seniors represented for the youngsters a passive role during the internship, while young people see themselves as active in the process).

The skills “make decisions” in the competence area of “business planning” and “problem solving” highlight how **young people need support from seniors about important decisions** or process regarding more challenging competences, with the aim to strengthen them.

According to those results the recommendation is **to carefully define and share a common meaning of the “coaching process” among seniors and young people, by establishing shared strategies and procedures of how young people can assist effectively seniors into the sports organisations and develop managerial skills.**

It is necessary to ensure continuity among managers with more experience and young people involved in grassroots sport organizations, to have a common line and to have a clear idea of the role of the managers, in order to achieve the training objectives of the young people involved in the training.



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