



SUCCESS

Training objectives



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Welcome to Dubrovnik, Croatia



Objectives

- To learn about the concept of the training programme
- To be familiar with all training tools and materials
- To be familiar with facilitation techniques and methods
- To learn about a learning community
- To be able to contribute to the main objectives of the training programme
 - To help sport organisations improve their management
 - To help female leaders improve their competencies

Discussion

- What kind of experience do you have in delivering educational/training programmes?
- What kind of expectations do you have of this training for training programme deliverers?



Thank you

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Design of training programme



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Structure of presentation

- Basic principles
- Content
- Structure
- Mentoring system

Basic principles

- Programme should be designed in a way that it allows participants to meet the basic requirements of the course
 - 100% attendance
 - Completion of all assessment tasks
- The way that the programme is designed is going to have a direct influence on participant's ability to meet the requirements of the training programme
- Needs of participants should be a priority when designing the programme

Content

- Content of the programme covers key areas of sport management
 - Governance
 - Managing strategically
 - Managing HR
 - Managing finance
 - Managing marketing
 - Organising major events
- Training programme improves participants' leadership competencies

Structure

- Residential days (sessions)
 - Facilitation and group work
 - Participants' presentations of case studies (PPP)
- Long distance learning
 - Developing case studies on all topics (PPP)
 - Developing case studies on 2 topics (written)
 - Developing the impact evaluation (PPP)

Structure: Residential days

- Training programme consists of **12 residential days**
 - Topic 1-6
 - Session 1. Facilitation and group work
 - Session 2. Power Point Presentations of participants
- Completed within 8 months

Before the training programme

- National Coordinators :
 - Present the requirements of the training programme to participants
 - Motivate participants to meet the requirements and finish the training programme
 - Manage participants' expectations
 - Analyse participants' training needs
 - Identify and manage risks
 - Begin the process of building a learning community

Sessions

- Training programme is divided into two sessions
- **Session 1**
 - Facilitation and group work on all 6 topics
 - 16-23 October 2016
 - Rome, Italy
- **Session 2**
 - PPP of participants on all 6 topics
 - 21-28 May 2017
 - Paris, France

Session 1. Daily programme (See att.)

09:00-09:15	Introduction to the topic	XY
09:15-10:30	Sub-topic facilitating	XY
<i>10:30-11:00</i>	<i>Coffee break</i>	
11:00-12:30	Sub-topic facilitating	YZ
<i>12:30-14:00</i>	<i>Lunch break</i>	
14:00-15:00	Expert lecturing	ZX
15:00-16:00	Expert lecturing	ZY
16:00-16:15	Conclusions	ZZ
<i>16:15-16:45</i>	<i>Coffee break</i>	
16:45-18:00	Workshop on developing the case study	YY
18:00-19:00	Individual mentoring	Mentors

Session 1. Sub-topic facilitation

Activity	Minutes
Facilitator presents the selected sub-topic	10
Facilitator assigns tasks and divides participants in groups (8)	5
Participants work in groups	20
Group representatives (8) present their findings (5 min.)	40
Facilitator facilitates a discussion	10
Facilitator closes with conclusions	5
Total time:	90

Session 2

- PPP that clearly shows the effects of the learning process on the participant
- Each participant gives a final presentation before the evaluating committee
- The purpose:
 - To evaluate participant's progress
 - To stimulate participants to develop an action plan based on what they have learned in the form that they can later use
 - To evaluate the level of application of acquired knowledge by participants
 - To evaluate the potential impact of the participant's involvement in the training programme on the participant's organisations
 - To receive a clear feedback on what has been done already in participant's organisation as a direct consequence of the participant's involvement in the training programme

Planning for long distance learning

- Participants need a **sufficient amount of time** between sessions
 - To read the literature
 - To develop the case studies
 - To prepare a presentation
- Some participants need a lot of support in developing their case studies
- Develop the **mentoring system** by assigning mentors to participants



Q&A

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Delivering the training programme



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Structure of presentation

- Eligible participants
- Training programme design
- Assessing participants through case studies
- Final impact presentation
- Role of training deliverers
- Support materials

Participants

- Training programme is designed for volunteers and paid staff who fall into one of two categories:
 - Leaders or high-level executives in sport organisations
 - **ONLY EXCEPTIONALY:** Less senior members of staff or volunteers who have responsibility for managing projects in sport organisations

Design

- Training programme covers 6 topics in sport management
- Each topic will take 7 days
 - 2 days residential work + 5 days own work
- Entire programme requires 12 residential days and 30 distance learning days
- Timeframe: 8 months

Design

- The following factors must be included:
 - There must be an introduction to ‘break the ice’ and set the ground rules
 - Participants need appropriate amount of time between Day 1 and Day 2 of each topic so they can apply the content of Day 1 in order to make their presentations on Day 2
 - From October 2016 to May 2017
 - Minimum 1 month per case study

Assessing through case studies

- Case study portrays a real organisational situation
- Case study report contains a description of the organisation, problems within the organisation that can be addressed by the relevant handbook content, and the participant's strategy and recommendations for overcoming that problem
- Written and oral presentation (PP)

Impact evaluation

- Participants should assess the impact of the training programme on them and their organisation
- Participants give feedback on impact during at the end of presentation of their case studies
- How are you and your sport organisation **different** as a result of the training programme and what future **impact** will it have?

The role of training deliverers


- Facilitators and experts
 - Deliver the training programme – primarily the theoretical content
 - Provide expertise on relevant topics
- Tutors/mentors
 - Support participants during distance learning period

The role of training deliverers

- The training programme is delivered by the method of facilitation, not lecturing
- This means that there will be few and limited interventions by facilitators

Support materials

- Literature
 - Theoretical concepts
 - Sets out what participants should learn by the end of the training programme
- Power Point Presentations
 - Help with explanation of key concepts
 - Contain questions for group work and discussions



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Administrative procedures



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Structure of presentation

- Preparation
- Implementation
- Reporting
- Evaluation

Preparation phase 1. Participants

- Identify target group of participants
- Develop the brochure
 - Description of training programme
 - Selection criteria
 - Requirements for participants
 - Application procedure
- Prepare the Participant Application Form
- Select participants
- Analyse and identify participants' needs

Preparation phase 2. Structure

- Determine structure of the training programme
 - Number of topics: 6
 - Number of residential days dedicated to each topic: 2
 - Number of distance learning days dedicated to each topic: 5
 - Number of sessions: 2
 - Total number of residential days: 12

Preparation phase 3. Staff

- Assign roles and responsibilities
 - Facilitators & Experts
 - Mentors
- Identify and invite experts
- Train facilitators

Invite experts

Topic	Expert	Invite	Position/Relevance
Managing HR	Giovanni Esposito	CONI	Secretary General NF Badminton
Managing finance	Fabio Romei	CONI	Consultant at Studio Martinelli & Ass.
Managing marketing	Roberto Venturini	CONI	CSR Sport
Organising major sport events	Stefania Demez	CONI	CEO AUDI Ski World Cup Val Gardena Gröden
Leadership training	Boris Balent	HOO	Psychologist and HR expert
Managing strategically	Umberto Trulli	HOO	Senior international learning, coaching and management consultant
Managing finance	Olga Placha	COV	President NF Equestrian

Preparation phase 4. Logistics

- Make logistical arrangements
 - Book the venue
 - Organise travel and accommodation
- Prepare diplomas for successful participants

Preparation phase 5. Materials

- Prepare support materials for the delivery of training programme
 - Literature
 - Training programme and daily schedule
 - Power Point Presentations
 - Icebreaking activities
 - Structure of groups different for each day
 - List of participants for every day

Implementation


- Deliver the training programme
- Follow the plan for training programme
- Provide feedback on daily basis
- Coordinate with PM and training deliverers
- Make adjustments according to participants' feedback
- Mentor participants

Reporting

- Regular feedback on participants' progress
- Mid-term report

Evaluation

- Session evaluation by participants
- Training programme evaluation by participants
- Training programme evaluation by participants' sport organisations



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Facilitation techniques and methods



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Structure of presentation

- About facilitation
- Basic principles
- Importance of facilitation
- Facilitator's responsibilities
- Facilitator's role
- Facilitator's role in setting the climate
- Facilitation techniques and methods

About facilitation

- Careful preparation is required to consider the best facilitation group working techniques and methods
- Useful to aid idea generation, raise energy and help make group decisions
- Appropriate for adult learning
 - Learning by doing

Basic principles

- Learning by action
- Application to real life situations
- Involving everybody
- Limited 'standing up front and talking'

Importance of facilitation

- Effective adult learning requires this approach
- It underpins the 'learning community' ethos of the training programme

Facilitator's responsibilities

- Facilitator is responsible for the process of the training programme — how the participants work together
- Facilitator should be neutral and non-evaluating

Facilitator's role

- Create a climate of trust and understanding
- Set a positive tone for discussion
- Encourage and guide participants' discussions
- Remain neutral to the issues
- Keep the group focused
- Keep track of time
- Handle argument and disagreement
- Protect ideas from challenge
- Encourage participation by everyone
- Educate/Inform participants about activities and steps
- Coordinate administrative details
- Record information or supervise its recording

Facilitator's role in setting the climate

- Your opening remarks will set the tone of the session
 - Will the session be structured and formal or will it be friendly and informal?
- As the facilitator remember to:
 - Clarify the purpose and what are the expected outcomes of training programme
 - Introduce yourself and the role you will play
 - Explain the agenda, ground rules and any handouts
 - If comfortable, use an icebreaker or introduction type of activity

Facilitation techniques and methods

- Flipchart
- Ground rules
- Group review
- Icebreakers
- Metaplanning
- Round robin
- Group work
- Etc.

Flipchart

- Using a flipchart during a training programme can provide a creative yet **structured** working environment for everyone's benefit and bring focus to the group

Ground rules

- At an early stage of participants coming together, it is helpful for the facilitator to establish some 'ground rules'
 - No interruptions when someone else speaks
 - No use of phones or other technology in the classroom
 - Express ideas and opinions in an assertive way
 - Mutual respect at all times
 - Agree to disagree
 - Confidentiality – everything that is said in the classroom, stays in the classroom

Group review

- Getting the group to review what they have learned and gained out of the training will help facilitate **higher performance** and only takes five to ten minutes
- At the end of the day

Icebreakers

- Icebreakers are ideal to **get people interacting** early on in the training programme and particularly helpful for new groups coming together
- They help take the participant's mind off the training content whilst concentrating on working with each other in a light-hearted way

Metaplaning

- This is a simple technique that encourages individuals to express their thoughts on the issue under discussion by writing key words onto **Post-it notes** and then collectively placing and arranging them into sub groups on a flipchart or wall space

Round robin


- This simple technique aims to **raise participation** levels or to help define a problem by asking each person in the group to state their views on the issue under discussion without being interrupted by anyone else in the group
- This means that all the ideas and views are raised at one time but the facilitator gets the group to summarise these ideas and views before the group moves on

Working in pairs or trios

- This is an ideal method of group working at the **earlier stages** of a training programme to encourage easy participation and break down any initial barriers
- Discussions should last about five to ten minutes before bringing the pairs back together to discuss the issue as one group

Structured problem solving

- There are many different processes available, but essentially, most stages follow this structure:
 - Define the problem
 - Present the background
 - Generate ideas
 - Group ideas
 - Choose the idea/s
 - Check commitment



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Supporting participants and building a learning community



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Structure of presentation

- Preparing participants
- Supporting participants
- Building a learning community

Preparing participants

- Provide clear information regarding the requirements for participants
- Manage participants' expectations
- Support participants if they are missing basic technical skills (computer)
- Prior readings are crucial
- Consider the way they will cover the six domains through case studies

Supporting participants

- Be positive and give confidence *but also*
- Help people to “know where they are” (formative evaluation)
- Crucial role of tutors/mentors to give regular feedback and encourage participants to achieve their tasks

Learning community

- A “learning community” is based on sharing knowledge and experience
- Participants get better when thinking and acting together
- Each participant has something to bring to the table
- Participants can improve in a positive context – cooperation is more effective than struggling with each other

Building a learning community

- Responsibility of staff to initiate
- Working together on tasks will bring participants together
 - Group work is essential
- Use of modern communication tools
 - Intranet
 - Social media

Discussion

- Do you have any experience in building a learning community?
- If yes, how did you go about it?
- What were the strengths and weaknesses of your approach?
- What are the expected challenges to creating a learning community with participants from your country?



Thank you

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Evaluating participant's progress



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Structure of presentation

- Case studies
- Purpose of case studies
- Type of case studies
- Requirements
- PPP case study template
- Written case study format
- Case study evaluation form
- Evaluator's duties
- Deadlines

Case studies

- A case study portrays a **real** organisational situation
- Content:
 - Description of the organisation
 - Identification of **problems** within the organisation
 - Identification of the **underlying causes** of those problems
 - Participant's recommendations for **solutions** to the problems
 - Action plan: implementation of recommendations

Purpose of case studies

- Assessing participant's **competencies** in the field of sport management
- Evaluating the level of application of the knowledge acquired in the training programme
- Contributing to the **learning community**
- Monitoring the **quality** of the programme

Types of case studies and requirements

- Two types used in the training programme:
 - Case study – PPP
 - Case study – text
- Each participant has to:
 - Develop a **PPP case study** on all topics
 - Total: 1
 - Develop a **written case study**
 - Total: 2

PPP case study template

- Developed a template for participants to make it uniform to be able to assess the quality of presentations



Power Point Presentation Template



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Organising the Croatian Volleyball Federation

Author/Organisation:



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Structure of the presentation

- Introduction
- Problem identification and analysis
- Statement of the major problems
- Generation and evaluation of alternative solutions
- Recommendations
- Implementation
- Conclusion

Introduction

- Very briefly: What sport organisation does?
- Very briefly: What kind of background sport organisation has?
- Outline of the major problems?
- How was the analysis made (methodology)?

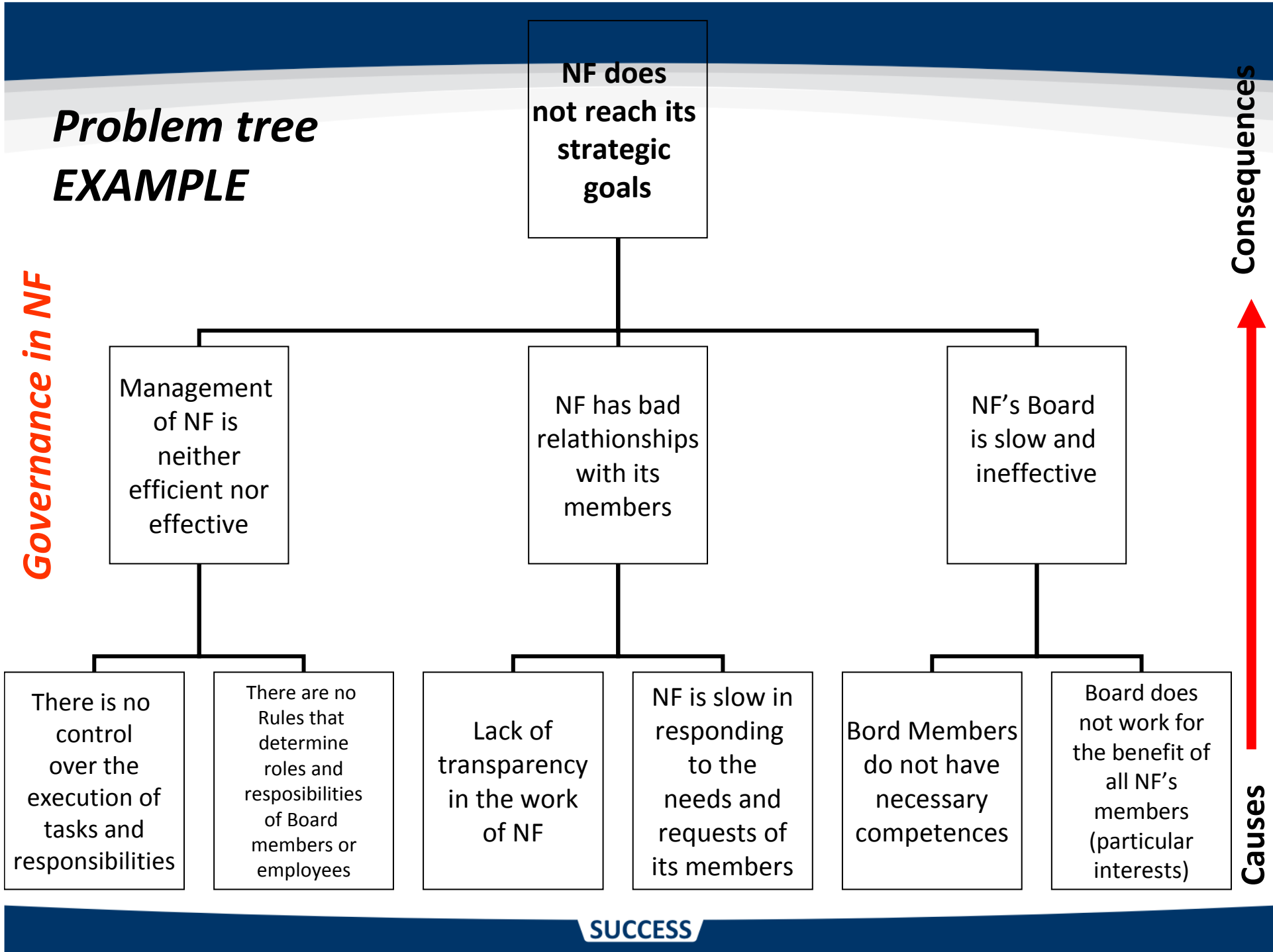
Problem identification and analysis

- Review of concepts covered in module
- Review of real sport organisation's performance
- Highlight successes and failures – identifying underlying causes

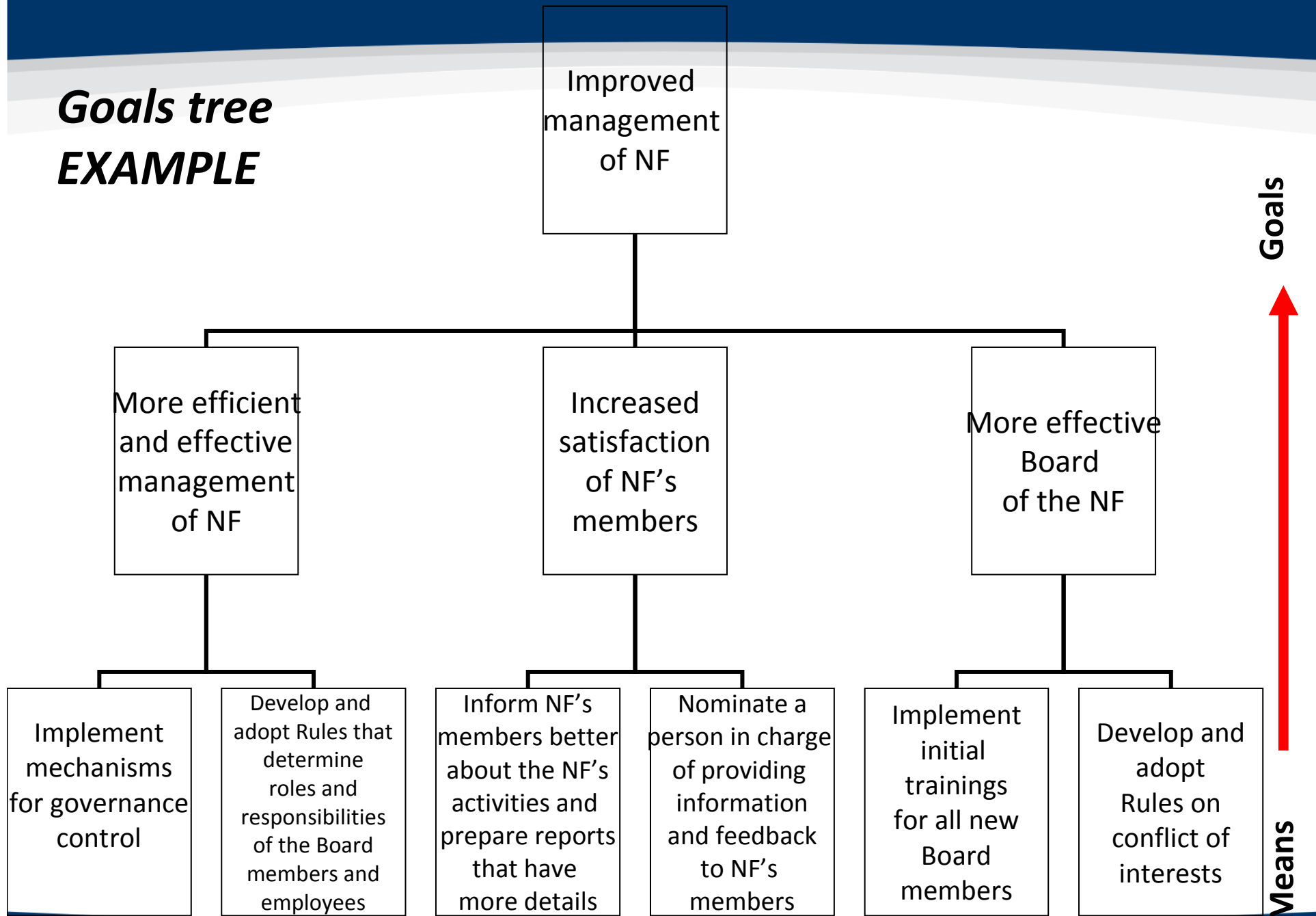
Statement of the major problems

- Highlight key aspects of the problem
- State how the problem manifests itself – in terms of signs and symptoms
- Identify the root causes of the problem
- State the consequences – positive and negative
- Identify those who perceive it to be a problem and state why

Problem tree EXAMPLE



Goals tree
EXAMPLE



Goals ↑
↓ Means

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Generation and evaluation of alternative solutions

No.	Alternative solutions	Advantages of the solution	Disadvantages of the solution
1.	Solution 1: Implementing initial trainings for all new Board members	Advantage 1: New Board members have better understanding of their roles and responsibilities	Disadvantage 1: Conflicts with Board members who would oppose to such practice
		Advantage 2: More effective Board	Disadvantage 2: Waste of resources: mine, time, people
		Advantage 3: Avoiding overlap of roles and powers	Disadvantage 3:
2.	Solution 2: Developing and adopting Rules on conflict of interests	Advantage 1: Minimising particular interests	Disadvantage 1:
		Advantage 2: More credibility	Disadvantage 2:
		Advantage 3: More responsibility in the decision-making process	Disadvantage 3:
		etc.	

EXAMPLE

Recommendations

- Put forward the alternative that yields the most benefits
- Justify your choice

Action plan

- Outline the steps to be taken
- Identify the resources to be used
- Answer the questions what; by whom; when; at what cost (budget)
- State the current implementation phase (in plan, in preparation, in practice)

Conclusion

- Final thoughts



Author:

Organisation:

E-mail:

Date:

Place:



Written Case Study Format

Written case study content

- More formal than the PPP case study
 1. Title page
 2. Table of contents
 3. Executive summary
 4. Introduction
 5. Problem identification and analysis
 6. Generation and evaluation of alternative solutions
 7. Recommendations
 8. Implementation

Executive summary

- Brief background information
 - Regulatory framework of the organisation, i.e. description of the national sport system and of the position of organisation in it
- Outline of the major problem(s)
- Recommendations
- Is a summary of the case study
- Length in written case study is 1000 characters

Problem identification and analysis

- Review of real performance of sport organisation
- Identification and analysis of **problems**
- Identification of the **causes** of problems
- Identification of the **consequences** of problems
- Integration of identified problems and **theoretical concepts** covered in the session

Solutions

- Come up with different **solutions** to the problem
- Evaluate offered solutions in terms of **advantages and disadvantages**
- Explain the **means** that are necessary to achieve the goals

Recommendations

- Put forward the solution that yields the most benefits
- The challenge for participants:
 - Justifications should be linked to the theoretical concepts

Implementation

- Outline the steps to be taken
- Develop the action plan:
 - What?
 - Tasks
 - Who?
 - Responsible person
 - When?
 - Deadline
 - How?
 - Resources

Case study evaluation form


Name of the candidate and organisation:						
Topic:						
Type of competence	Level of competence (including comments)					
	A	B	C	D	E	F
Formal quality of the document or oral presentation						
Quality of the description of the situation						
Identification and analysis of the problems						
Recommendations						
Implementation						
Overall evaluation of the candidate's case study (This may be an average calculated from the above scores.)						

Evaluator's duties

- Study and learn the criteria for the evaluation of case studies
- Read and analyse the PPP case studies prior to public presentation
- If necessary, help the participant to improve the case study in order to satisfy minimum criteria
- Go easy on the participants but insist on minimum criteria
- Promote learning by encouraging participants to reflect on presentations of others

Deadlines

- Deadlines will be set before the 1st training session



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Closing



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Final remarks

- Read and study the literature
- Study your participants' strengths and weaknesses
- Start building a learning community
- Prepare yourself well for facilitation
 - Estimated preparation time is 3 times longer than the delivery



Thank you

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