Aspiring and Inspiring Youth Leaders (AIYL)

IO3 Governance & integrity

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Introduction

Success on the field starts in the boardroom. Leading sports organizations not only need to play by the rules, they need to be the models of effective governance. Much like a coach develops a training plan and goals for a team, governance helps set the purpose for an organization, its vision and how it will get there. For a game plan to be effective, it is important to know the objective, the rules, and how the team is accountable for it's results.

In sum, the management board is responsible for the corporate governance structure of the company and for compliance. They are accountable for this. The management board is
responsible for complying with all relevant primary and secondary legislation, for managing the risks associated with the company activities and for financing the company. We envision
that you act as a member of the management team. Competencies in three important areas are important:

1. Deepening; specialism, knowledge, skills and (academic) knowledge on Governance
2. Broadening;
    a. subject-specific development: knowledge, skills and (academic) understanding in governance and business administration in general;
    b. business development: to link the professional knowledge, expertise and opinion with the daily business.
3. Personal development; to play a role as a member of a management team (social contact, leadership); leadership based on a well-developed personal compass and ethics.

These capabilities in three areas are displayed in the T-profile.
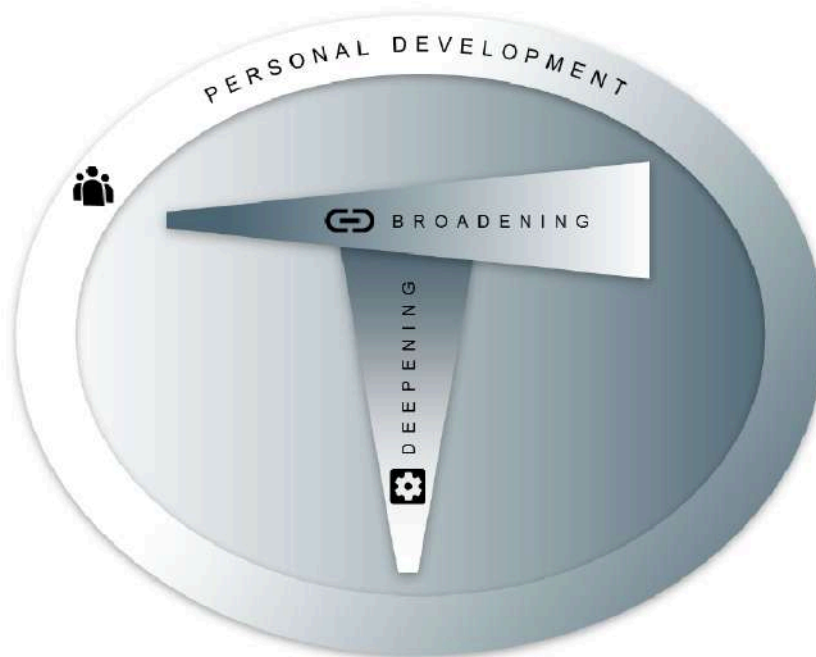
In the realm of organizational governance, the pillars of Ethics, Integrity, Boardroom Dynamics, and Environmental, Social, and Governance (ESG) principles stand as cornerstones, shaping the character, sustainability, and success of entities across various sectors. This exploration embarks on a journey to unravel the profound significance of these elements, delving into the crucial role they play in defining organizational identity, fostering effective leadership, and navigating the complexities of a rapidly evolving global landscape.

At the heart of every ethically sound and resilient organization lies a commitment to Ethics and Integrity. These twin principles form the moral compass that guides decision-making, shapes organizational culture, and

determines the long-term impact of actions. Whether in the realm of corporate enterprises, non-profits, or sports organizations, the importance of upholding ethical standards cannot be overstated.

Boardroom Dynamics constitute the intricate interplay of individuals, each bringing diverse perspectives, expertise, and leadership styles to the table. Effective boardroom dynamics go beyond the routine discussions and decisions; they define the culture of decision-making, communication, and strategic planning within an organization. Understanding and harnessing these dynamics are pivotal in fostering a collaborative, innovative, and accountable leadership environment.

Environmental, Social, and Governance (ESG) principles have emerged as a transformative framework, transcending traditional business models. Beyond the immediate concerns of profitability, ESG principles emphasize the broader impact of organizational activities on the environment, social well-being, and governance structures. Organizations that integrate ESG considerations into their strategies not only contribute to global sustainability goals but also enhance their long-term resilience and stakeholder trust.

As we delve into the multifaceted realm of Ethics, Integrity, Boardroom Dynamics, and ESG, we unravel the interconnected nature of these elements. Together, they shape the organizational identity, impact stakeholder perceptions, and influence the trajectory of success. Whether in the realm of corporate enterprises, non-profits, or sports organizations, the effectiveness of leadership and governance hinges on a delicate balance and integration of these fundamental principles.

Through this exploration, we seek to understand not only the individual importance of each element but also the synergies that emerge when they converge. It is within this convergence that organizations find resilience, purpose, and a roadmap for sustained success in an ever-changing global landscape.

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The foundations of sport governance

What is governance

The term "governance" is defined as the act or manner of governing a state or organization. Existing literature further characterizes it as 'the process of decision-making and the process by which decisions are implemented (or not implemented)'. Governance can be applied to various institutions and organizations, including corporate, international, and national entities. Organizational governance refers to the system directing, controlling, and regulating the elements of an organization. Effective governance is essential for the proper functioning of all groups, whether they are corporations, schools, charities, universities, religious organizations, nation-states, voluntary associations, professional sports franchises, or non-profit sports organizations. A system of organizational governance not only provides a framework for directing and controlling the business of organizations but also 'helps to create the degree of trust and confidence necessary for the proper functioning of a market economy' (OECD, 2004: 11).

In simpler terms, a well-functioning governance system assures stakeholders that the organization, in which they have invested money, time, effort, or reputation, is subject to appropriate internal checks and balances. It ensures that the individuals empowered to make decisions on behalf of the organization (the board) are acting in the best interests of the organization and its stakeholders. Shortcomings in the governance of sports organizations are as prevalent, and the implications for organizational performance are just as serious. One of the initial government efforts to identify governance issues within sporting organizations was a 1997 report to the Australian Standing Committee on Recreation and Sport (SCORS). The SCORS report highlighted a major concern within the sporting community - a 'perceived lack of effectiveness at board and council levels in national and state sporting organizations' (SCORS Working Party on Management Improvement, 1997: 10). Subsequently, the government initiated governance reviews of national sporting organizations (NSOs), such as the Australian Soccer Federation (now Football Federation of Australia) and Athletics Australia in 2003 and 2004, respectively. These reviews underscored the negative impact of poor governance structures and practices on organizational performance. Independent reviews of the governance of Football Association clubs in the UK, such as those conducted by the Football Governance Research Centre (FGRC) at the University of London, also highlight the importance of developing and implementing sound governance practices in both not-for-profit and professional sports organizations.

While good governance does not guarantee success, poor governance almost certainly guarantees failure. Similar to how a coach develops a training plan and goals for a team, governance helps define an organization's purpose, vision, and the path it will take to achieve its objectives.

Sport Governance

While the concept of sport governance lacks a universally agreed-upon definition, numerous attempts have been made to encapsulate its essence (SPARC, 2004). The Australian Sports Commission (ASC) in 2004 defined governance as 'the structures and processes used by an organization to develop its strategic goals and direction, monitor its performance against these goals, and ensure that its board acts in the best interests of the members'. Fundamentally, governance represents the system through which organizations are directed and controlled, shaping expectations and reflecting the organizational culture.

Unique Characteristics of Sport Governance

Sport governance operates within a distinctive environment, differing from the corporate or not-for-profit sectors due to several key characteristics:

Unique Structures
- Interdependent relationships between organizations within a sport are common, especially in federated models (national, state/territory, clubs).

Passion
- Decisions are often influenced by passion, even among experienced directors who may prioritize emotional connections over rational decisions.
- The pursuit of on-field success can sometimes override sound governance practices.

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Long Histories and Traditions
- Sports organizations often have deep-rooted traditions that resist change.
- Volunteerism is crucial in sports, with individuals often juggling multiple and conflicting roles.
- Traditionally, sports have grown organically from communities or grassroots initiatives.

A Variety of Purposes
- Single organizations in sports often grapple with conflicting priorities, such as balancing high-performance success with participation growth.
- Some sports must consider their role as entertainment or lifestyle products.
- Sports encompass a broad spectrum of stakeholders with varied interests.

Understanding the dynamics of sport governance requires acknowledging its unique characteristics and challenges. It goes beyond the conventional governance seen in corporate or not-for-profit settings, delving into the intricacies of passionate decision-making, long-standing traditions, and the multifaceted nature of sports organizations. Recognizing and navigating these distinctive elements is crucial for establishing effective governance structures that cater to the complex landscape of the sports industry.

Applied sport governance

Sport governance can be implemented through various approaches, with no singular correct method. However, there are specific tools and steps that can assist in establishing governance in a systematic manner. The upcoming section will provide a guide on constructing sport governance and outline the key aspects in a sequential order. Additionally, there are detailed handbooks available in the field of sport governance that can prove beneficial. For a comprehensive resource, we suggest referring to the Sport Governance Principles provided by the Australian Institute of Sports.

Culture and behavior

Individuals breathe life into the policies and structures of governance. While these frameworks are crucial, their significance lies in the hands of the people within the organization who implement, enact, and enforce them. Governance, therefore, manifests through the behaviors and actions of individuals. A tangible example is a director reminding peers at the start of a meeting to disclose any conflicts of interest.

Culture, defined by an organization's shared values and beliefs, significantly influences individual behaviors. Values act as intangible guides, shaping how individuals are expected to behave. A collective set of values forms the organization's culture, delineating acceptable and unacceptable behaviors. Describing and measuring an organization's culture can be challenging due to its abstract nature. Culture is a lived experience that influences every aspect of an organization, beyond mere checkbox ticking.

The impact of culture on governance is substantial. A culture fostering constructive communication among directors contributes to more thoughtful decision-making. Conversely, a passive or reactive culture may result in less rigorous consideration of decisions, leading to poorly informed choices. The relationship between behaviors, culture, and governance is not unidirectional.

Governance, while influenced by culture, also plays a role in shaping culture. The board and its directors, as organizational leaders, influence culture and behaviors by defining and modeling organizational values. This influence is evident in interactions with the CEO, organizational representation, and decision-making processes. Clearly articulated values serve as an objective reference point for discussing, assessing, and challenging culture and behaviors within the organization.

While values should be specific to each organization, their development is most effective when done collaboratively with members and with an eye toward the future.

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Vision and strategy

A vision delineates the specific goals an organization aims to achieve, while strategy outlines the approach the organization will take to realize its vision. Strategy serves as the crucial link connecting the vision to the day-to-day operations and activities of the organization. A well-defined strategy not only guides the organization but also serves as a framework for decision-making. In significant investment decisions, a proficient board evaluates how the proposed course of action aligns with the overarching strategy and contributes to its realization.

The board takes the lead in envisioning the future, and this vision is brought to life through a well-crafted strategy developed in consultation with members. The scope of the strategy may vary among organizations. Well-endowed organizations may adopt an ambitious strategy focused on growth, necessitating substantial investments. Conversely, organizations facing challenges might benefit from a strategy centered on consolidation or restoring stability. The board's role involves exploring and understanding the interests, aspirations, and requirements of members and stakeholders to formulate a strategy aligned with the overall goals of the sport. This strategy should present a clear vision of organizational success and outline how success will be measured, with the board conducting an annual review. Regardless of the development method, the board bears the ultimate responsibility for monitoring the progress of the strategy.

Board composition

A board should constitute a diverse group of individuals (directors) who collectively bring different perspectives and experiences to the table, fostering more thoughtful decision-making. Boards are most effective in fulfilling their roles and responsibilities when directors possess a variety of skills, perspectives, and backgrounds, and when there is a culture that values this diversity. This diversity in perspective enhances the board's ability to explore various options, risks, and implications, leading to more well-informed decision-making.

Given the varying sizes and capabilities of sporting organizations, there is no one-size-fits-all formula for the ideal board composition. Each organization should strive to build a board that reflects its unique needs and goals. Some areas of expertise, such as finance, law, and governance, are generally applicable to all boards. Other expertise depends on the organization's strategy and the skills required to execute that strategy at a given time (e.g., digital transformation or high performance). Board composition should also take into account factors like gender, age, cultural and linguistic background, geographic location, independence from the sport, and professional background.

The primary focus in board composition should be on building the best board rather than assembling a group of the best individuals. A narrow focus on finding the 'best' director may overlook the 'right' director. Successful boards typically feature a mix of elected and appointed directors. Elected directors are chosen by the members through a voting process, while appointed directors are selected by the board. A robust nominations process, potentially involving a nominations committee, plays a crucial role in educating members about how the nominees' skills and backgrounds contribute to the board's functionality and the achievement of strategic goals.

Documentation

An organization must meticulously define and document its structure, outlining the duties, responsibilities, and powers of its members, directors, committees, and management. Similar to how the rules of a sport dictate how the game is played, a set of documents establishes the rules for governing an organization. These documents should articulate a clear set of guidelines regarding the timing and procedures for various actions. Additionally, a robust set of governance documents explicitly delineates the duties, responsibilities, and powers of members, directors, and management, ensuring continuity regardless of leadership changes.

The two pivotal documents are the organization's constitution and the legislation under which it is incorporated. A constitution typically covers an organization's objects and powers, membership details, board structure, director appointments, meeting procedures, management of company documents, auditors, accounts, director indemnity and insurance, and the process of winding up. The incorporating act may impose additional requirements regarding director duties, member powers, meetings, and other critical information.

Some organizations may also have regulations, created under the constitution, providing more specific details on areas beyond the fundamental governance matters.

In general, the constitution and the incorporating act jointly allocate duties, responsibilities, and powers between members and the board. However, the board might opt to delegate some powers to management or committees. These delegations should be explicitly detailed in writing through a delegated authority document for management and terms of reference for each committee.

Unclear, incomplete, or poorly-documented governance can lead to serious issues. For instance, legal battles over the interpretation of a constitution have arisen in some sports, highlighting the importance of clear documentation. Confusing or poorly written documents can generate conflicts due to perceived overlaps in duties, responsibilities, and powers. Ultimately, these documents serve as both the rulebook for the organization and a reference point for members, directors, and management. They should be easily comprehensible, providing clarity on responsibilities and expected timelines. Moreover, these documents form the basis for both raising and resolving disputes, underscoring the necessity of clear and precise writing.

Control framework

The board bears ultimate responsibility for the ongoing performance and stability of the organization. To ensure this, the board should establish a systematic approach for the regular evaluation and oversight of the organization's performance vis-a-vis its strategic goals. This oversight encompasses monitoring the financial position, CEO performance, effectiveness of the board itself, and the overall governance of the organization. The board should define both qualitative and quantitative measures that offer meaningful insights, enabling informed decision-making. Regular evaluations against these measures provide a comprehensive view of the organization's present state while safeguarding its future.

The implementation of a system of internal controls is crucial for the board to assure that organizational performance and strategic progress are consistently reviewed and can be compared over time. This system should encompass policies, schedules, measures, and reports that collectively equip the board with the necessary tools for continuous improvement.

Importantly, the board's role goes beyond observation. If evaluations identify gaps, deficiencies, or concerns, the board must take action. Action, as outlined by policy, may range from seeking additional information to reallocating resources, adjusting targets, or reviewing the responsibilities and deliverables of the CEO.

A process for reviewing the contribution of individual directors, board processes, and interpersonal and group dynamics is essential for continuous board improvement. This process should involve members and stakeholders of the organization.

Various methods can be employed to evaluate board performance. At a minimum, boards should formally discuss their performance at least once a year during a board meeting. A more thorough approach may involve a formal evaluation by an external party. This evaluation should not only assess the performance of the board as a whole but also that of individual directors and the chair, with the implementation of action plans for continuous improvement.

Ethics & integrity

Ethics & integrity in general

Ethics and integrity are closely related concepts that play significant roles in human life, particularly in decision-making. Let's break down these terms:

Ethics

Ethics refers to the system of moral principles and values that guide individuals in determining what is right or wrong. It involves understanding and adopting principles of conduct that govern one's behavior and interactions with others. Ethical considerations encompass honesty, fairness, responsibility, respect, and the overall well-being of individuals and society.

Integrity

Integrity is the quality of being honest and having strong moral principles. A person with integrity is often seen as truthful, trustworthy, and consistent in their actions. It involves maintaining a sense of honesty and moral uprightness, even when faced with challenges or temptations to act otherwise.

Ethics and integrity are interconnected. Integrity is often considered a manifestation of ethical behavior. When someone acts with integrity, they align their actions with ethical principles. In essence, integrity is a tangible expression of one's commitment to ethical conduct.

Ethics and integrity are the guiding beacons in human life, offering a moral compass to steer individuals through intricate situations and guide decisions rooted in their values. Acting ethically and with integrity not only fosters trust and credibility but also contributes to a positive reputation. Whether in personal relationships, professional environments, or any social setting, individuals known for ethical behavior are naturally more trusted. Ethical considerations play a pivotal role in decision-making. When confronted with choices, those grounded in a robust ethical foundation are inclined to assess the potential impact on others, make fair and responsible decisions, and uphold actions in harmony with moral principles.

Ethics & integrity in sports

Ethics plays a pivotal role in all facets of human endeavor, and sport governance is no exception. In the world of sports, where competition, integrity, and fairness take center stage, ethical considerations are crucial to ensure the credibility and sustainability of the entire sporting ecosystem. This piece delves into the significance of ethics in sport governance and its profound implications for athletes, administrators, and fans.

Maintaining Integrity

At the heart of ethical sport governance lies the commitment to preserving the integrity of the game. Ethical behavior involves upholding principles of fairness, transparency, and honesty. Governing bodies bear the responsibility of ensuring that rules and regulations are applied uniformly, irrespective of an athlete's stature or affiliations. Ethical sport governance strives to create a level playing field, fostering an environment where success is determined by talent, dedication, and hard work rather than unfair advantages or manipulation.

Protecting Athlete Welfare

A primary ethical consideration in sport governance is the well-being of athletes. Governing bodies must prioritize the physical and mental health of athletes, promoting an environment that encourages their holistic development. This involves implementing measures to prevent doping, addressing issues of abuse, and providing adequate support systems for athletes facing physical or psychological challenges. Ethical governance ensures that the pursuit of victory does not compromise the fundamental dignity and rights of those involved in sports.

Transparency and Accountability

Ethical sport governance demands a commitment to transparency and accountability. This includes clear communication of decisions, financial transparency, and mechanisms for holding administrators accountable for their actions. A lack of transparency can breed skepticism among athletes and fans, eroding trust in the governing bodies. By upholding ethical standards, sport governance organizations demonstrate their commitment to fairness, vital for maintaining the credibility of the sport.

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Fair Play and Equal Opportunities
Ethics in sport governance extends to ensuring fair play and equal opportunities for all participants. Discrimination based on gender, race, or any other factor is incompatible with ethical governance. Sporting bodies must actively work to eliminate barriers to entry, create inclusive policies, and promote diversity at all levels. Ethical considerations in governance involve actively combating discrimination and fostering an environment where every individual has an equal chance to participate and succeed in sports.

Therefore**,** in the intricate web of sport governance, ethical considerations are the linchpin holding the system together. Upholding principles of integrity, athlete welfare, transparency, and fairness ensures that sports remain a source of inspiration, entertainment, and a unifying force. As the sporting world continues to evolve, ethical sport governance becomes not just a desirable trait but an imperative for the sustained success and positive impact of sports on a global scale.

Boardroom dynamics
The board plays a crucial role, ensuring effective management of the organization without directly handling the day-to-day operations. As stewards with a responsibility to those they represent, typically members of an incorporated society or beneficiaries of a charitable trust, the board is tasked with:

- Achieving appropriate outcomes
- Safeguarding the financial stability of the organization
- Upholding moral and social responsibilities

Given the diverse circumstances faced by various boards, such as differences in the operating environment, stakeholder needs, organizational complexity and performance as well as the unique personalities, experience, and capabilities of board members and the chief executive, the board's role and its approach to the work program may vary accordingly.

Boardroom engagement
Boards exhibit varying levels of engagement in their roles, and David Nadler, as outlined in the Harvard Business Review (2004), classified five distinct levels:

1. **The Passive Board:**
    - Primarily ratifies management decisions with minimal accountability and limited board member participation.
2. **The Certifying Board:**
    - Emphasizes credibility to stakeholders, comprising several outside directors.
    - Certifies that the business is correctly managed and ensures the chief executive meets the board's requirements.
3. **The Engaged Board:**
    - Provides insight and advice to support the chief executive and management team.
    - Accepts ultimate responsibility for overseeing the chief executive and organizational performance.
    - Actively engages in future direction setting and key decisions.
    - Seeks out valued expertise to bring to the board table.
    - Carefully defines roles and behaviors for the board and sets boundaries for board and chief executive responsibilities. Similar to the Carver framework outlined in the Nine Steps.
4. **The Intervening Board:**
    - Deeply involved in decision-making processes.
    - Meets frequently, often at short notice.
    - Actively engages, particularly in times of crisis.
5. **The Operating Board:**
    - Common in start-up organizations.
    - Makes key decisions for management to implement and fills gaps in management experience.

These levels can be positioned along a continuum as follows:
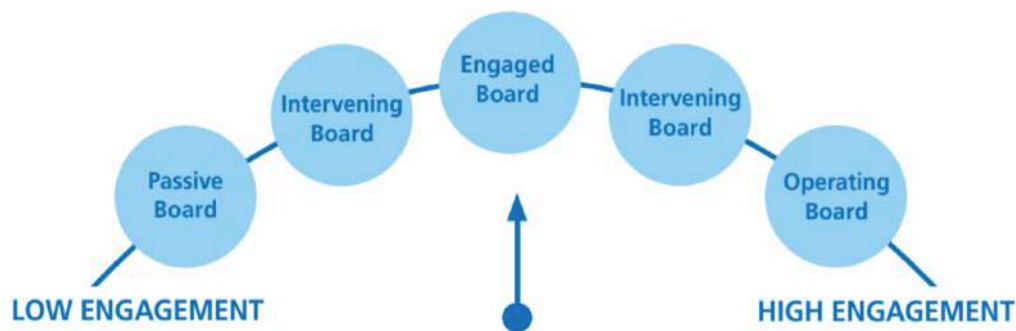
The four quadrants of engagement, as proposed by Chait, Ryan, and Taylor in their book "Governance as Leadership," offer another framework for understanding the level of engagement of the board.

While Chait et al. initially discuss these levels in terms of board and executive involvement in creative or strategic thinking processes, the matrix can be applied to the overall engagement of a board and management. When a board exercises absolute authority, dominating its executives and ruling by fiat, there is a risk of losing executive input and hindering critical organizational thinking and decision-making, which can be detrimental to the organization and the integrity of decisions made.

Conversely, if a board is dominated by its executives, board members may disengage from their roles, potentially leading to management designing organizational responses based on personal aspirations, skill sets, and interests rather than the best interests of the organization and its owners. In scenarios where both executives and board members disengage, the board may become irrelevant. Chait et al. emphasize that optimal governance arises from the collaboration of board members and executives, aligning with Nadler's concept of an Engaged Board.

* Chait et al use the term Leadership to define management.

Boardroom Conflicts

Most board members aim to govern effectively, but occasional individuals may have questionable motives or seem dedicated to causing disruption, often making the chief executive's life challenging. Even if such a member appears irredeemable, managing their presence is an integral aspect of working within a board.

Disagreement within a board can either be productive or destructive. It can foster understanding, motivation, and integrity, but members, including chief executives, must learn to disagree without being disagreeable. The ability to argue different points of view in the organization's interest and leave these differences behind after a discussion is a crucial trait for competent board members.

Reasons for board conflict include:

1. **Diverse Membership**
   - Diversity brings benefits but can increase conflict potential due to differences in personal and communication styles, viewpoints, expertise, beliefs, values, professional backgrounds, life experiences, constituencies, personal expectations, commitment, loyalty to the organization, ego and risk attitude.
2. **Role Confusion and Tension**
   - Differences in personal and communication styles and viewpoints.
   - Management versus governance tension, where full-time professional management is accountable to a part-time, less accountable, voluntary board.
   - Boards versus committees and other sub-groups.
   - Chair and/or board versus chief executive.
3. **Different Agendas**
   - Varying visions/aspirations for the organization, requiring the challenge of establishing a unified vision.
4. **Different Expectations**
   - Discrepancies in information requirements, agenda topics, etc.

The board chair plays a crucial role in resolving conflicts by setting the agenda, managing board meetings, facilitating discussion and communication, and keeping members focused on issues rather than personalities.

Regardless of the conflict type, unless directly involved, a chief executive should avoid taking a visible lead because it may appear biased, undermine individual directors' confidence in the chief executive's objectivity, and disrupt the chair's role, which the chief executive should support without taking over.

Stakeholder relations

Organizations do not exist solely for their own sake. Essential questions for any board involve identifying the most important stakeholders, such as "What do we do for them?" and "What do they expect/need from us?" Good governance necessitates the identification of stakeholder interests and the establishment of appropriate relationships. The board should prioritize those to whom it is primarily accountable. In planning direction and priorities, boards should involve stakeholders.

To navigate conflicting interests and expectations among key stakeholders, boards need to develop a stakeholder relationship plan. Some stakeholder expectations may clash with the organization's best interests, requiring boards to make trade-offs. Boards may also need to make decisions that align with what is right, even if they go against stakeholder wishes.

In many sports and recreation organizations, complex stakeholder environments are the norm. However, few boards employ processes to manage the challenges posed by different stakeholders. A clear sense of the relative significance of each stakeholder category and the type of relationship the board expects to develop is often lacking. Typically, stakeholder relations receive attention reactively, especially when they turn negative.

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Therefore, strategic direction setting should involve key stakeholders. While stakeholders should not determine the board's overall strategy or drive decision-making, the board has a moral responsibility to consult with stakeholders about their expectations and requirements.

ESG

Introduction

ESG, which stands for Environmental, Social, and Governance, is introduced as a framework for evaluating the non-financial performance and ethical practices of businesses and organizations. While the formal term "ESG" is relatively recent, the underlying principles of considering environmental, social, and governance factors have deep historical roots in ethical investing and sustainable business practices. The introduction of ESG is driven by several key factors:

1. **Sustainability Concerns:** Growing awareness of environmental issues, such as climate change, pollution, and resource depletion, has prompted a need for businesses and organizations to address their impact on the planet.
2. **Social Responsibility:** There is an increasing recognition of the social impact that businesses and organizations can have on communities, employees, and other stakeholders. They are expected to contribute positively to societal well-being.
3. **Investor Demand:** Investors are increasingly considering ESG factors when making investment decisions. Many investors are aligning their portfolios with businesses and organizations that demonstrate strong ESG performance, viewing it as a sign of long-term resilience.
4. **Risk Management:** ESG factors are viewed as indicators of potential risks and opportunities. Businesses and organizations with effective ESG practices are often better positioned to navigate emerging challenges and changes in regulatory landscapes.
5. **Reputation and Brand Enhancement:** Embracing ESG principles can enhance the reputation and brand value of businesses and organizations. Consumers and clients often prefer entities that demonstrate a commitment to ethical and sustainable practices.
6. **Regulatory Requirements:** Governments and regulatory bodies are implementing measures to encourage or mandate businesses and organizations to disclose their ESG practices. Compliance with these regulations is becoming essential for corporate governance.
7. **Long-Term Value Creation:** Businesses and organizations that integrate ESG considerations into their strategies are better positioned for long-term value creation. ESG practices are seen as a way to ensure the sustainability and resilience of businesses and organizations in a rapidly changing world.

ESG factors go beyond traditional financial metrics, encompassing environmental impact, social responsibility, and governance practices. In today's global landscape, investors, stakeholders, and consumers are increasingly recognizing the importance of incorporating ESG criteria into decision-making processes. This paradigm shift reflects a broader understanding that the success and resilience of businesses are intertwined with their ability to address environmental challenges, foster positive social impacts, and maintain robust governance structures.

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ESG in sports

The incorporation of Environmental, Social, and Governance (ESG) principles in sports has become increasingly important, reflecting a broader recognition of the industry's impact on the environment, society, and governance structures. Here's how ESG is being integrated into the realm of sports:

Environmental
- **Sustainable Practices:** Sports organizations are adopting eco-friendly and sustainable practices, such as using renewable energy sources, minimizing carbon emissions, and implementing waste reduction strategies.
- **Green Stadiums:** Construction and management of sports facilities with a focus on environmental sustainability, including energy-efficient designs, water conservation, and waste recycling.

Social
- **Community Engagement:** Sports teams and organizations are actively engaging with local communities through outreach programs, social initiatives, and partnerships to address social issues.
- **Diversity and Inclusion:** Promoting diversity and inclusion in sports, including efforts to increase representation of underrepresented groups in teams, leadership positions, and fan engagement initiatives.
- **Social Responsibility Campaigns:** Launching and supporting campaigns that address social challenges, such as promoting health and wellness, education, and community development.

Governance:
- **Transparency and Accountability:** Enhancing governance structures to ensure transparency, accountability, and ethical decision-making within sports organizations.
- **Ethical Leadership:** Fostering ethical leadership within sports governance to prevent issues such as corruption, bribery, and other unethical behaviors.
- **Fair Play:** Reinforcing the principles of fair play, integrity, and sportsmanship at all levels of competition.

In addition to the mentioned applications of ESG, its influence extends to various other domains. ESG principles have permeated the realms of investments, sponsorship decisions, and fan engagement.

Investments and Sponsorship in Sports
Investors and sponsors now prioritize ESG considerations when aligning with sports organizations. This involves a comprehensive evaluation of sustainability practices, social impact initiatives, and governance structures before committing financial support.

Brand Reputation in Focus
Sports entities recognize the pivotal role of maintaining a positive ESG image. This not only attracts sponsors but also resonates with fans and investors who prioritize socially responsible and sustainable practices.

Fan Engagement Strategies
ESG principles are seamlessly integrated into fan engagement strategies, creating a more informed and inclusive experience for sports enthusiasts.

Educational Initiatives
Promoting awareness of environmental issues, championing social causes, and advocating for ethical sports practices form the core of educational initiatives.

Inclusive Fan Experience
A commitment to an inclusive and accessible fan experience considers the diverse backgrounds, preferences, and needs of the fan base, ensuring that sports resonate with a broad spectrum of enthusiasts.

In summary, the incorporation of ESG principles in sports signifies a dedicated commitment to responsible and sustainable practices. This alignment not only contributes to addressing global environmental challenges but also upholds ethical governance standards and promotes social responsibility within the sports industry.

Resources

- OECD Principles of Corporate Governance
  https://www.oecd.org/corporate/ca/corporategovernanceprinciples/31557724.pdf

- David Nadler, building better board, the Harvard Business Review (2004)
  https://hbr.org/2004/05/building-better-boards

- Nine steps to effective governace, Building High Performing Organisations
  https://communitygovernance.org.nz/assets/uploads/CGNZ-2021-Sport-New-Zealand-Nine-Steps-To-Effective-Governance-Building-High-Performing-Organisations.pdf

- Sport Governance Principles of the Australian Institute of Sports.
  https://www.sportaus.gov.au/__data/assets/pdf_file/0006/912705/Sport-Governance-Framework.pdf

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Didactical Planning

Introduction

This module underscores the pivotal role of effective governance in the success of sports organizations, emphasizing that triumph on the field originates in the boardroom. While discussing sports and governance, it highlights the need for a comprehensive game plan, rooted in ethical principles, integrity, and adept boardroom dynamics. The focus extends to the incorporation of Environmental, Social, and Governance (ESG) principles, showcasing their transformative impact on organizational sustainability. Emphasizing the interconnectedness of Ethics, Integrity, Boardroom Dynamics and ESG, the module explores how these elements collectively shape organizational identity, influence stakeholder perceptions and ultimately drive sustained success. It invites participants to delve into the world of governance, fostering competencies that span deepening knowledge, broadening understanding and personal development within the context of a management team.

Learning outcomes

Participants will learn:
- Fundamental concepts of effective governance.
- The distinctive characteristics and principles inherent in sport governance.
- The dynamic nature of the sports board's responsibilities and the challenges they face.
- The centrality of ethics and integrity to sound governance.
- The growing significance of Environmental, Social, and Governance (ESG) factors in the sporting environment.

Participants will understand:
- The specific dynamics involved in sport governance.
- The interconnected relationship between organizational culture and vision in the context of sport governance.
- The critical importance of a robust and diverse board.
- Boardroom dynamics and their impact on stakeholder relationships.
- The multifaceted relevance of ESG considerations for sports clubs and federations.

Participants will be able to:
- Assess the governance of a club or federation effectively.
- Make ethical and principled decisions in the boardroom, taking into account the perspectives of all stakeholders and the surrounding circumstances.

The Educator's shortlist

Logistics

1. Time investment
* The online workshop for the participant takes 2 times 2 hours.
The off workshop hrs will vary between 10-15hours.
The participant will invest 20 hrs in this program.
* The educator will spend on preparation and execution 10hrs in total.
2. Full time presence at the workshop is mandatory
3. Between workshop 1 and workshop 2 it is advisable to plan a period of 10 days.
4. All copyrights of the presentations from both educator and participant belong to the EHF
5. An essential part of the learning is the exchange of information between participants

Online Workshop prepping

Communication
1. Prepare invitation of the participants for the online meetings of 120 minutes each.
- The invitation of the participant for the online meeting should include:
* "Concerns and expectations": prepare a VLOG(max 3 min) production.
* Read the content of the module
* The time table of the first session

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* Participant should be ready to present
* We explain how the participant will be assessed
* Make appointment with the candidate for an interview for the assignment (60 min)

Master the content
1. Build Mini Lecture of 30 min about "Sport governance and integrity"
   Include 10-15 PP slides. You can use the following guidelines as example from the AIS.
https://www.sportaus.gov.au/__data/assets/pdf_file/0006/912705/Sport-Governance-Framework.pdf

2. Read and understand the content of the module and the slide deck relationship

Assessment prepping
Develop a google forms peer2 peer assessment form for the final evaluation / second session.
The Assessment is about the interpretation of the elements of good governance in a specific context.
We advise to include an evaluation of the quality of;
* The Review
* Conclusions
* Recommendations
* Presentation style
But no more than 7 criteria.
- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10
– 1 min assessment scoring.

Instruments
It is advised the educator uses the participants expectations&concerns reporting to fine tune the program

Time table & script
Pre-workshop preparation
   a.   Find out, for your own sport club / federation,
         1)   Who are in the board? Who do they represent? Is it divers?
         2)   Who are the main stakeholders?
         3)   What it is the stakeholders want from your sport club / federation and
         4)   What is the influence of the stakeholders on the sport club / federation.
         5)   Who are conflicting stakeholders and why?

         Present this in an overview / drawing on a Powerpoint slide.
         Time investment 1hrs

   b.   Assign students to make 1 interview each with a Board Member of the national federation or of a Club
         involved with top hockey.
         1)   what are the 3 main challenges they face concerning all stakeholders of their organization?
         2)   What are the 3 most challenging board room topics and why? give examples.

         Present this in a short video (max 5 min).
         Time investment: 2hrs

Workshop 1
00:00 - 00:10: Welcome and introductions:
   -   Share expectations and concerns
   -   Explain program of this session
   -   Ask 1 teaser opinion like f.i.:
   *Consider the question of whether Board members should be paid

00:10 - 00:40: Sharing the drawings and discuss outcomes preparation A

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- Participants share their drawing and comment on them (5 min per participant)
- Educator reviews the outcomes / findings of the participants.

00:40 - 01:00: Sport Governance
- Introduction to sport governance
- Mission/vision/strategy
- The Brains of the organisation

01:00 - 01:10: Break

01:10 - 01:40: Sport Governance
- Best practices
- Show an example of "Good Governance" - AIS
- Perform a short analysis

01:40 - 02:00: Educator presents assignment for second meeting
- Interview with a Board Member of the national federation or of a Club involved with top hockey.

Workshop 2
00:00 - 00:10: Welcome and introductions:
- explain program of this session
- Educator asking teaser question:
Q: what are the eye openers so far?

00:10 - 00:20: Procedure assesment
- Educator explains the procedure of the presentations and assessment-
- Presentation (7 min – Q&A 2 min – 1 min assessment scoring- quick recap of Educator 2 min) =10-12 min
- Assessment: peer to peer 50% + educator 50% - scale 1-10/2
- Rehearse 1 digital assessment with the group

00:20 - 01:00: Sharing the interviews of each participant
- Participants share their interview and their key learnings (8 min per participant)
- Educator reviews the outcomes / findings of the participants.

01:00 - 01:10: Break

01:10 - 01:40: Ethics and boardroom dynamics
- Short lecture about ethics and boardroom dynamics
- Ask a few students what came out of their interview of preparation B
- Discuss this with the group

01:40 – 02:00: Conclusion
- Educator presents the results and congratulates the participants
- Reflection on the expectations and concerns from the start of the Workshop week
- Participants can ask questions and engage in open dialogue about their recommendations.
- Look forward to the next set of workshops

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Aspiring and Inspiring Youth Leaders (AIYL)

IO3 Personal leadership & Leading effective teams

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Introduction personal leadership & Leading effective teams

In the tapestry of sporting excellence, the genesis of every remarkable team is a careful assemblage of extraordinary individuals. The journey to greatness begins with the pursuit of the best possible versions of those individuals. A cornerstone in this transformative process is personal leadership - the foundation upon which each athlete hones their self-awareness and masters the art of self-management. This inner journey driven by personal leadership lays the foundation for transcending individual brilliance and coalescing into a cohesive unit.

The first brushstroke on the canvas of a successful sports team is to nurture the potential of each athlete. The focus is on fostering personal leadership, where self-awareness becomes a guiding light that illuminates strengths, weaknesses and the path to continuous improvement. Through skillful self-management, athletes navigate the intricate terrain of discipline, resilience and goal-setting, creating the best possible foundation for collaboration.

While individual brilliance sets the stage, the true crescendo comes when these individuals unite as a team. This is where personal leadership takes on a new dimension, requiring an understanding of self in relation to the collective. The harmony of collaboration is finely tuned through effective communication, mutual respect and a shared vision that transcends individual aspirations. Personal leadership becomes the bridge that connects the dots in this collective masterpiece.

As the team comes together, the focus shifts to effective leadership - a force that steers the collective ship to unprecedented heights. Leading a team in sport is not just about steering the ship; it is about unleashing the latent potential within each team member and staff. It is about orchestrating the collective brilliance into a symphony of success, a task that depends on the intricate dance of collaboration within the team.

The hallmark of a truly great team lies not only in individual ability, but in the alchemy of collaboration. This is the essence of multidisciplinary and interdisciplinary collaboration - where different facets of expertise come together to create a synergistic whole. It is in this crucible of collaboration that a good team is transformed into a great one, defining the fine line between achievement and legacy.

Digging deeper, we unravel the specific elements that distinguish a good team from a great one. Multidisciplinary collaboration, which brings together different skills within the team, enriches the collective toolkit. On the other hand, interdisciplinary collaboration transcends boundaries, weaving different areas of expertise into a cohesive tapestry of mastery. Understanding and harnessing these collaborative dynamics becomes the keystone in the quest for sporting greatness.

In this exploration, we navigate the intricate interplay between personal leadership, effective team leadership and the collaborative forces that elevate sports teams from the realm of excellence to that of lasting legacy.

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Personal leadership
Introduction
At the heart of personal development and the journey to effective leadership is the concept of personal leadership. It is an intricate dance of self-awareness, conscious decision-making and the harmonious alignment of individual values and aspirations. Personal leadership is the art of leading oneself - navigating the complexities of life with a deliberate and conscious approach. It is the foundational cornerstone upon which broader leadership roles are built, and the essential first step on the path to leading and influencing others.

At its core, personal leadership is a deep commitment to self-discovery and self-mastery. It involves a deep understanding that in order to lead others effectively, one must first lead oneself. This journey requires a deep exploration of one's strengths, weaknesses, values and beliefs - an intimate acquaintance with the essence of who we are. Personal leaders are pioneers of introspection, venturing into the inner realms of their being to uncover the fundamental elements that shape their thoughts, decisions and actions.

Crucially, personal leadership is characterised by an unrelenting sense of responsibility for one's own development. It involves making conscious and informed choices, understanding that each decision has a ripple effect on the broader canvas of life. A personal leader stands at the helm of his or her destiny, steering with purpose and conviction.

Personal leadership also emphasises the proactive cultivation of self-management skills. It is the art of orchestrating one's time, emotions and energy with finesse. It involves setting and pursuing personal goals with a tenacity that reflects a commitment to growth and excellence.

Embarking on the journey of personal leadership is an acknowledgement that leadership, in whatever external form, is an extension of the internal landscape. It is a recognition that in order to inspire and lead others, one must first inspire and lead oneself. It is a call to continuous learning and development, as personal leaders remain perpetual students of life, absorbing insights and refining their understanding of the world.

In the grand tapestry of leadership, personal leadership is the warp and weft - the underlying structure that gives strength, resilience and integrity to the whole fabric. It is the quiet force that propels individuals towards their aspirations, laying the foundation for effective leadership that resonates not only within themselves but also throughout their spheres of influence.

In essence, personal leadership is the fundamental epicentre from which all other forms of leadership emanate. It is the potent force that, when harnessed with care and purpose, becomes a beacon that guides individuals to their fullest potential and ultimately inspires others to embark on their own transformative journeys.

Self-awareness
In the maze of personal development and effective leadership, the first step that lights the way is self-awareness. This fundamental element lays the groundwork for understanding oneself at a deep level, transcending the superficial layers of identity. At its core, self-awareness is the key that unlocks the door to personal leadership - the art of leading oneself with intention and purpose.

Understanding strengths and weaknesses
At the heart of self-awareness is the recognition and appreciation of one's strengths and the acknowledgement of one's weaknesses. This self-discovery is akin to uncovering hidden treasures - recognising the unique skills that propel us forward and the areas where growth and improvement beckon.

Clarifying values and beliefs
Self-awareness extends into the realm of values and beliefs, providing a lens through which decisions are filtered. Clarity in these fundamental aspects not only defines personal identity, but serves as a compass for navigating the complexities of life, ensuring alignment with what is truly important.

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Emotional Intelligence

A master key within the realm of self-awareness is emotional intelligence. This facet involves a deep understanding of one's own emotions, a skill that is critical for effective self-management and navigating the intricate landscape of interpersonal relationships.

Setting authentic goals

Aligned with self-awareness is the ability to set authentic and meaningful goals. The self-aware individual creates aspirations that align with their true desires, fostering a sense of purpose and commitment that propels them towards achievement.

Building empathy

An unexpected gift of self-awareness is the development of empathy. As individuals become attuned to their own emotions, they naturally gain insight into the emotional landscapes of others, fostering deeper connections and more effective communication.

Cultivate a growth mindset

Self-awareness is the seedbed of a growth mindset - a mindset that sees challenges not as insurmountable obstacles, but as opportunities for learning and development. This mindset, nurtured by self-awareness, drives the individual towards continuous improvement.

In essence, the journey of personal leadership begins with deep self-awareness, which becomes the guiding light that illuminates the path to authentic and purposeful living.

Self-management

Having set sail on the seas of self-awareness, the next navigational skill that becomes paramount in the expedition of personal leadership is self-management. When the winds of life blow and the waters become turbulent, effective self-management becomes the rudder that steers the course towards intentional living and impactful leadership.

Mastering strengths and weaknesses

Self-management involves the conscious use of strengths for personal and professional growth. At the same time, it involves a disciplined effort to address and improve weaknesses to ensure a balanced and adaptive approach to life's challenges.

Emotional regulation

A critical facet of self-management is the art of emotional regulation. Skilled self-managers are able to navigate the turbulent seas of emotions, responding to situations with calmness and resilience rather than succumbing to their inner storms.

Time and energy management

In the realm of personal leadership, time and energy are precious resources. Self-management involves the strategic allocation of these resources, ensuring that efforts are aligned with priorities and contribute to the realisation of authentic goals.

Decision-making mastery

Effective self-management has a direct impact on decision-making. People who have mastered self-management make decisions that are consistent with their values, goals and long-term objectives. This skill is fundamental to steering the ship of personal leadership.

Adaptability and flexibility

As the landscape of life evolves, self-management fosters adaptability and flexibility. Individuals who can navigate change with resilience and grace are better positioned to lead themselves and others through the ever-shifting currents of personal and professional domains.

Resilience and perseverance

In the face of adversity, self-management is the anchor that holds firm. It involves the cultivation of resilience - the ability to bounce back from setbacks, to learn from experience, and to persevere in the face of challenges.

In the tapestry of personal leadership, self-management is the skilled weaver who weaves the threads of self-awareness into a cohesive and purposeful narrative. It is the second crucial step in the expedition to effective leadership - navigating the inner seas with mindfulness, resilience and deliberate self-direction.

Team formation

Introduction

A group is typically defined as a collection of individuals who interact with each other, share a common purpose and perceive themselves as a distinct social entity. Groups can take various forms, ranging from casual gatherings to more formalized structures with defined roles and responsibilities. In a group, members may influence each other, collaborate on tasks and share a sense of identity or belonging.

On the other hand, a team, as defined by Harvard Business Review, goes beyond mere group dynamics.

"A team is a cohesive unit of individuals with complementary skills and a shared commitment to a common goal or purpose".

Harvard Business Review emphasizes the element of interdependence among team members, meaning that their success is collectively achieved through collaboration and mutual support. Teams often exhibit a higher degree of organization and structure compared to groups and their members actively work together to achieve specific objectives.

In the context of organizational behavior and management, teams are recognized for their ability to leverage diverse skills and perspectives, fostering innovation and problem-solving. Effective teams are characterized by open communication, trust and a shared understanding of their objectives. The synergy generated within a well-functioning team often results in outcomes that exceed what individual members could achieve independently.

Successful teams exhibit strong leadership, clear goals and a supportive environment that encourages participation and collaboration. Additionally, team members are expected to contribute their unique strengths and expertise to the collective effort. This collaborative approach enhances creativity, productivity and overall team performance.

In conclusion, while both groups and teams involve the coming together of individuals, a team, as defined by Harvard Business Review, represents a more specialized and interconnected form of collaboration. Teams are structured units with a shared commitment to achieving specific objectives through interdependent efforts, emphasizing the value of collaboration and synergy.

Aristotle the Google project

Google's Project Aristotle was initiated to explore the key factors that contribute to the success and effectiveness of teams. Focusing on the contrast between individual brilliance and team cohesion, the project aimed to uncover the elements that make teams perform exceptionally well. The Harvard Business Review article "Collaborative Overload" highlighted the significant increase in collaborative activities over the past two decades, emphasizing the prevalent shift toward teamwork in contemporary work environments.

Google's approach to Project Aristotle involved a meticulous study of 180 diverse and authentic teams within the company over a span of two years. Unlike many previous studies that often involved experimental teams in controlled environments, Google examined real work teams in a corporate setting. The project utilized a data-driven methodology, conducting over 200 interviews and analyzing more than 250 attributes of teams to identify patterns and determinants of team effectiveness.

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Contrary to initial expectations, Google found that the success of high-performing teams wasn't determined by the specific individuals on the team or the allocation of resources. Instead, the critical factor was identified as "team norms" – how team members interacted and worked together. The study revealed that several commonly assumed factors, such as the physical proximity of team members, consensus-driven decision-making and individual performance metrics, did not significantly impact team effectiveness.

Project Aristotle identified five key factors that consistently contributed to team success at Google:

1. **Psychological Safety:** Teams with high psychological safety foster an environment where members feel secure taking risks and being vulnerable without fear of negative consequences. This involves a belief that the team is safe for risk-taking and team members won't face embarrassment or ridicule for expressing ideas or admitting mistakes.
2. **Dependability:** Successful teams exhibit dependability, with members consistently delivering quality work on time. Dependability involves meeting high standards of excellence and avoiding shirking responsibilities.
3. **Structure and Clarity:** Teams that operate effectively have clear roles, plans and goals for each member. Everyone understands job expectations, the process for fulfilling those expectations and the consequences of individual performance. Goal-setting is specific, challenging and attainable.
4. **Meaning:** Team members find a sense of purpose in their work or its output. Whether through financial security, family support, contributing to team success, or personal self-expression, the work is personally important and meaningful to each team member.
5. **Impact:** Effective teams believe that their work is making a difference. They see their efforts contributing to organizational goals and feel that their work matters to the company and its customers.

In summary, Google's Project Aristotle highlighted the significance of team dynamics and identified specific attributes that distinguish successful teams, emphasizing the importance of psychological safety, dependability, structure and clarity, meaning and impact.

High performance teams

A high-performance team is a group of individuals who collaborate seamlessly to achieve exceptional results. These teams are characterized by a shared vision, clear goals and effective communication. Members of high-performance teams leverage each other's strengths, fostering a sense of interdependence. Adaptability, innovation and continuous improvement are key aspects, allowing the team to navigate challenges and consistently deliver outstanding outcomes. Trust, mutual respect and strong leadership contribute to a positive team culture. But most importantly, high-performance teams operate under a sense of urgency or pressure, recognizing the need for timely and decisive action to meet their goals.

Examples of high-performance teams span various industries:

1. **Medical Team in a Hospital:** A surgical team, for instance, comprises skilled surgeons, nurses, anesthesiologists and other specialists working collaboratively in a high-pressure environment to ensure the best possible patient outcomes.
2. **NASA Team:** Teams at NASA, such as those involved in space missions, showcase high-performance characteristics. Astronauts, engineers, scientists and mission control personnel work cohesively to execute complex space exploration endeavors.
3. **Sports Team:** Professional sports teams, like soccer or basketball teams, exemplify high-performance dynamics. Athletes, coaches and support staff collaborate to achieve victory, relying on strategic planning, skillful execution and effective communication.
4. **Emergency Response Team:** Firefighters, paramedics and law enforcement personnel form high-performance teams in emergency response situations. These teams must coordinate swiftly and efficiently to address crises and save lives.
5. **Military Special Operations Team:** Special forces teams demonstrate high-performance characteristics by operating in complex and demanding environments. These teams require exceptional teamwork, adaptability and a shared commitment to accomplishing challenging missions.

These examples illustrate that high-performance teams can be found in diverse fields, each exhibiting the core principles of collaboration, adaptability and a shared commitment to achieving exceptional results.

High performance sportteam

A high-performance sports team stands out for its exceptional level of collaboration, commitment and synchronized effort towards a common goal, victory. Unlike individual brilliance, a high-performance sports team thrives on the seamless integration of diverse skills, talents and roles within the team. The members share a profound understanding of their collective purpose, fostering an environment where each contribution enhances the overall team performance. These teams exhibit a unique synergy that goes beyond the sum of individual capabilities, allowing them to navigate the complexities of the sporting arena with precision and adaptability. The intense training, strategic planning and unwavering dedication create a sense of unity and camaraderie among team members, contributing to a winning mentality. The ability to perform under pressure, make split-second decisions and overcome challenges collectively sets high-performance sports teams apart, making them exemplars of collaborative excellence in the pursuit of athletic success.

Team development

Introduction

Team development is a critical aspect of achieving success in sports, emphasizing the collaborative journey of a group of individuals evolving into a cohesive and high-performing unit. It involves intentional efforts to enhance communication, trust and synergy among team members, fostering an environment where each individual's strengths contribute to collective excellence. Team development is a dynamic process that goes beyond the mere assembly of talented athletes; it encompasses the deliberate cultivation of shared goals, effective communication channels and a sense of mutual understanding. In the realm of sports, where victory often hinges on coordinated efforts and strategic maneuvers, team development becomes a linchpin for sustained success. This process involves various stages (Tuckman's stages), from forming and storming to norming and performing, as teams progress towards optimal functionality. As we delve into the nuances of

team development in sports, it becomes evident that the ability to harness individual talents into a unified force is not just desirable but indispensable in the pursuit of championships and athletic achievements.

Tuckman's stages of group development

Bruce Tuckman's stages of team development, commonly known as Forming, Storming, Norming, Performing and Adjourning, provide a framework for understanding the evolution of a group into a cohesive and high-performing team. These stages are applicable across various contexts, including sports teams, where the dynamics of group development play a crucial role in achieving success. Let's explore each stage and its correspondence in the realm of sports:

1. **Forming:**
   - **Definition:** This initial stage is characterized by team members getting acquainted and understanding the team's purpose and goals.
   - **In Sports:** In the forming stage, athletes are introduced to each other, learn about team objectives and start forming initial impressions.

2. **Storming:**
   - **Definition:** Conflict and competition for roles and responsibilities emerge, challenging the team's cohesion.
   - **In Sports:** In this stage, athletes might compete for starting positions and differences in playing styles or strategies may surface, leading to tensions that need resolution.

3. **Norming:**
   - **Definition:** The team resolves conflicts, establishes norms and develops a sense of cohesion and unity.
   - **In Sports:** Athletes begin to accept their roles, understand each other's strengths and weaknesses and develop a shared understanding of how they will work together on the field.

4. **Performing:**
   - **Definition:** The team achieves peak performance, demonstrating high levels of collaboration, communication and synergy.
   - **In Sports:** Athletes in the performing stage function as a well-coordinated unit, executing strategies with precision and capitalizing on each other's strengths to achieve optimal performance.

5. **Adjourning (or Mourning):**
   - **Definition:** This final stage involves the disbandment of the team, either due to project completion or team members moving on.
   - **In Sports:** While not always applicable to sports teams, this stage could represent the end of a season, the retirement of a key player, or the transition of athletes to different teams.

Understanding Tuckman's stages is valuable in sports because it allows coaches and athletes to anticipate and navigate the challenges associated with team development. Recognizing these stages helps teams address conflicts, build cohesion and ultimately progress to the performing stage where they can achieve their highest level of success on the field. Successful sports teams often revisit and adapt to these stages as they undergo changes in personnel, coaching staff or competitive objectives over time.

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Tuckman's Team & Group Development Model
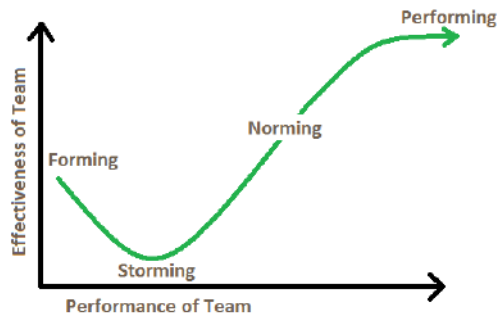
Characteristics and dynamics

Let's break down common characteristics and dynamics that may be observed in each of Tuckman's stages within a sports team:

1. **Forming:**
   - **Characteristics:** Athletes are polite and cautious, getting to know each other.
   - **Behaviors in Sports:** Players may be reserved, focusing on individual skills, and there might be a reliance on coaches for guidance. Initial bonding occurs through shared goals and aspirations.

2. **Storming:**
   - **Characteristics:** Conflict arises as team members assert themselves and compete for roles.
   - **Behaviors in Sports:** Competition for starting positions, differences in playing styles, and disagreements on strategies may emerge. Coaches may need to mediate conflicts and establish a framework for resolving disputes.

3. **Norming:**
   - **Characteristics:** Cohesion develops, and norms and roles are established.
   - **Behaviors in Sports:** Athletes start accepting their roles, understanding each other's strengths and weaknesses. Shared team values and strategies are defined, fostering a sense of unity and collaboration.

4. **Performing:**
   - **Characteristics:** The team achieves peak performance and operates as a cohesive unit.
   - **Behaviors in Sports:** Players exhibit high levels of trust, communication, and coordination on the field. The focus shifts to fine-tuning strategies, adapting to opponents, and optimizing performance as a team.

5. **Adjourning (or Mourning):**
   - **Characteristics:** The team disbands or undergoes significant changes.
   - **Behaviors in Sports:** This stage may not be as pronounced in sports, but it could represent the end of a season, the departure of key players or coaches, or the transition of athletes to different teams.

It's important to note that these stages are not always linear, and teams may revisit earlier stages, especially when there are significant changes in team dynamics, such as roster changes, coaching changes, or shifts in team objectives. Successful sports teams and coaches understand these stages and proactively manage the team's development to ensure optimal performance on and off the field.

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The FIVE Dysfunctions of a Team

"The Five Dysfunctions of a Team" is a book written by Patrick Lencioni that explores common pitfalls that can hinder the effectiveness of a team. The model outlines five interrelated dysfunctions that, when addressed, can lead to improved teamwork and organizational success. Here are the five dysfunctions:

1. **Absence of Trust:**
   - **Description:** Trust is the foundation of any successful team. In the absence of trust, team members are reluctant to be vulnerable, share ideas, or admit mistakes.
   - **Impact:** Without trust, genuine collaboration and open communication become challenging, hindering the team's overall effectiveness.

2. **Fear of Conflict:**
   - **Description:** Teams that avoid conflict are unable to engage in constructive debates and discussions. This fear leads to artificial harmony, where important issues are left unaddressed.
   - **Impact:** Lack of healthy conflict resolution results in suboptimal decision-making and can lead to resentment among team members.

3. **Lack of Commitment:**
   - **Description:** When team members are not truly committed to decisions, goals, or plans, there is a lack of clarity and alignment within the team.
   - **Impact:** Without commitment, initiatives may lack the necessary momentum, and the team's overall effectiveness is compromised.

4. **Avoidance of Accountability:**
   - **Description:** Ineffective teams often hesitate to hold one another accountable for their performance, behavior, or commitments.
   - **Impact:** Without accountability, mediocrity is tolerated, and the team may not achieve its full potential. Individual performance and team goals may suffer.

5. **Inattention to Results:**
   - **Description:** Teams that prioritize individual goals over collective results, or are not focused on measurable outcomes, are likely to underperform.
   - **Impact:** The absence of a shared commitment to achieving results can lead to a lack of cohesion and a failure to meet overall team objectives.

Lencioni's Five Dysfunctions of a Team

Type the subtitle of your great here

Inattention to Results	1 Focus on collective outcomes
Avoidance of Accountability	2 Confront difficult issues
Lack of Commitment	3 Focus on clarity & closure
Fear of Conflict	4 Demand debate mine for conflict
Absence of Trust	5 Be human go first

Lencioni's model is presented as a pyramid, with each dysfunction building on the one below it. Addressing these dysfunctions requires intentional efforts from team leaders and members alike. By fostering trust, encouraging healthy conflict, ensuring commitment, embracing accountability, and prioritizing results, teams can overcome these dysfunctions and achieve higher levels of effectiveness and success. The book provides practical insights and strategies for leaders to navigate and mitigate these dysfunctions within their teams.

The model is particularly crucial in the context of sports due to several reasons related to the unique dynamics of athletic teams and the intense, competitive nature of sports environments:

1. **Interdependence and Collaboration:** Sports teams rely heavily on collaboration and coordinated efforts. Dysfunctions within a team can disrupt the harmony required for effective teamwork. In sports, where every member's contribution is vital, dysfunctions can significantly impact performance.

2. **High-Stakes Competitions:** Sports competitions often involve high stakes, whether it's winning a championship, achieving a personal best, or qualifying for major events. Dysfunctional teams are less likely to perform optimally under pressure, impacting their ability to succeed in critical moments.

3. **Quick Decision-Making:** Sports situations require rapid decision-making and execution. Dysfunctional teams, marked by a lack of trust, fear of conflict, and avoidance of accountability, may struggle to make timely and effective decisions on the field, leading to missed opportunities or errors.

4. **Emphasis on Performance and Results:** Sports are results-oriented, and the inattention to results, one of the dysfunctions, can be particularly detrimental. Teams that don't prioritize outcomes are less likely to achieve success in terms of wins, points, or goals, which are fundamental in sports.

5. **Team Cohesion and Morale:** Dysfunctions can erode team cohesion and morale, creating a negative atmosphere within the team. In sports, where motivation and morale play a crucial role, a lack of trust, commitment, and accountability can significantly impact the overall team culture.

6. **Roster Changes and Transitions:** Sports teams often experience changes in rosters, coaching staff, or team dynamics due to transfers, retirements or new additions. Managing these transitions effectively requires a cohesive team that can adapt to changes and maintain high performance.

7. **Public Visibility and Scrutiny:** Sports teams operate under public scrutiny, with fans, media, and sponsors closely following their performance. Dysfunctionalities within a team are often more visible in the public eye, potentially affecting the team's reputation and fan support.

8. **Intensity of Training and Competition:** The rigorous training and intense competition in sports demand a high level of commitment, accountability, and communication. Dysfunctional teams may struggle to maintain the required intensity hindering their ability to compete at the highest level.

Overall, the dynamics of sports, combined with the pressure to perform at an elite level, magnify the importance of effective team functioning. Addressing the dysfunctions outlined by Patrick Lencioni is essential for sports teams to build resilience, enhance performance and navigate the complexities of the competitive landscape successfully.

Team collaboration
Introduction
In the dynamic universe of sport, the prowess of individual athletes is captivating, but the true magic unfolds in the collective collaboration of a dedicated team and its staff. Beyond the exhilarating plays on the field, it is the synchronised efforts, shared strategies and unwavering commitment of coaches, trainers and support staff that propel a sports team to greatness. Team collaboration within the broader context of a sports organisation is the backbone of success. From strategic game planning to meticulous player development, the synergy between staff members is the driving force behind the victories that make sports history. It's not just about assembling a group of talented individuals; it's about forging a cohesive unit where each individual's expertise contributes to a unified vision. In the following sections, the focus lies the pivotal role of teamwork in sports organisations and discover why it is the linchpin that turns aspiration into triumph.

Multidisciplinary
Multidisciplinary collaboration refers to a collaborative approach in which individuals from different disciplines or fields work together to address a common goal or problem. In this context, a discipline refers to a specific branch of knowledge, profession or field of study. The aim of multidisciplinary collaboration is to use the different expertise, perspectives and skills of individuals from different disciplines to achieve more comprehensive and effective outcomes than could be achieved through a single-disciplinary approach.

Key characteristics of multidisciplinary collaboration include:

- **Diverse expertise:** Multidisciplinary collaboration brings together people with expertise in different areas. Each participant brings their unique knowledge and skills to the collaborative effort.

- **Shared goals:** Despite coming from different disciplines, collaborators share common goals or objectives. The collaboration is driven by a mutual interest in addressing a particular challenge, solving a problem or achieving a particular outcome.

- **Effective communication:** Successful multidisciplinary collaboration requires effective communication between team members. This includes the ability to communicate complex ideas across disciplines and to create a common understanding of the project's objectives.

Multidisciplinary collaboration can be found in many fields, including healthcare, research, environmental science and business. In health care, a collaborative team may include doctors, nurses, psychologists and social workers who join forces to address a patient's comprehensive needs. Similarly, in research, scientists from different disciplines work together to investigate complex phenomena, pooling their expertise from different scientific fields. It's worth noting that multidisciplinary collaboration is not limited to academic and professional settings; its importance extends to the world of sport. In sport, professionals from different backgrounds, such as coaches, nutritionists, physiotherapists and sports psychologists, work together to contribute to the holistic development and performance optimisation of athletes.

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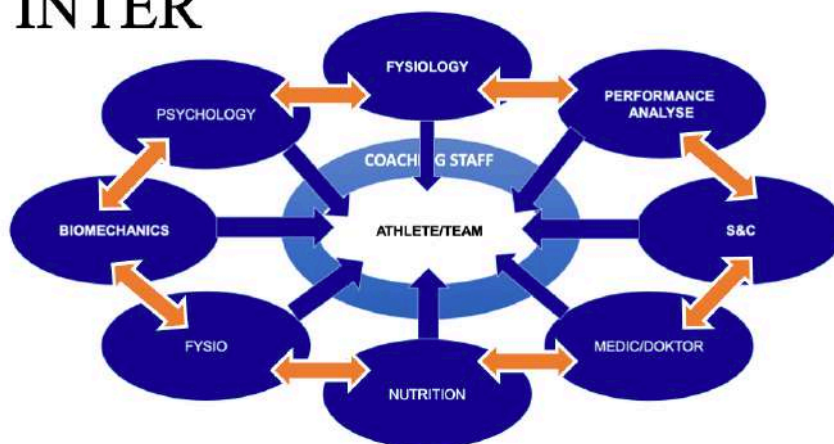
Interdisciplinary

Unlike multidisciplinary collaboration, in which individuals from different disciplines work independently in parallel, interdisciplinary collaboration emphasises the blending of knowledge, methods and perspectives from different disciplines. The aim is to create a more comprehensive and unified approach that transcends the boundaries of individual disciplines.

Key features of interdisciplinary collaboration include:

- **Integration of shared knowledge:** Interdisciplinary collaboration promotes the integration of knowledge from different disciplines to form a coherent and unified understanding of the problem at hand. The emphasis is on synthesising different perspectives to create a more holistic framework.

- **Collaborative problem solving:** Professionals in interdisciplinary collaborations actively engage in collaborative problem solving, drawing on the strengths and insights of each discipline involved. The approach is more interactive, with a collective effort to address complex challenges.

- **Blurring of disciplinary boundaries:** Unlike multidisciplinary approaches, which maintain clear disciplinary boundaries, interdisciplinary collaboration involves a more fluid and interconnected exchange of ideas. Disciplines may overlap, and individuals are encouraged to work at the intersection of multiple fields.

- **Shared decision-making:** Decision-making in interdisciplinary collaboration is often a collective and inclusive process. It involves the input of experts from different disciplines and fosters a sense of shared responsibility for the results.

- **Synergistic innovation:** Collaboration seeks to achieve synergies by combining the strengths and insights of different disciplines, leading to innovative approaches and solutions that might not be possible through isolated disciplinary efforts.

While both multidisciplinary and interdisciplinary collaborations involve professionals from different disciplines, the key difference lies in the level of integration and interaction between the disciplines. Interdisciplinary collaboration therefore goes beyond the parallel efforts of multidisciplinary collaboration by promoting a more integrated and interconnected approach. It encourages professionals to work at the intersection of disciplines, resulting in a richer, more comprehensive understanding of complex issues.

Resources

- Aristotle, The Google project
  https://newageleadership.com/what-makes-teams-successful-googles-project-aristotle-came-up-with-these-five-factors-that-matter/

- Tuckman's team stages
  https://www.wcupa.edu/coral/tuckmanStagesGroupDelvelopment.aspx#:~:text=These%20stages%20are%20commonly%20known,more%20collaborative%20or%20shared%20leadership.

- The FIVE Dysfunctions of a Team
  https://www.executiveagenda.com/application/files/4915/6330/1707/fivedysfunctions.pdf

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Didactical Planning

Introduction

The journey to sporting greatness requires a delicate dance between individual excellence and collective synergy. The foundation of exceptional teams lies in the meticulous cultivation of outstanding individuals, a process intricately guided by the principles of personal leadership. This transformative odyssey begins with each athlete striving to embody his or her best self through self-awareness and skilful self-management. But the canvas of success is not painted with the strokes of individual brilliance alone; it requires a symphony of collaboration, with personal leadership serving as the orchestrator, harmonising diverse talents into a collective force. As the team comes together, the focus shifts to the art of effective leadership - a force that steers the collective ship to unparalleled heights. Leading a sports team is about more than steering; it is about unlocking latent potential and orchestrating brilliance into a symphony of success. This intricate dance of team collaboration becomes the crucible in which good teams are transformed into great ones. Multidisciplinary collaboration enriches the collective toolkit, while interdisciplinary collaboration weaves diverse expertise into a cohesive tapestry of mastery. In this exploration, we navigate the delicate interplay between personal leadership, effective team leadership, and the collaborative forces that elevate sports teams from excellence to enduring legacy.

Learning outcomes

Participants will learn:
- The fundamental principles of personal leadership and its importance to individual and team success.
- The intrinsic value of self-awareness and self-management in cultivating personal leadership.
- The symbiotic relationship between individual excellence and effective team dynamics.
- The role of personal leadership as the linchpin in translating individual brilliance into collaborative team success.
- The key issues and principles of multidisciplinary collaboration within sports teams.

Participants will understand:
- The nuances of personal leadership and its transformative impact on individual growth.
- How personal leadership translates seamlessly into orchestrating collective brilliance within a team.
- The critical importance of fostering collaboration within teams for sustainable success.

Participants will be able to
- Navigate the delicate dance of leading teams effectively using personal leadership skills.
- Evaluate and foster collaborative dynamics within a sports team, including both multidisciplinary and interdisciplinary collaboration.

The Educator's shortlist

Logistics

1. Time investment
* The online workshop for the participant takes 2 times 2 hours.
The off workshop hrs will vary between 8-12hours.
The participant will invest 14 hrs in this program.
* The educator will spend on preparation and execution 8hrs in total.
2. Full time presence at the workshop is mandatory
3. Between workshop 1 and workshop 2 it is advisable to plan a period of 10 days.
4. All copyrights of the presentations from both educator and participant belong to the EHF
5. An essential part of the learning is the exchange of information between participants

Online Workshop prepping

Communication
1. Prepare invitation of the participants for the online meetings of 120 minutes each.

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- The invitation of the participant for the online meeting should include:
* "Concerns and expectations": prepare a VLOG(max 3 min) production.
* Read the content of the module
* The time table of the first session
* Participant should be ready to present
* We explain how the participant will be assessed
* Make appointment with the candidate for an interview for the assignment (60 min)

Master the content
1. Build mini interactive lecture of 20 min about "Leading effective teams"
Include 5-8 PP slides where you address conflicting scenarios within the specialists of the staff. For instance, the physiotherapist and the strength & conditioning trainer have different views on the resting period for the players. Or the psychologist and the physiotherapist have a different opinion about giving the team a couple of days off.
2. Read and understand the content of the module and the slide deck relationship

Assessment prepping
Develop a google forms peer2 peer assessment form for the final evaluation / second session.
The Assessment is about the interpretation of the elements of interdisciplinary collaboration in a specific context.
We advise to include an evaluation of the quality of;
* The Review
* Conclusions
* Recommendations
* Presentation style
But no more than 7 criteria.
- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10
– 1 min assessment scoring.

Instruments
It is advised the educator uses the participants expectations&concerns reporting to fine tune the program.

Time table & script
Pre-workshop preparation
    a.   Let the participants find out what their personal saboteurs are via the following (free) link:
        https://www.scienceofpeople.com/core-values/
        This link provides an overview of your saboteurs and a description of them.

        The participants should hand in a presentation of a couple slides where they:
        1.   Write down their saboteurs
        2.   Which do they recognize and which don't they recognize?
        3.   Can they give some examples where they recognized their saboteurs?
        4.   Give a description how they deal with their saboteurs.

    b.   Assign students to make 1 interview each with a coach or staff member of the national team or of a Club involved with top hockey.
        1)   What are 3 challenging topics where the staff needs multidisciplinary collaboration?
        2)   What are 3 examples where the staff members had different point of view and the final decision was difficult to make?

        Present this in a short video (max 5 min).
        Time investment: 2hrs

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Workshop 1

00:00 - 00:10: Welcome and introductions:
- Share expectations and concerns
- Explain program of this session
- Ask 1 teaser opinion like f.i.:

*Consider the question who they find an example of strong personal leadership and why

00:10 - 00:40: Sharing the presentation and discuss outcomes preparation A
- Participants share their presentations and comment on them (5 min per participant)
- Educator reviews the outcomes / findings of the participants.

00:40 - 01:00: Personal leadership
- Introduction to personal leadership & leading effective teams
- Personal leadership

01:00 - 01:10: Break

01:10 - 01:40: Personal leadership
- Self-awareness
- Self-management
- Give different types of examples of personal leadership (athletes/coaches for instance)

01:40 - 02:00: Educator presents assignment for second meeting
- Interview with a coach or staff member of the national federation or of a Club involved with top hockey.

Workshop 2

00:00 - 00:10: Welcome and introductions:
- Explain program of this session
- Educator asking teaser question:

Q: what are the eye openers so far?

00:10 - 00:20: Procedure assesment
- Educator explains the procedure of the presentations and assessment-
- Presentation (7 min – Q&A 2 min – 1 min assessment scoring- quick recap of Educator 2 min) =10-12 min
- Assessment: peer to peer 50% + educator 50% - scale 1-10/2
- Rehearse 1 digital assessment with the group

00:20 - 01:00: Sharing the interviews of each participant
- Participants share their interview and their key learnings (7 min per participant)
- Educator reviews the outcomes / findings of the participants.

01:00 - 01:10: Break

01:10 - 01:40: Multi- and interdisciplinairy collaboration
- Short interactive lecture about multi- and interdisciplinary collaboration with examples
- Ask a few students what came out of their interview of preparation B
- Discuss this with the group

01:40 – 02:00: Conclusion
- Educator presents the results and congratulates the participants
- Reflection on the expectations and concerns from the start of the Workshop week
- Participants can ask questions and engage in open dialogue about their recommendations.
- Look forward to the next set of workshops

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Aspiring and Inspiring Youth Leaders (AIYL)

IO3 Sport & Cultural DNA

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Introduction Sport & Culture
version 1.0 – 05-11-2023

Content
1. Introduction
2. Theoretical Framework
3. National Culture and National team programs
4. Club- and Team culture in sports
5. Resources

Didactical Planning
1. Introduction
2. Learning outcomes
3. The Educator's shortlist
4. Time table & script

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1. Introduction

Culture has been defined in many ways; we use this description: "Culture is the collective programming of the mind that distinguishes the members of a group or category of people from others. It is always a collective phenomenon, but it can be associated with different collectives. Within each collective there is a diversity of individuals. The term culture is usually used for nations (in political science, sociology and management) and for organisations (in sociology and management). In this chapter, we focus on the culture of nations, athletes representing their nations, and the culture of organisations; including: federations and clubs and their teams in professional sport and amateur competitive sport. (1)

In the following, we explain the influence of a culture on the practice of sport. The young sport manager in hockey is thus introduced to the effects of a culture on the sport ecosystem. We refer to these as the explicit and implicit forces that result in policies and strategies that strongly influence sporting outcomes. We begin by explaining the theoretical framework, limiting ourselves to prof. Edgar Scheiner's and prof. Geert Hofstede's relevant approaches, then we focus on the ''national'' context and the local context. Translating this into practice, we focus on the national team environment and the club environment as these are the most relevant for field hockey.
Of course, this topic is much broader than just hockey and sport, as culture has an impact on the whole of society and all its expressions. However, in what follows we will try to focus on the hockey ecosystem by first explaining the sociological context.

Humans are social animals. If we were not cared for by our parents immediately after birth, we would die. Without other human contact, we would learn neither language nor appropriate behaviour. We live our lives in a variety of social structures, such as families and communities, in which we depend on each other for love, affection, moral support and the provision of essential goods and services.
Sport and recreation play an important role in our lives. They are social and cooperative activities practised by people in groups. Hockey is a structured example; it has internationally defined rules, organised competitions and reward systems. It requires the provision of facilities and the investment of time, effort and money by individuals and governments to achieve any level of success. Our sport also attracts a great deal of media attention.
Sport, and in our case hockey, can be subject to all the pressures and influences that affect any other part of society.

Although the sociology of sport is now a recognised field of academic study and there are a considerable number of texts devoted to sport, not many coaches or sports policy-makers recognise the importance of social and cultural factors in achieving success in sport.
But sport arises from its social system and can't be separated from it. The same is true of most other texts in this area, and this undoubtedly reflects the attitudes of most coaches and policy makers. Coaches are concerned with physical and biological factors - training, fitness, nutrition, physical ability; with psychological factors - motivation and concentration; and with technical factors - equipment and facilities; but rarely with those factors commonly identified as social or cultural.
De Bosscher, author of the SPLISS model (2007), also recognises elite sport culture as important for success. However, she did not include it in the SPLISS model study on the grounds that culture cannot be directly influenced by policy makers. De Bosscher (2007) grouped additional factors that influence elite success, including culture, as the environment of sport systems and pointed to the need to study these factors.
Our focus in this chapter is to better understand the elements of culture and, in particular, how to better manage them; we do not intend to change an existing culture. A very good example of effective adaptation was demonstrated by Eddy Jones, who incorporated parts of Japanese sociological characteristics into the structure of the Japanese rugby team as he prepared them for the Road to World Cup 2015.

Today, coaches focus almost exclusively on devising training regimes that they believe will improve both fitness and technique. The resulting emphasis on a scientific and technological approach to preparation and performance has undoubtedly led to great success.

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At the same time, coaches have broadened their interests to include the psychology of preparation and performance as well as the basic biology of their charges, with particular emphasis on nutrition and minimising stress and injury.

Many players and coaches have stated that today, when players are carefully selected and highly trained, it is mental attitude, competitiveness, courage and risk-taking that most often promote success.

Socio-cultural factors are therefore an extension of the coach's role, forcing him to consider and change a much wider range of factors, both before and after the event, in order to improve player performance.

The social framework of hockey

Society may be a seamless web, but we need to separate and identify certain aspects. In sociological terms, the hockey player can be seen as the centre of a triangle of influence (see Figure 1), with clubs, federations and government at one corner, teammates and fellow competitors at the other, and spectators, the general public and the media at the third. The coach forms a duo with his players and is variously part of the organisational ecosystem, a fellow participant and an interested non-participant.

But he or she must also, in the classical coaching tradition, see himself or herself as a neutral observer and almost as part of the players, trying to experience and understand what the players are experiencing. This dynamic situation is illustrated in Figure 1.
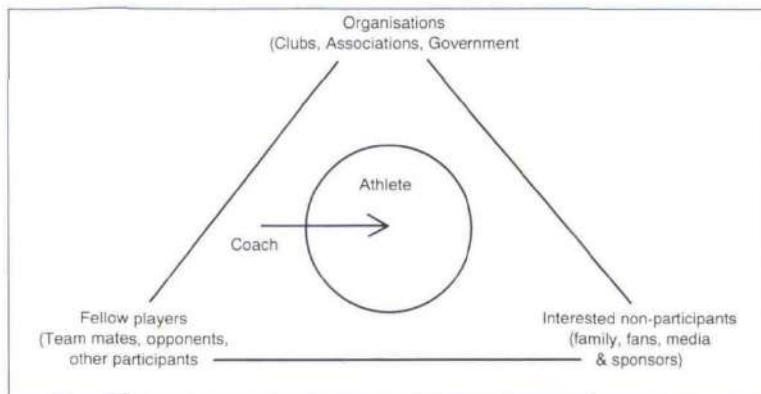
This dynamic situation is illustrated in figure 1. (2)

In terms of all the sociological and cultural variables the coach needs to be aware of these and alive to such possibilities as the manifestation of racial antagonism, sexual harassment, class prejudice, and the exploitation of young and inexperienced players. He or she must be alive to the myriad ways in which any one of these may affect preparation or performance of players on any particular occasion

In this socio-cultural domain, the coach's role is no different from that which is played in respect to game tactics, training of technique or psychological variables. It is to understand the dynamic socio-cultural position of the players and to maximize the chance of success by modifying both the players- and the socio-cultural variables as far as it is in the organization and/or coach's power to do so.

We start first by introducing the theoretical framework. We then use this to translate it to the national sport culture and the culture of organisations, clubs and teams.

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2. Theoretical Framework

First of all, we want to clarify how we are going to apply the theoretical framework from sociology. For the daily practice of sports management, it is important to understand which factors to take into account when developing strategic plans, training plans, culture sections in reports, etc., but also which type of coach is best suited to your national team, which values exist in a club, or which style of play a club follows.
To map the cultural identity and therefore the reality of an environment, a club, a federation, etc., it is practical to be able to use culture mapping models for a clear analysis.
We will use two well-known models from Geert Hofstede, Professor of Organisational Anthropology and International Management at Maastricht University, and Edgar Scheiner, Professor at the Sloane School of Management at MIT.

Elements of Culture
Edgar Schein believes (sport)organizations develop a culture over time as employees experienced various changes, adapted to the external environment, and solved organizational problems. What's more, company culture affected the way employees felt and acted within the organization itself.
Based on these observations, Schein developed his organizational culture model to define a series of basic assumptions. These assumptions are used by employees to solve problems associated with external adaptation and internal integration. In theory, successful assumptions are then passed on to new employees as the correct way to perceive, think, and feel when faced with organisational problems.
Schein believed culture was far more complex than the relatively superficial way employees acted in a workplace in response to management or reward systems. Instead, successful culture develops over a period of time as employees use insights from past experiences to embody culturally acceptable traits. These adaptations have an original relationship with a regional or national identity.

The three levels of Schein's model
Sometimes depicted as a pyramid or a iceberg (see picture below), Schein's original model is based on three different levels.
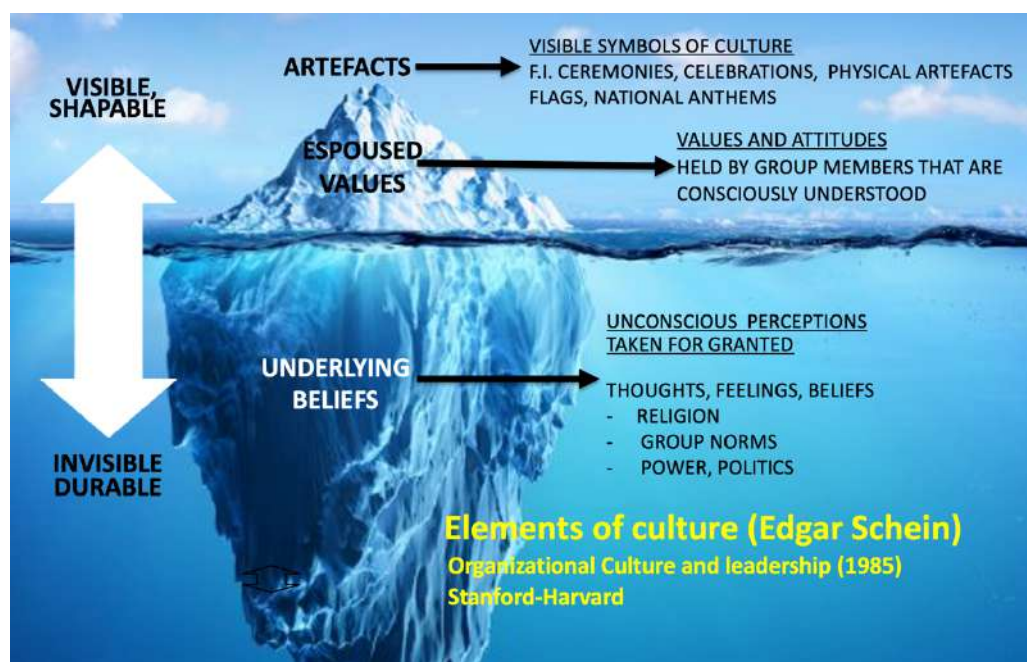In the context of Schein's mode a level describes the degree to which cultural phenomena are visible to the observer.

Fig. 1 - Organisational Culture model 1985, Edgar Scheiner

From most visible to less visible these elements are:

Artefacts (see fig. 1)
Or the characteristics of an organization easily viewed, heard, and felt by individuals. Artifacts may encompass facilities, employee behavior, and dress code like team shirts, club logo, club song, stadium etc.
Schein suggested artifacts yielded little insight into the organisation's culture. In essence, artifacts provide the internal or external observer with clues into the surface manifestation of an organization's culture.
Since they are often described as the outermost of Schein's layers at the top of the pyramid, artifacts are the most visible part of culture and are often considered to be superficial at best.
While artifacts are the most visible, it is important to note that their meaning is sometimes subjective. In other words, the individual attributes some meaning to an artifact that was unintended by the organization.
This scenario emphasizes the importance of veracity, which can be verified by asking an organisation directly or consuming information about the intended meaning of the most obvious aspects of a culture.
One example is the Barcelona stadium with its unique, bold, impressive design which embodies similar traits in the club itself.

Espoused values (see fig. 1)
These are the things an organization says about its culture and way of operating. Espoused values and beliefs are deeper, less visible indicators of an organisations culture than artifacts.
They may include factors such as organizational values, club charters, team contracts, mission and vision statements, playbooks etc.
Espoused values provide more insight into the organizational culture than artifacts and, with moderation, can be altered to affect a reasonable degree of cultural change.
These values – particularly when espoused in a mission and vision statement – shape an organization's culture and how it is seen by f.i. fans, society.
They also influence the organization's core philosophy as they become embodied by staff and players over time. Nevertheless, values tend to cascade from the most senior levels of management in a top-down fashion.
If senior staff exhibit values that contradict the organizational mission, vision and purpose, these same values are likely to be adopted by subordinates. On the longer term this is often the root cause of organizational problems.

Underlying beliefs (see fig. 1)
So these are the deepest and often unconscious cultural elements. These beliefs include assumptions about gender, social roles, work, success and failure. - Usually not (well) documented, but they have a major impact on culture and are very difficult to change. These are the underlying beliefs; they are largely subconscious, unexpressed and difficult to see. People 'feel' the values but cannot articulate them well. However, everyone within the same culture more or less agrees. These values are very difficult to change. Potentially, most resistance also comes from this layer.

The translation of the ''elements of culture'' to the world of sport" can look as follows:

- Artifacts: Sport Organisations often use visuals like logos, superstars, team apparel, epic sport moments to communicate their mission and values to staff, volunteers, and donors.
- Espoused Values: Mission and Vision statements, sportive values aso play a critical role in conveying the sport organization's values and commitment to its performance and larger cause.
- Underlying Beliefs: Sport organizations may have deeply ingrained beliefs about social impact, community engagement. These beliefs shape how they approach fundraising, fan engagement, and program development.

Key takeaways
Culture Evolution: According to Schein, organizational culture evolves as employees adapt to changes, handle external challenges, and solve problems. This culture affects how employees feel and behave within the organization. The model of Schein's explains how culture influences behavior, decision-making, and

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interactions within organizations. Understanding these levels helps in deciphering the complexities of organizational dynamics.

Hierarchy of Visibility: The three elements of culture ae depicted as 3 levels with a different visibility clarifying a clear hierarchy: artifacts are the most visible, followed by espoused values, and underlying beliefs are the least visible but most impactful.

While artifacts are the most visible, changing them might not lead to substantial cultural change. Espoused values can be modified to influence culture, but altering underlying beliefs is difficult due to their subconscious nature; this often leads to resistances.

The "cultural dimension" theory

The Cultural Dimensions Theory is a framework developed by Prof. Geert Hofstede used to understand the differences in culture across countries. It shows the effects of a society's culture on the values of its members, and how these values relate to behavior.

Geert Hofstede's model is called the 6-D model - also known as Hofstede's cultural dimensions theory. The model was developed to compare the deeper drivers of culture with other cultures around the world.

Hofstede's model consists of six dimensions. These cultural dimensions represent independent preferences that distinguish countries (rather than individuals) from each other. The mapping of cultural dimensions thus looks at the country level to form an overall picture of cultural society. This therefore has a generalising effect. So don't be surprised by some outcomes; they sometimes turn out not to correspond to individuals you know from the specific culture (3). This model can be used for characterisations and analysis of cultural traits at the ''national level''.

Hofstede's 6 cultural dimensions

Hofstede identifies six dimensions to compare the deeper motivations of different cultures, namely:
Power distance
Individualism
Masculinity
Uncertainty avoidance
Term thinking
Reticence

Hofstede's 6-D Model explained:

Power distance

Hofstede's first culture dimension is power distance. This dimension relates to equality between individuals in a society. Power distance is defined as the extent to which the less powerful members of institutions and organisations in a country expect and accept that power is unequally distributed.

People in societies with high power distance accept a hierarchical order in which everyone has a place that requires no further justification. People in societies with small power distances seek power equalisation and demand justification for power inequalities.

Individualism

Hofstede's second dimension is individualism. Individualism concerns the degree to which interdependence is established within a society. This examines the extent to which people's self-image is defined as individualistic (I) or collectivistic (we).

In individualistic societies, one is assumed to take care of themselves and only their immediate family. In collectivist societies, people belong to groups that take care of each other in exchange for loyalty.

Masculinity

Masculinity is the third cultural dimension within Hofstede's model. This dimension explores what motivates people, the desire to be the best (masculinity) or love what you do (femininity).

Masculinity represents a preference in society for achievement, heroism, assertiveness and material success. Success is defined as being the winner or the best in the field - a value system that begins in school and persists throughout organisational life.

The opposite of masculinity is femininity. Femininity represents a preference for relationships, modesty, caring for the weak and quality of life.

Uncertainty avoidance

Hofstede's fourth dimension is uncertainty avoidance. Uncertainty avoidance has to do with how a community deals with the fact that the future is always unknown: should we try to control the future or just let it happen? This ambiguity brings fear. Different cultures have learned to deal with this fear in different ways.

So this dimension examines the extent to which a culture feels threatened by unpredictable or unknown situations. It also examines whether a culture has developed beliefs and intuitions that avoid this.

Term thinking

Hofstede's fifth cultural dimension concerns term thinking. This dimension concerns a society's traditions, norms and values. It describes how a community maintains links to the past while looking forward to the future.

A low score on this dimension means that, among other things, time-related traditions and norms are maintained with difficulty. People are then short-term oriented. There is often a high degree of creativity and innovation. People are individualistic and treat each other equally.

In a culture that scores high on this dimension, there is more of a pragmatic approach by focusing more on the long term. Sustainability and efforts in modern education are encouraged to prepare one for the future. Family is the foundation of society. There is also a higher regard for men, the elderly and the highly educated.

Restraint

Hofstede's sixth cultural dimension is restraint. This dimension examines the extent to which people try to control their desires and impulses, based on the way they were brought up. Restraint is associated with the degree of social control within a society.

People in societies with relatively weak control, generally show a willingness to realise their impulses and desires related to enjoying life and pleasure. They have a positive attitude and tend towards optimism. Moreover, they attach more importance to leisure time, do what they like and spend money as they like. When there is strong control within a society, people in that society are restrained. Satisfaction of needs is suppressed and regulated through strict social norms.

Applying Hofstede's 6 cultural dimensions

So how can you imagine this in practice? For this Geert Hofstede has developed an online tool to compare the 6 culture dimensions by country, namely the https://www.hofstede-insights.com/country-comparison-tool
Using this tool, all six culture dimensions are easily visualised per country. Based on global research, Hofstede has assigned a score to each dimension, making it easy to compare them per country. Moreover, each score is explained per country to provide a more complete picture of all culture dimensions.

Finally

In the next two chapters, we make the move to practical sports management. We give practical examples from the world of Sport where the applications of the theoretical framework discussed become clear. In the Workshop, we continuously use this theoretical foundation to challenge you to apply a culture analysis in daily practice without becoming dogmatic or prejudiced.

3. National Culture and National team programs

In this chapter, we shed light on the influence a (national) culture can have on a national team's style of play. In other words, does culture influence a style of play. In this chapter, we give examples of studies of Italian and Brazilian national team footballers, high performance videogamers from all over the world and rugby players from the Japanese national team and New Zealand. You can imagine that as decision-makers in sports, we need to understand this methodology when we need to assess a training programme of top talents or when we need to appoint a new national coach, or evaluate the philosophy of national training programmes or the programming, national youth talent academies or the very common paragraph on high performance sports in the strategic report of a federation or club.

A comparison of the Māori All Blacks and the Japanese National Team
We start by discussing the results of two scientific studies. If you search carefully, you can find yourself many more examples on the internet. Having read these two studies, we should naturally ask ourselves what we can do with this knowledge there as policymakers of the future; and above all, what can we learn from them to avoid making obvious mistakes.

According to a new study the cultural identity of individual rugby players in a team changes the way the team plays. Recent research shows the Māori All Blacks, a team of players who share the same cultural heritage, are more playful and spontaneous and take more risks than the Japanese National Team, which has a mix of nationalities (ad 4). The study suggests the difference is down to the players' cultural identity and norms. The Māori All Blacks players had more positive feelings toward their own culture and stronger feelings about maintaining the culture than players from the Japanese National Team.
In addition, the Māori All Blacks display a more playful and spontaneous team personality, while the Japanese National Team express a more serious-minded and goal-oriented personality (4).

The outcome of the research suggests that this difference reflects the context within which the teams are formed. The Māori All Blacks tend to go on tour at the end of a long Super Rugby and provincial rugby season, and the cultural legacy of the team promotes flair and pride in representing Māori. Māori rugby is known for being an exhilarating and unifying experience for players and spectators, and many of the players enjoy the opportunity to celebrate and explore their Māori identity and values in a rugby context.

Motivational personality' determines a team's playing style
In the professional era of rugby, it is important to understand how the cultural identity and personality of teams affect the way they play. The rugby environment has changed as a result of professionalism and the sport's increasing popularity. The researchers found that the composition of teams has changed dramatically, with some national teams relying on foreign-born players and fewer teams made up of a particular ethnic group. This prompted the researchers to investigate how different team make-ups affect the way a team plays.

They surveyed 57 professional rugby players - 26 from the Māori All Blacks and 31 from the Japanese national team - and asked them to look at 30 statements and say whether they were true or false to measure team characteristics. The players also completed questionnaires to assess their cultural identity, looking at things like self-identification and comfort in cultural contexts.

The results showed that the players' 'motivational personality' was well reflected in each team's style of play; the Māori rugby team valued flair, spontaneity and high-risk rugby for the collective good, and although the Japanese national team appeared to be more culturally diverse, the team valued unity, structure and conformity, reflecting the dominant values in Japanese culture. As mentioned earlier, a very good example of effective adaptation was shown by Eddy Jones, the national coach of the Japanese rugby team, who incorporated selected parts of the Japanese sporting and martial arts heritage and values into the Japanese rugby team's team structure as he prepared them for the road to the 2015 World Cup with great success; he really understood the importance of culture!

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Rugby demonstrates lessons for other sport organisations
The researchers say their results should give team managers food for thought when building a team because understanding the motivational characteristics and cultural profile of players can impact the dynamics and performance of the team. The findings extend beyond the confines of professional sport.
In this increasingly global and culturally-diverse world, understanding the motivational personality and cultural profile of any group may help determine ways to enhance the working environment and psychological wellbeing of the people in that group.

(Inter)national Video Gamers
Another nice example of cultural profiling comes from a study of the performance behaviour of professional video gamers. This study applied Hofstede's cultural dimensions to construct three categories of gaming style in which players are most likely to exhibit cultural differences: competitiveness, cooperation and tactical decision-making. The aim of the study was to determine whether national culture influences players' behaviour in video games. The results show that there are cross-cultural differences in game play.
Variables that influenced players' cooperative and competitive actions showed significant differences. When comparing countries, the most striking pattern was in relation to cooperation, where it was observed that players from Sweden and Germany showed significantly more cooperative in-game behaviour than US and UK players. These results are consistent with Hofstede's country index. Thus, the results support Hofstede's [11] assertion that people from the UK and the US value their individual goals more than the collective.
individual rather than collective goals, as reflected in their in-game behaviour.

Playing style differences between de Italian and Brazilian national football team (6)
Research on Italy and Brazil from the 2010 and 2014 World Cups shows that, based on interviews and film footage, there are clear differences between the Italian and Brazilian styles of play. These perceptions of the game can also be traced back to the style of play. Despite globalisation and migration trends, this cultural analysis suggests that the national football culture and the national team remain quite stable and to some extent coherent, allowing us to see the different playing styles of these countries as different football languages; languages that appear symbolically through the different movements on the pitch; the style of play (see Table 1).
Both the Brazilian and the Italian national teams appear to be largely consistent with national characteristics. Although both countries have had an excessive influx of foreign players into their national leagues, both seem to have been able to maintain their own style, thus preventing a homogenised international style of play.
In our cultural analysis, we find that the national football cultures inspire the football culture of the national

	Italy	Brazil
Espoused values	'Our first priority is a clean sheet'	'The best defence is a good offense'
Basic assumptions *How is football played?*	Football is played with rationalism	Football is played with aesthetics
What characterises a winning team?	A winning team is a good defensive team	A winning team is a good offensive team
	A winning team wins by any means necessary	
What is football about?	Football is about winning	Football is about displaying skills
What is most important in the game?	The result of the game	The beauty of the game
A team is characterised by	Collectivism	Individual qualities

team.

4. Club- and Team culture in sports

Culture is a critical factor in the success of any organized group, whether that be a corporate organization or a club or sports team. Why should we care about a club- or sports team's culture? We first have a look at the

effects of culture from an organizational angle with more emphasis on the governance aspects.
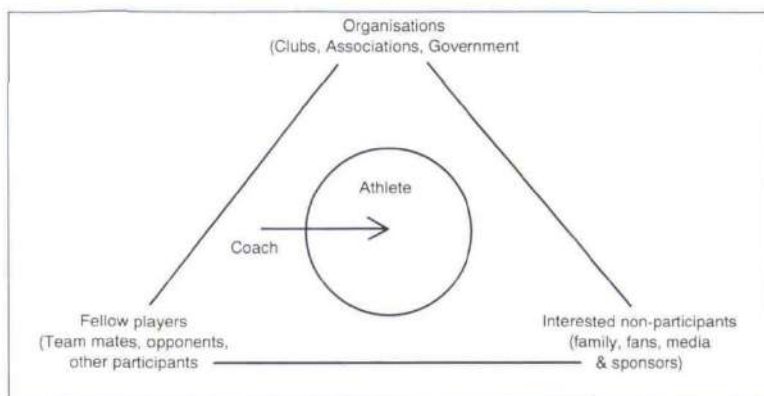
Culture and club organisation
Every club has a culture, and every team in a club has a culture. Even if you don't know what yours is, it exists. Culture is a measure of the observable behaviours that your team and organisation promotes and accepts. Ultimately, culture is best defined simply as 'the way we do things around here' or 'the way we behave around here'. Culture is not what you think or want to do, it is what you do. Some teams claim to have a certain culture but actually behave in a very different way. That is, they do not 'walk the talk'. Culture is the 'talk you walk'. So how does this work for teams? (5)

There is more to creating a winning team than picking the best players, training them constantly and having the best coaching staff. A true understanding of what it takes to build a club and team culture can make the difference between a team that performs well on and off the field and one that struggles, is disjointed or is in the media for all the wrong reasons. Club and team culture in sport can be improved, no matter how far it has fallen or how stagnant it has become. Of course, the coach has a key role to play, but there are many more stakeholders to consider.

Board members, committee members and management in governing bodies, associations and clubs of all sizes are the people who are ultimately responsible for club and team culture and any subsequent issues that arise within the clubs they manage. Problems with culture can have reputational as well as financial consequences, and teams with a poor or toxic culture tend to find it more difficult to attract and retain sponsors. It is important to note, however, that a healthy culture is not just one that is free of problems such as intolerance, but also one that provides an environment that facilitates (high) performance sport.

How these stakeholders operate in the cultural context of a club is illustrated by the triangle of influence in Figure 4.

The sports dynamic situation is illustrated in the triangle of influences, figure 4.

A healthy culture is one that actively promotes positive attitudes, values and beliefs. Members of a club, league, organisation or association who work hard towards a common goal while valuing each other's differences and contributions. A winning, healthy culture also means respecting opposing team members and referees. Coaches treat team members with respect, while holding them to a high standard of professional conduct and letting them know when they need to improve their performance to increase the chances of winning games. Coaches are free to hire and fire players and decide on strategies without undue interference from sponsors or board members.

All roles, responsibilities and boundaries are very clear. The CEO and board members are responsible for ensuring that the coach and his team perform in accordance with the club's mission, vision, core values and expectations. These people choose their sponsors carefully, ensuring that any potential sponsors reflect the club's values.

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A diverse board is ideal. A team of former participants or athletes, lawyers, accountants and other professionals who have the skills and real-world experience needed to manage and steer a club in the right direction. Ideally, such a board would include men and women from different ethnic backgrounds.

Any sports board should have a good ability to strike a balance. This can be quite difficult as they can be pushed and pulled from one side to the other with competing agendas. While the coach may say that the focus is on getting results on the pitch, the treasurer will be looking at the books and trying to manage funds more effectively, while someone else will want to spend money on creating community links to keep the flow of new members into the club. There needs to be a balance of interests - sporting results, commercial interests and alignment with the cultural goals of the club. But how do you build a positive club culture?

Building a club culture
A positive club culture doesn't happen overnight, even if the team and board members have the right motives and do their best to act in a professional and ethical manner.

A thriving team culture in sport comes from having a strong constitution, comprehensive policies and a strategic plan. However, these mean nothing if they are not widely and clearly communicated. Membership forms should require everyone to agree to abide by the club's policies and constitution. But that's not enough. Education is key. Running ongoing training sessions and sending out newsletters with messages about inclusivity, or that bullying and harassment (including via social media) won't be tolerated, is the crucial next step in supporting your cultural goals.

At the heart of any sports club's culture is its constitution, policies and strategic plan. If the constitution is clear and effectively addresses the current needs of the club and sets out clear guidelines on how the club should operate, what should and should not be done, and what happens when there are complaints or issues to be investigated, then everyone can be on the same page and moving in the same direction. Again, it's about breathing life into these governing documents so that there's no doubt about the clear rules by which things are done in your club.

Clubs can have the most comprehensive set of documents in the world, but if there are no steps taken to constantly remind the community of the way things are run and done, it's hard to get buy-in. In the case of a children's sports club, parents also need to be trained and educated so that they can work with coaches and committee members to help their budding athletes learn how to behave properly when dealing with other team members, coaches, committee members and referees. Regular sessions can help clear up misunderstandings and give people the tools and knowledge they need to adhere to the team's policies and core values.

Team Culture
However, in addition to analysing the club's organisational culture, there is another perspective, the sociological approach; the club culture in its sociological context and the influences that play a role in it, again using Edgar Scheiner's model.
Successful teams are often associated with a strong team culture. "Sporting team culture has its origins in the creation and development of sporting teams. The sports team culture, to which all members voluntarily adhere, is the sum total of shared beliefs, morals, spirit, ceremony, intelligence factor and entertainment life. The function of sports team culture is to teach people, build team standards, recover, adjust spiritually, and meet psychological and social demands.

An organisation's culture is the set of values, beliefs and standards of acceptable behaviour shared by its members. Understanding an organisation's culture helps you understand how it works and how you should behave to fit in. Culture fit is one of the top criteria recruiters look for when hiring new employees. It's the shared understanding of an organisation's identity. Think of culture as the personality of the organisation.

Sports team culture adds a special dimension to the idea of organisational culture because teams form a special bond that is often very strong. With this bond comes particular ways of behaving or fooling around, a

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particular determination to win, ways of dealing with winning and losing - in short, all the bonding mechanisms are on full display. Add to this the fans who closely identify with or idolise a particular team's culture, image or personality, and you have a lot of powerful forces at play. Think of "working-class" teams like Liverpool and, in contrast, Chelsea F.C.. With its wealthy residents, Chelsea F.C. has the richest local supporters in England and a very different culture.

Behaviour

The three components of culture are behaviour, values and beliefs, and assumptions. Behaviour is observable action - what we do and say. Artefacts are the results of our behaviour and include written and spoken language, dress and material objects. Behaviour also includes rituals, celebrations, ceremonies, heroes, jargon, myths and stories. If you examine the culture of an organisation, you will find that rites, corporate myths, jargon and all the rest play an important role in defining that culture. Leaders, especially founders, have a powerful influence on the culture of their organisation. A good example is Johan Cruijff, who had as a player and as a coach a huge influence on Ajax's style of play; he was a legend who was born in Amsterdam and embodied the Amsterdam mentality par excellence. His style of play was directly linked to the Amsterdam mentality, enterprising, a bit cheeky and above all creative with unexpected solutions. ''We are Ajax, we are Amsterdam'' is therefore a very obvious slogan.

Values and beliefs

Values represent the way we think we should behave and identify what we think is necessary to be successful. Beliefs can be expressed as if-then statements. (If I do X, then Y will happen.) Values and beliefs are the operating principles that guide decision making and behaviour in an organisation; they influence ethical or unethical behaviour. We observe values and beliefs only indirectly, through the behaviours and decisions they drive. Values and beliefs are often described in an organisation's mission statement, but be careful - sometimes an organisation's talk (its stated values and beliefs) doesn't match its walk (values and beliefs put into action).
Arsenal in the community
In 1985, Arsenal Football Club became the first club in the country to set up a community department. It was a move that naturally aligned with the club's core values:
"Our life and culture"
ALWAYS MOVING FORWARD. We are bold in our pursuit of progress.
BE TOGETHER. We care about our community and each other.
ACTIONS THAT MATTER. Doing the right thing (even when no one is looking)
At the time, there was no pressure or expectation to do so, but Arsenal felt that giving back to the community was the right thing to do. It was a time when society was facing some challenges, with youth unrest and rising youth unemployment.
Since that decision, the Arsenal Community Facility has grown into something of which the club, players, staff and fans can be immensely proud. For an organisation to embrace its social responsibility in this unique way is a blueprint for businesses to follow and adds to the many innovative 'firsts' in which Arsenal has led the way. It is still very unusual for an organisation to invest in and develop its workforce, engage with the local community and tackle some of the most challenging social issues.
It would have been very easy for Arsenal to make a financial contribution to a charity and keep its social contribution to a minimum, but that was never an option for for them. This is a club about people and Arsenal's people are known for upholding the Arsenal way of doing things, the Arsenal reputation and what the club stands for

Assumptions

Assumptions are deeply held values and beliefs whose truth we never question. Because our assumptions are the very foundation of our belief system, they are obvious to us - and we assume they are obvious to everyone else - so we rarely discuss them. They are the automatic pilots that guide our behaviour. When our assumptions are challenged, we naturally feel threatened. Ask a team member why she does things a certain way: If she responds with something like "That's the way it's always been done", you have probably come up against an assumption. Assumptions are often the most stable and enduring part of culture, and the hardest to change. For example, although the Boston Red Sox team was known for supporting charities, the new owners challenged basic assumptions about how the team interacted with its fans and the media. As a result, the new

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owners have embraced both the media and the fans with new events that encourage the players to get closer to both groups.

Stronger and weaker cultures
Organisational cultures range from strong to weak. In organisations with strong cultures, people unconsciously share assumptions and consciously know the organisation's values and beliefs. That is, they agree with the organisation's assumptions, values and beliefs and behave as expected. In organisations with weak cultures, many people don't behave as expected - they don't share the underlying assumptions. They question and challenge beliefs. When people don't agree with the generally accepted values and beliefs, they may rebel and fight the culture. This may be destructive or constructive. Culture is both a fixed and a fluid phenomenon.

Successful organisations recognise that managing culture is not a programme with a start and end date. It is an ongoing endeavour. As the saying goes, "culture eats strategy for breakfast"; culture is a serious component of an organisation that is often overlooked. The challenge, of course, is to learn, understand and, above all, harness the attributes of culture! We have tried to clarify the understanding of culture for the world of sport on several levels. The national team, the sports federation and the club and team context. We explained and applied the culture models of Scheiner and Hofstede. In the workshop we will mainly work on identifying the local sports context of the participants.

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Resources

(1) Nyenrode Busines Universtity Sport Leadership Curriculum 2014-2022
Author: Thomas Tichelman
Published: 2014-2022

(2) Understanding and Developing Organizational Culture
A review of the Social Impacts of Culture and Sport
Authors: Peter Taylor, Larissa Davies, Peter Wells, Jan Gilbertson and William Tayleur
Published in Applied Sport Management Skills 2nd Edition 2018
Authors: Robert Lussier & David Kimball
Publisher: Human Kinetics

(3) Hofstede's cultural dimensions theory
https://www.hofstede-insights.com/intercultural-management
https://www.hofstede-insights.com/country-comparison-tool

(4) "Comparison of meta-motivational dominance and cultural identity between Japanese National Team and Māori All Blacks rugby players"
Mixing cultures and nationalities in rugby teams changes the way they play
Co-authors Dr Yusuke Kuroda from Massey's School of Sport, Exercise and Nutrition and Dr Farah Palmer from the School of Management
Published in Massey University, Heliyon
Date: November 28, 2017
Source: Elsevier

(5) Team Culture: Is it making or breaking your team?
Authors: Bo Hanson (Author), Liz Hanson (Author)
Publisher: Business Opportunity Group (September 24, 2014)

(6) "The language of football: a cultural analysis of selected world cup nations"
Co-Authors: Niels Nygaard Rossing Aalborg Universtity and Lotte Stausgaard Skrubbeltrang, University College of Northern Denmark
Publisher: Sport in Society, March 2016

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Didactical Planning

Module: Sport & Culture
Version 1.0 – 05-11-2023

Didactical Planning
1. Introduction
2. Learning outcomes
3. The Educator's shortlist
4. Time table & script

1.Introduction

In this module we focus on the managerial aspects of Culture and Sport.

The idea is to introduce a framework for the world of fieldhockey. We explain the influence of a culture on the practice of sport. The young sport manager in hockey is thus introduced to the effects of a culture on the sport ecosystem. We refer to these as the explicit and implicit forces that result in policies and strategies that strongly influence sporting outcomes. We explained the theoretical framework, limiting ourselves to prof. Edgar Scheiner's and prof. Geert Hofstede's relevant approaches, then we focused on the ''national'' context and the local context. Translating this into practice, we focus on the national team environment and the club environment as these are the most relevant for field hockey. The workshop will test participants' ability to differentiate and develop a culture definition and analyse the impact of a number of benchmark examples, as well as examples from the candidate's own ecosystem.

2. Learning outcomes

Participant will Learn
1. Edgar Scheiners model about Culture and Organisations
2. Geert Hofstede's model about the Six Cultural Dimensions
3. How to differentiate between the circle of impact
4. Learn about different cultural eco systems in sports
5. Learn about the invisble influene of culture on an organization

Participants will understand
1. The terminology of sport sociology
2. The impact of culture on high performance sport

The participant will be able to
1. Have an informed opinion about culture in clubs and teams
2. Identify the modern challenges that organisations in sport face with the diversity of values and norms and identity issues.
3. To analyse governance policies in sport

3. The educator's short list

Logistics
1. Time investment
* The online workshop for the participant takes 2 times 2 hours.
The off workshop hrs will vary between 10-15hours.
The participant will invest 20 hrs in this program.
* The educator will spend on preparation and execution 10hrs in total.
2. Full time presence at the workshop is mandatory
3. Between workshop 1 and workshop 2 it is advisable to plan a period of 10 days.
4. All copyrights of the presentations from both educator and participant belong to the EHF
5. An essential part of the learning is the exchange of information between participants

Online Workshop prepping
Communication
1. Prepare invitation of the participants for the online meetings of 120 minutes each.
- The invitation of the participant for the online meeting should include:
* "Concerns and expectations": prepare a VLOG (max 3 min) production.
* Read the content of the module
* The time table of the first session
* Participant should be ready to present
* We explain how the participant will be assessed
* Participants make appointments with 3 candidates for an interview for the assignment of the second session (60 min)

Master the content
1. Build Mini Lecture of 30 min about "Sport & Culture"
Include 30 PP slides – 38 model slides are provided
2. Read and understand the content of the module and the slide deck relationship

Assessment prepping
Develop a google forms peer2 peer assessment form for the final evaluation / second session.
The Assessment is about the interpretation of the Elements of Culture in a specific Cultural context.
We advise to include an evaluation of the quality of;
* The Review
* Conclusions
* Recommendations
* Presentation style
But no more than 7 criteria.
- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10
– 1 min assessment scoring.

Instruments
It is advised the educator uses the participants expectations&concerns reporting to fine tune the program

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4. Timetable and Script

FIRST SESSION

Pre-Workshop Preparation
These pre-workshop activities allow participants to engage with the material, share their thoughts, and get the most out of the workshops. The VLOG can also foster a sense of community and shared learning among the participants.

Three weeks before the workshop
- Instruct students to read the module: Sport & Culture 1.0 – 05-11-2023
Time investment: 2hrs.
- Ask the participant to select 2 out of 3:
1. A fan of a famous football club
2. A player of the national field hockey team
3. A Board Member of the National Hockey Federation
- Instruct participants to design and record two 4-minute VLOG's about the values of the national field hockey team and the selected soccer team.
Instruct the participant to use the Edgar Scheiner model to formulate the questions in the area of the Artifacts and Espoused Values.
Time investment: 4hrs.
- 2 days before the start of the first workshop session the video's are shared among all participants.
The participants prepare 1 question for every other participant based on 1 selected
Time investment: 1hr.
-. Educator shares the program of the upcoming Workshop
- Participant needs to make an ''early'' appointment with a board member responsible for High Performance for an interview for the assignment of the second session (60 min).
Participant needs to plan the interview

Workshop 1: Introduction to Sport & Culture
Understanding the challenges of managing culture in a sport organisation (120 minutes)

00:00 - 00:10: Welcome and introductions:
- share expectations and concerns
- explain program of this session
- briefly share experiences with the interviews

00:10 - 00:40: Sharing the interview and discuss outcomes
- Ask participants to share their 3 main findings based on the prepared VLOG interviews.
- Invite participants to put their prepared questions to the other participants
- Educator reviews the results / findings of the participants.

00:40 - 0:50: Break

00:50 - 01:40: Sport & Culture presentation
- Educator presents mini lecture about "Sport & Culture" (50 min) 30 slides
Including 3 interactive workshop sessions

01:40 – 01:50 Break

01:50 - 02:10: Educator presents assignment for second meeting
Assignment:
- The participant designs the complete "Elements of Culture Description" for the local National Hockey Federation. Benchmark examples add flavor to this description.

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- Participant researches Hofstede's comparison tool: https://www.hofstede-insights.com/country-comparison-tool
- Participant prepares an interview with a potential national coach from Argentina
In the interview, what questions need to be asked / tested / fact checked regarding the cultural elements that need to be considered for a balanced assessment?
- Participant interviews the Board member of the Federation responsible for High Performance Hockey, asking for a simulation of the job interview with a potential Argentinian coach for the National Team. Explicit request for the interview is to take the intercultural aspect in consideration.
- Findings of the interview are used to build an 8 slides presentation for an 8 minutes presentation.

02:10: Wrap-up & End

SECOND SESSION

Pre-Workshop Preparation (Between Workshops 1 and 2)

a. 10 days Between Workshops:

b. Three Days Before Workshop 2:
- Educator checks in with every participant to check the status of the presentation

Workshop 2: Culture assessment of the National Hockey Federation
Presenting research how the National Federation organizes an Intercultural Job interview and integrates their own set of cultural values in the assessment (120 minutes).

00:00 - 00:10: Welcome and introduction:
- explain program of this session
- Educator asking teaser question:
Q: what are the eye openers so far?

00:10 - 00:20: Procedure assessment
- Educator explains the procedure of the presentations and assessment-
- Presentation (8 min – Q&A 2 min – 2 min assessment scoring- quick recap of Educator 2 min) =12-15 min
- Assessment: peer to peer 50% + educator 50% - scale 1-10/2
- Rehearse 1 digital assessment with the group

00:20 - 01:05: 3 candidates presenting topics

01:05 - 01:15: Break

01:15 - 02:00: 3 candidates presenting topics

02:00 – 02:10: Conclusion
- Educator presents the results and congratulates the participant
- Reflection on the expectations and concerns from the start of the Workshop week
- Participants can ask questions and engage in open dialogue about their recommendations.
- Look forward to the next set of workshops

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Aspiring and Inspiring Youth Leaders (AIYL)

IO3 Sport Technical Management

Developing technical leadership
Version 1.1 – 02-11-2023

Content
1. Introduction
2. Leadership in the Eco system of Sport
3. Introduction sport technical management
4. Introduction coach development
5. Introduction talent development
6. Introduction athlete development
7. Introduction managing sports performances
8. Resources

Didactical Planning
1. Introduction
2. Learning outcomes
3. The Educator's shortlist
4. Time table & script
5. Appendix

1.Introduction

In this module we focus on the managerial aspects of Sport Technical Leadership.
We will start with a general overview of the ecosystem of sports; how does this world fit together globally with respect of course for all national, regional and local differences.
After this general introduction in the eco system of sport we first focus on the core activity...namely the sport itself and not all the peripheral issues. The goal is to understand the basic processes that allow the sport to be played; the core process of sport, the practice by an athlete under the guidance of a coach who has been trained, and the path from grassroots sports to high performance sports.
Along the way, we discuss critical success factors, best practices and attempt to provide an overview of how the constituent elements relate in an interplay to give the future leader in sport the right tools to develop informed and engaged policies.
The last module is an introduction in sport management with special regard to the SPLISS model, which is about successful elite sports policies. We use this model as a tool to develop an understanding about the critical success factors for effective sport organizations.

With this program the participant learns to develop more background in order to develop more informed decisions, plans and ideas for the optimal facilitation of the practice and experience of sport and field hockey in particular on a national level.
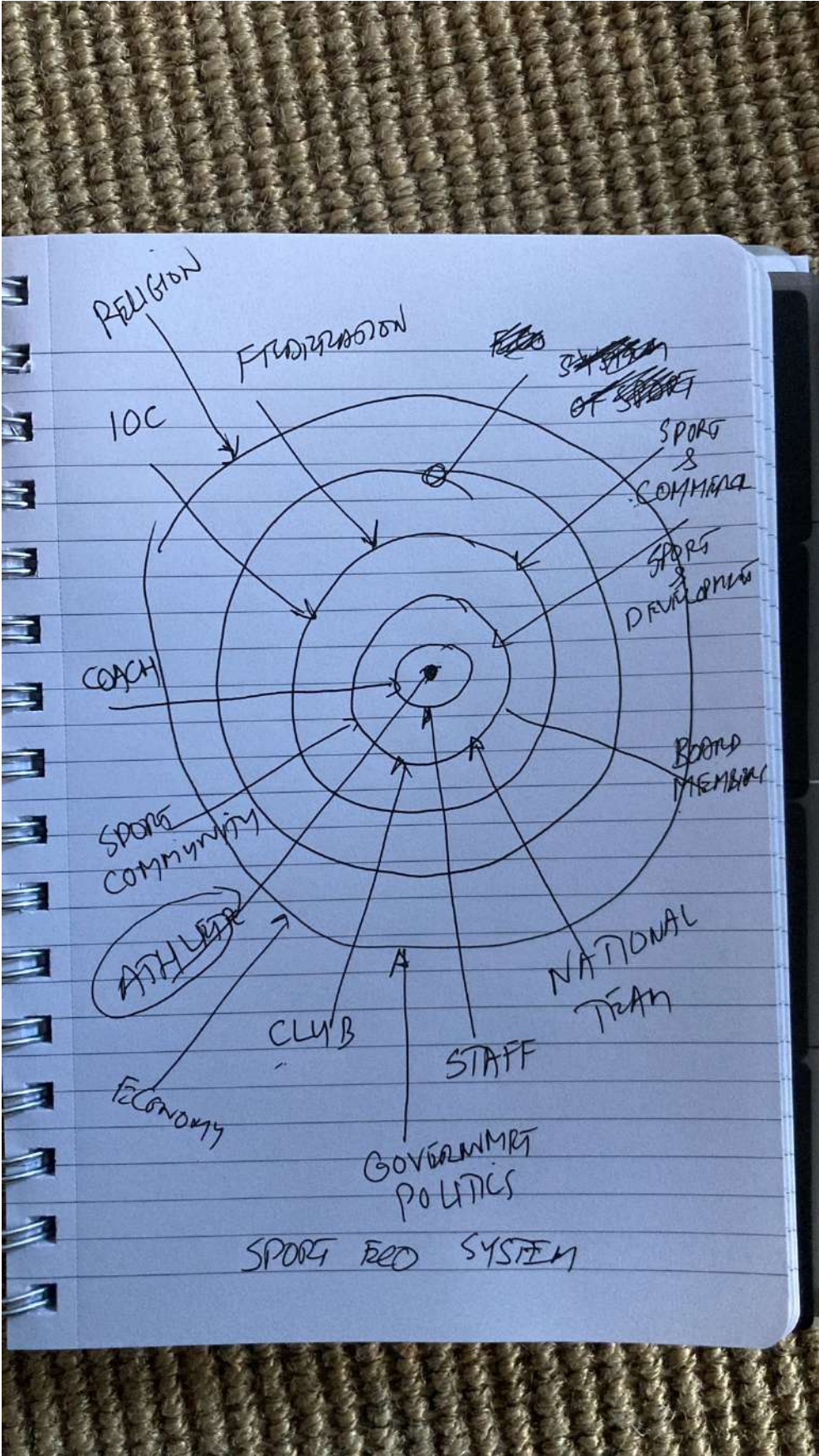
2. Leadership in the Eco system of Sport

Sport is an integral part of human culture. Across the globe people play sports, watch sports events in person or on a screen, and talk about sports at the water cooler or on social media. A global system of international and national governing bodies sets the rules and organises competitions ranging from local youth leagues to world championships and Olympic games. The global sports market for both participatory and spectator sports reached a value of 614.1 billion U.S. dollars (524 billion euros) in 2022. Participatory sports includes fitness clubs, recreational sports centres, golf courses, country clubs, marinas, bowling centres, skiing facilities and 'other' participatory sports. Within spectator sport these are revenues from media rights, merchandising, tickets and sponsorship (Research and Markets, as cited in Business Wire, 2019). In 2018 worldwide consumer spending on sporting goods -- footwear, apparel, bicycles and accessories, and equipment -- totaled 471.3 U.S. billion dollars (402.3 billion euros), and will reach 626.8 billion U.S. dollars (535 billion euros) in 2023 (The NPD Group Inc., as cited in McDonald). Roughly 10 million people worldwide are estimated to be employed in the World of Sport (Lloyd, 2014). National governments and intergovernmental organisations use sport to improve people's health and social well-being. The United Nations deems sport's role "substantial" in achieving 7 out of its 17 Sustainable Development Goals.

World of Sport
The World of Sport consists of individuals, groups and organizations that are engaged in or involved with sport. Individuals can be athletes, spectators, fans, coaches, sport journalists, sport psychologists, sport physiotherapists, players' agents, sport instructors, sport social workers and sport marketeers. Sport teams are an obvious example of a group within the World of Sport, but other examples include a cardio class, a world championship organization committee, or even an informal group jogging in the park. Voluntary sport clubs, national associations, national Olympic committees, international federations, health clubs, pro leagues, players' unions, ministries of sport, community sport councils and sport marketing agencies are some of the organizations that can be found in the World of Sport. The World of Sport can be divided into three contexts: Sport Commerce, Sport Development and High Performance Sport (Hille, 2020).

(make a diagram / model - start)
Sport Commerce with a focus on the customer in a commercial environment
Sport Development with a focus on the participant in an inclusive environment
High Performance Sport with a focus on the athlete in an exclusive Environment
(make a diagram / model - end)

Sport Commerce
In Sport Commerce, the customer is king, whether in spectator sports, participation [participatory] sports or even outside of sports. Sport commerce is the business side of sport. It is all about building brands and creating value, while at the same time keeping a close eye on the bottom line. This is an inherently commercial environment. Sport can be seen as a commodity, as a product that can be bought and sold in the marketplace. This holds true for both spectator and participation[participatory]sports. Furthermore, sport is also an excellent means to market and sell other products. Through sponsorship deals with athletes, teams, leagues and sporting events, companies can improve the sales of their goods and services (Pope & Voges, 2000).
The fans in the stadiums are the most obvious customers in spectator sports. They may have bought a day ticket, or they may be a season ticket holder. Television viewers make up another large group of customers. In addition, sports fans also buy merchandise, whether on-site at the sport venue, or in retail stores. Typical customers in participation sports are members of health clubs, users of sport facilities, participants in outdoor and adventure sports, and entrants in mass participation sport events. For big sports brands like Nike and adidas, fans and participants in recreational sport are just one of their lucrative pools of customers. They also have a broad customer-base for their apparel, footwear and accessories outside of sport. Their products have become fashion items and make up a big chunk of the regular fashion market. Besides having individual customers, Sport Commerce also caters to business customers who may purchase sponsorship rights, advertising time on television, corporate seats, VIP packages, company outings, or in-company fitness for their employees.
Sport Commerce is the pre-eminent context for sport entrepreneurs.

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Sport Development

Sport Development can be subdivided into Development of Sport and Sport for Development. In both sub-contexts the focus is on the participant, and the goal is an inclusive environment. Sport participation should be for everyone, regardless of age, gender, socio-economic status, race, sexual orientation, or physical or mental disability.

In Development of Sport, the goal is to grow, improve or innovate the sport. Examples are a membership campaign by a national governing body of a specific sport, implementing a new playing rule, redesigning sport material, or the introduction of a variation of an existing sport or of a new sport all together.

In Development *of* Sport, sport itself is the goal, whereas in Sport *for* Development, sport becomes a means. In Development of Sport the goals are internal, in Sport for Development they become external. The aim shifts explicitly to the physical, psychological and social benefits that result from sport participation. Sport is utilised as a means to achieve things like better health, better life skills or more social cohesion. These benefits occur both on the level of the individual and the level of society as a whole. The individual participant becomes healthier, feels better, learns new life skills, and meets new friends. Society as a whole benefits in terms of reduced health care costs, a healthy and productive population, and a society in which all can participate.

Personal and societal benefits from participating in sport occur spontaneously; both are the by-product of sport participation. We speak of Sport for Development when governments, intergovernmental organisations, civic organisations or sport organisations explicitly use sport as a means to achieve these personal and societal benefits.

Since the 1990s governments all over the world have stepped up public sport policy efforts and increased their involvement when it comes to Sport Development, both as Development of Sport and Sport for Development. They view sport as an important means to help achieve societal objectives and use public funds to launch promotion campaigns or initiate sport development programmes. They do this at home, but also abroad, when providing aid to developing countries.

When it comes to using sport in development aid programmes and projects, intergovernmental organisations like the United Nations and the European Union play an important role. They have defined sport as a powerful tool or instrument and are sponsors of numerous programmes and projects aimed at raising HIV and AIDS awareness, community building, gender equality, women's empowerment, peace keeping or nation building (UNESCO). The International Olympic Committee (IOC) is another major sponsor of sport development projects. NGO's such as Athletes United for Peace, International Sports Alliance, SCORE and Right To Play are examples of delivery organisations of these kind of projects.

From the 2000s, both intergovernmental organisations and national governments have started looking at sport-for-all and sport as a fundamental right in terms of inclusion and exclusion. Sometimes only in the context of disabled persons, but often also referring to gender, socio-economic status, religion, ethnicity, race, and sexual orientation. Inclusive sport is sport were all participants feel like they belong. Inclusive sport leads to inclusive societies, i.e. societies where all individuals and groups can participate (UNICEF n.d.).

The large and fairly recent emphasis on sport as a means, can sometimes distract our attention from the fact that sport in itself is a very valuable phenomenon. Sport is "fun". When asked, both children and adults name fun as a major reason for positive feelings associated with sports and physical education. For many fun is both the reason to pick up a sport, and to stay in it. At times fun is explicitly sought after in public sport policies but usually is seen as an additional bonus at best.

It is important to view Development *of* Sport and Sport *for* Development as two ends of a Sport Development continuum. And not as two completely separate sub contexts. "Sport for sport's sake" -- just because it is fun -- can be placed more on the Development of Sport end. And a sports programme aimed at empowering young girls for instance, more on the Sport for Development end.

Sport Development participants can be found in different sporting settings. They may be a member of a voluntary sport club, a student active in school sport, a customer of a commercial health club or other commercial sport provider, a visitor of a public or private sport facility, or someone exercising or playing sports in a public space. All of these participants are, on a regular basis, subject to Development of Sport efforts.

These same groups of participants may also be targeted in specific Sport for Development efforts, either by governments, civic organisations or sport organisations. However, more often Sport for Development efforts typically reach out to groups that are found to be less physically active, and those that are especially thought to benefit from sport participation in terms of health or well-being. Typical target groups of Sport for Development programmes include children from lower income families, the elderly, disabled persons, and in some countries, girls and women.

High Performance Sport

In High Performance Sport, the focus is on the athlete: those performing at the highest level, as well as on those expected to blossom in the foreseeable future. The environment of High Performance Sport, also still referred to as "Elite Sport", is an exclusive one: only the very best make it to the top, and on the way many don't make the cut.

Over the past few decades sports science efforts have increased and expanded. Sports science is the academic discipline that studies how the human body works during sports and exercise. Sport related knowledge in the areas of anatomy, physiology, biomechanics, motor development and motor learning make up the traditional core of sports science. More recent the areas of sport psychology, sport nutrition, and performance analysis were added. Sports science's acquired knowledge resulted in improved training and coaching methods. It also led to new specialists being added to the support staffs. Recovery coaches, strength and conditioning coaches, sports medical doctors, sports physiotherapists, sports nutritionists, video camera operators, data analysts and embedded scientists have all joined the team around the team or individual athlete. For the acceptance of performance analysis -- also commonly referred to as sport data analytics, or just "analytics" for short -- in High Performance Sport practise, the movie Moneyball has been instrumental.[x]

Talent identification and development has become an area of specific focus in the High Performance Sport context. The trend is to identify and select talented athletes at a younger age, and then train more and better with those selected. There are also programmes in place that identify and select "older" talent from other sports, or who aren't participating in sports at all. In the build-up to London 2012 and Rio 2016, UK Sport ran a programme to find males and females with the "perfect" body and mental make-up for sports like rowing and basketball.

From the 1990s governments across the globe have increased their involvement with High Performance Sport. By being on the international sporting stage and having success with their athletes there, countries seek to gain international prestige. Major sporting events are hosted to promote the entire country, or a specific region or city, with the expectation that trade and tourism will get a boost. Other reasons for deliberate public sport policy and spending taxpayer's money on High Performance Sport include the "feel-good factor" (the idea that these events make people feel good and the potential economic impact that may have), creating national pride, and increasing mass participation in sport.

There is no clear-cut, internationally accepted definition of a High Performance Sport athlete. Those that represent their country at the highest international level definitely qualify. They are the ones selected for senior men's and women's national squads. But also athletes that are active in top-level national and international competitions such as the Premier League, La Liga, the major leagues in the United States (MLB, NFL, NBA, NHL), the NCAA Division I college competitions, the IAAF Diamond League, the PGA Tour, the ATP World Tour or the FIS Alpine Ski World Cup, are usually considered as such. Those with the potential to perform at the highest national or international level in the future, commonly referred to as talent or prospect, make up another large group of athletes in the High Performance Sport context. Although they may not be "formally" categorised as High Performance Sport athlete just yet. Talents and prospects can be found in talent identification and development programmes of national sport associations, youth academies of pro clubs, private academies -- a fairly recent emerging phenomenon in a number of sports -- or in feeder leagues, i.e. lower level senior and top-level youth leagues. Both practitioners and researchers in the field of talent development acknowledge that in most sports there are multiple "pathways" that talents can follow to get to the top.

In the context of High Performance Sport, typical sport managers' jobs include working for a pro team or pro club, a national sport association, an international sport federation, or a youth academy. Some work close to the athlete, as a member of the staff directly supporting the team or athlete, others higher up in high performance sport organisations. They hold positions such as team manager, programme coordinator, performance manager, technical director or performance director and are very closely collaborating with the management or boardmembers of the organization being responsible for the sport performance output of the organization.

The three contexts Sport Commerce, Sport Development and High Performance Sport are part of the real World of Sport. But the contexts are also theoretical constructs that seldom occur in their pure form. Clearly, in real sport management life there are numerous overlaps and grey areas. Does a top level pro team operate in High Performance Sport or in Sport Commerce? Or in both? A commercial health club in Sport Commerce or

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Sport Development? Or in both? A national sport governing body in Sport Development or High Performance Sport. Or in both?. Still for many individual sport managers and policymakers it holds true that they perform the majority of their daily tasks within one of the three contexts. This obviously does not mean that their responsibilities are limited to that one context. In High Performance Sport and Sport Development, at one time or another, sport managers will be engaged in Sport Commerce activities as well. For instance, dealing with a sponsor, be it a telecom provider wanting to become associated with the national women's team, a local branch of a national bank getting involved with the youth section of an amateur sport club, or a major international sportswear brand contributing to a girl empowerment project in Africa. The marketing manager of a pro team setting up a grassroots programme to grow the sport in the region is yet another example of an activity that is not limited to one context.

As the sum of the three contexts the World of Sport encompasses a wide range of activities and is constantly changing. Existing sports have evolved (such as the introduction of the Video Assistant Referee in hockey and football) and new sports have emerged, such as beach volleyball, BMX and E-sports to name but a few. New sport providers have also appeared; besides voluntary sport clubs, schools and universities, a wide range of sport entrepreneurs have entered the market offering existing products and services, but also innovating and creating new markets. The sport, leisure and entertainment industries have started to overlap. Internet and social media have significantly changed the way people access the coverage of sport. National, regional and local governments have become increasingly involved with sports and use sport as a means to achieve policy goals outside of sport. Sustainability has become an important theme, also in the World of Sport.

At the same time, the way sport is organised, and politically, socially and culturally embedded varies considerably from country to country.

Sport technical leadership and hockey

Following this overview of the ecosystem of sport, we focus on the elementary processes that allow the sport to be played through training and coaching. Although the principles are well applicable to both grassroots and elite sports, in what follows we pay more attention to the high performance sports with small side steps to grassroots sports.

We pay attention to the high performance sport environment where the main focus is on the participant. In a bird's eye view, an introduction is given focusing on all the core processes and modern insights currently being used. The participant learns to put himself in this world in order to be better-informed to contribute to development to the world of field hockey.

In the following sections we pay attention to the role of technical management of sport, the role of education, coaching, athlete development and talent development.

This overview should give a leader in sports more tools to better manage and ultimately make the right decisions. Obviously, this is a generic listing of the most common best practices, structures of organizations and their mission; it is imperative that leadership respect the unique characteristics of national or local circumstances every time again.

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3. Introduction Sport Technical Management

What is Sport Technical Management?
Sport Technical Management, also known as Technical Sport Management, is a field of sports management that focuses on the technical and performance aspects of sports organizations, teams and athletes. In the generic organizational chart (see below) you can identify the most common place where technical management takes place in a sports organization. It involves overseeing and optimizing the learning, technical, tactical, and strategic aspects of sports performance, coaching, and athlete development.
In order to manage clubs and federation the management of the technical aspects of hockey are instrumental to the development of the sport from beginner, recreational player to the high-performance athlete.

(make a diagram / model - start)
Technical Management – organizational chart
Generic model how technical direction in a sports organization is taking place and with some examples of the roles involved.
(make a diagram / model - end)

Key aspects of Sport Technical Management are:
1. Coaching and Athlete Development: Sport Technical Managers often work closely with coaches and athletes to enhance training programs, strategies, and techniques. They may help develop coaching philosophies, implement training regimens, and assess athlete performance.
2. Tactical Analysis: Analyzing the tactical aspects of a sport is a fundamental aspect of Sport Technical Management. This includes assessing game strategies, tactics, and opponent analysis to gain a competitive edge.
3. Technology Integration: Integrating technology and data analysis is increasingly important in modern sports. Sport Technical Managers may work with data analysts and sports scientists to leverage technology for performance optimization, such as using performance tracking devices and video analysis.
4. Preparing for games, competitions and events is a significant part of Sport Technical Management. This involves scheduling, logistics, and ensuring that athletes and coaches have the resources they need for success.
5. The long-term strategic planning plays a key role in setting performance goals, developing multi-season strategies, and making decisions that affect the overall direction of a sports program.
6. Performance Evaluation: Continuous evaluation of coaches, athletes and team-performance is essential. Sport Technical Managers use data, feedback, and observations to assess and adjust strategies and training methods.
7. Budgeting and Resource Allocation: Managing resources, including budgets, staffing, and equipment, is a critical aspect of Sport Technical Management. Ensuring that teams have the necessary resources for success is a key responsibility.
8. Player Development: In Field Hockey, Sport Technical Managers may be involved in identifying and developing young talent. This includes working with youth academies and player development programs.
9. Competition Rules and Regulations: Staying updated on the rules and regulations of field hockey is crucial. Sport Technical Managers ensure that their teams and organizations comply with governing bodies regulations.

Sport Technical Management is especially relevant in professional sports and elite competitive environments where optimizing performance and gaining a competitive edge are paramount. It requires a deep understanding of the technical and tactical aspects of high performance field hockey and the ability to integrate various elements, from coaching strategies to data analytics, to achieve success.
But at the same time this position is also used for the grassroot sports functions that develop the sport such as trainer and coach educational programs. While there are models and frameworks designed for the management and promotion of recreational sports, they may not be as standardized or widely recognized as models like SPLISS for elite sports. The emphasis on recreational sports often varies from region to region, and the goals differ from those of elite sports, which focus on high-level competition and international success. However, there are principles and best practices that can apply to the management and promotion of recreational sports:
1. Inclusivity: Recreational sports should be accessible to a broad range of participants, regardless of age, gender, ability, or background.

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2. Community Engagement: Building a sense of community around recreational sports is important. This can involve organizing local events, leagues, and clubs that encourage social interaction and participation.
3. Safety and Well-being: Ensuring the safety and well-being of participants is paramount. This includes proper facilities, equipment, and injury prevention measures.
4. Program Diversity: Offering a variety of sports and activities can cater to different interests and abilities. This may include team sports, individual activities, and fitness classes.
5. Youth Development: Recreational sports can also play a role in youth development, teaching values such as teamwork, leadership, and discipline.
6. Resource Allocation: Adequate resources should be allocated to support recreational sports programs, including staffing, funding, and infrastructure.
7. Policy and Governance: Establishing clear policies and governance structures can ensure the efficient and fair administration of recreational sports.

It's important to note that the specific models and frameworks for recreational sports are often developed by local or regional sports organizations, community groups, or government agencies. These models aim to encourage active lifestyles, health and wellness, and community engagement through recreational sports rather than focusing on (international) competition. If you are interested in recreational sports in a particular area, it may be beneficial to explore local programs, initiatives, and resources that align with the principles outlined above.

To learn more about the value of recreational sports for society, you can explore various publications and academic journals in the field of sports science, physical education, and public health. Here are some recommended publications and journals:
- Journal of Sport and Social Issues: This journal covers a wide range of topics related to sports and their impact on society, including recreational sports. It often features research articles and critical discussions on the social and cultural aspects of sports.
- Journal of Physical Activity and Health: This journal focuses on the benefits of physical activity, including recreational sports, on public health. It publishes research on the effects of physical activity on various health outcomes and provides insights into the societal value of recreational sports.
- Leisure Sciences: This journal explores the role of leisure activities, including recreational sports, in society. It covers topics related to the social, psychological, and health-related aspects of leisure and recreational activities.
- Sports, Exercise, and Performance Psychology: This journal delves into the psychological aspects of sports and physical activities, which can be relevant to understanding the motivations and benefits of participation in recreational sports.
- International Journal of Sports Science & Coaching: This journal covers coaching and training aspects of sports, including recreational sports. It can provide insights into how coaching and instruction contribute to the value of recreational sports.
- Research Quarterly for Exercise and Sport:This journal publishes research on exercise, physical activity, and sports, including the societal and health benefits of participation in sports and recreational activities.
- Recreation and Society in Africa, Asia, and Latin America (RASAALA): If you're interested in a global perspective, RASAALA focuses on leisure, recreation, and sports in regions like Africa, Asia, and Latin America. It provides insights into how recreational sports contribute to society in diverse cultural contexts.

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4. Introduction coach development

Introduction
In the world of sports, the development of athletes is contingent upon the guidance of great coaching. An effective coach possesses not only technical expertise but also the ability to motivate, adapt to individual needs, and solve problems. The development of athletes is intrinsically tied to the quality of coaching they receive. In contrast, a coach lacking in technical knowledge, experience, motivation, or time commitment can hinder an athlete's potential development.
Among the various roles in sports - athlete, coach, administrator, official, or judge - coaching stands as one of the most demanding. It often feels lonely and intensive, requiring a profound level of knowledge and skill.

In High Performace Sports becoming a world-class coach is typically a journey that spans many years. For many sports, the most formidable challenge is the acquisition of top-tier coaches and an adept High Performance Director (HPD) or Technical Director. In numerous countries, even with established sport systems, there's a lack of formal training programs to prepare leaders for coaching at the highest level. The alternative options are either self-learning over time or importing expert coaches from other regions.

While the role of coaches is widely recognized, the role of the HPD might be less familiar, especially in sports with limited resources or small programs. The HPD is the chief technical strategist, planner, and leader responsible for a sport's high-performance program. They develop long-term and annual plans, manage coaches, and ensure that training and competition programs are meticulously executed, resourced, and achieve the desired outcomes.

Challenges Facing Coaches
To have a better understanding of the common challenges coaches are facing in their jobs we are referring to a survey conducted involving seven coaches of Olympic medal-winning athletes, shedding light on the challenges they faced:
- Coaches often endure considerable stress, working long hours with inadequate compensation. This often necessitates sacrifices in their personal and family lives. They also face limited resources for athlete preparation.
- Providing coaches with an appropriate compensation package, including job security, benefits like holidays and pension plans, is essential. This investment is crucial to retain and motivate talented coaches.
- Coaches require sufficient time to focus on a small number of athletes and maintain a balanced family life.
- Personal coaches should have the opportunity to accompany their athletes to competitions, especially in cases where other team coaches provide insufficient support.
In summary, coaches face several challenges, including financial constraints, job insecurity, personal pressures, administrative challenges, limited talent pool, commitment from athletes, limited facilities, scarce program resources, inadequate training partners, and limited support from others. The winning formula is clear: full-time, well-trained, adequately supported coaches working with a select group of athletes, equipped with ample program resources, present the best opportunity to maximize an athlete's potential and national high performance sports program.

Professional Development of Coaches
In many countries, the development of top-level coaches poses a significant challenge. Failing to address this issue can limit the progress of sports programs. Just as athlete development programs exist, there must be parallel programs dedicated to coaching development for both the grassroots- and high performance levels.
1. To initiate the process, sports organizations must:
  - Identify their current coaching workforce, their qualifications, and training needs.
  - Determine the required levels of expertise, whether world-class or national.
  - Assess the number of coaches needed at each level over the next five years.
  - Examine available resources, facilities, and teachers for training.
  - Explore existing training plans within the sport.
  - Seek out quality coaches or teachers within the local area who can contribute to the coaching program.
  - Learn from successful coach training programs in other sports bodies.

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2. Once needs and resources are identified, a flexible and systematic plan must be established to guide coaching development efforts. Coach education is a long-term endeavor, and the plan should adapt to the evolving needs of coaches.

3. Funding sources, including International Federations, Olympic Solidarity, National Olympic Committees, governments, or school leaders, should be considered to establish and maintain coaching programs.

4. Key characteristics of a coaching education program:
   - Diverse levels of training, often ranging from basic to advanced.
   - A blend of sport-specific technical knowledge, coaching theory, and practical experience.
   - Certification to motivate coaches to undertake further training and recognize their achievements.
   - Focus on developing more and better coaches.

5. Opportunities for training coaches should encompass:
   - Sport-specific clinics conducted by national or international coaches and technical experts.
   - Coaching theory clinics, covering subjects like sport physiology, annual training plans, and training theory.
   - Apprenticeship programs, where junior coaches work with senior coaches.
   - Higher education programs in physical education or related fields.
   - Practical experience in training and organizing athletes.
   - Access to coaching literature, films, sports research, and publications.
   - Monthly seminars on specific topics, inviting specialists to share knowledge and facilitate discussions.

6. Establish a comprehensive plan that:
   - Defines the required knowledge and time commitment at each level.
   - Allocates resources for each training level.
   - Sets up a training program and identifies instructors.
   - Structures the delivery of courses, possibly through a central agency, collaborating with sport governing bodies and educational institutions.
   - Recognizes coaches' accomplishments with appropriate qualifications.

7. Ideal coaching candidates should possess:
   - High motivation.
   - In-depth knowledge of the sport.
   - A commitment to long-term involvement.
   - Strong teaching skills.
   - Exceptional interpersonal skills.
   - Available time.
   - Problem-solving abilities.
   - Physical education background or extensive sport experience.
   - Integrity.

8. Sustaining coaches' commitment over time should be a priority. Organizations can explore international coaching programs offered by Olympic Solidarity, in conjunction with IFs and high-level training centers, to provide ongoing education and support for coaches.

National Coaching Certification Programs
One noteworthy example of coach education is the Australian Institute of Sport (AIS).
The AIS plays a pivotal role in nurturing and developing athletic talent across Australia. While its primary mission is to foster athlete excellence, it also places a strong emphasis on educating and supporting coaches to ensure they possess the skills and knowledge needed to guide and mentor athletes effectively. AIS coaching education programs are integral to achieving this goal.

One of the core components of coaching education at the AIS is the National Coaching Accreditation Scheme (NCAS). This scheme establishes standardized criteria for coaching across various sports and offers different accreditation levels to coaches based on their experience and proficiency. Coaches can go through the NCAS certification process to become accredited at different levels, aligning their qualifications with their expertise.

AIS coaching education goes beyond this fundamental framework by providing sport-specific coaching courses. These courses cater to a wide range of sports, including athletics, field hockey, swimming, cycling, basketball, and more. The objective is to equip coaches with in-depth knowledge and skills essential for coaching in their

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specific sport. These programs bridge the gap between general coaching principles and the nuances of each sport, offering a more specialized approach.

Professional development is a cornerstone of coaching education at the AIS. Coaches are encouraged to engage in continuous learning and growth, staying abreast of the latest coaching techniques, sports science, and research. This often involves participation in workshops, seminars, and conferences. These opportunities foster a culture of ongoing improvement and innovation among coaching professionals.

For coaches working with elite athletes, the AIS offers high-performance coaching programs. These programs are tailored to the unique demands of coaching at the highest level, delving deeper into advanced coaching strategies, sports science, and athlete management. Coaches who work with Australia's elite athletes can benefit from these specialized offerings to further hone their skills.

In addition to traditional learning formats, the AIS provides an array of online resources, including articles, videos, and webinars. These resources are easily accessible and cover a wide range of coaching topics, offering a valuable source of information and insight for coaches across the country.

Mentorship is another key facet of coaching education at the AIS. Coaches have the opportunity to be mentored by experienced high-performance coaches and experts associated with the AIS. Such mentorship arrangements provide coaches with invaluable guidance, allowing them to refine their skills and gain deeper insights into their coaching practice.

Furthermore, the AIS's commitment to cutting-edge sports science and innovation ensures that coaches have access to the latest research and technologies. This means that coaches can stay at the forefront of the evolving field of coaching and harness new tools and techniques to enhance athlete performance.

In conclusion, the Australian Institute of Sport is deeply invested in shaping the next generation of coaches, ranging from grassroots to elite levels. Their comprehensive coaching education programs, supported by a wealth of resources and mentorship opportunities, contribute significantly to the growth and success of Australian sports. By producing well-trained and knowledgeable coaches, the AIS helps athletes reach their full potential and excel on the global stage. Off course this extensive program comes with a price tag and is exclusively government funded.

Another noteworthy 2 examples of coach education methods are the National Coaching Certification Program, pioneered by the Coaching Association of Canada (CAC). This five-level program is designed to provide comprehensive coaching education across over 60 different sports. Detailed information about CAC programs visit their website: www.coach.ca and www.coach.ca .
The other example is the program initiated in the UK, led by Sports Coach UK in collaboration with national sport governing bodies and various funding agencies. This program centers around a Coaching Framework and created a world-leading coaching system. For further details, visit their website: www.sportscoachuk.org and www.sportscoachuk.org .

Hiring Foreign Coaches
Bringing in foreign coaches can be the fastest way to attain high-quality coaching, but it necessitates a well-thought-out plan to ensure successful outcomes. The advantages and disadvantages of hiring foreign coaches must be carefully weighed:
Advantages:
- Immediate access to expertise.
- Indirect positive effects, such as role modeling for local coaches and the establishment of training programs.
- Potential for a dramatic improvement in the sports program.
Disadvantages:
- High costs in terms of salary, travel, and support.
- Potential culture shock for the coach and their family, impacting performance.
- Language barriers.
- Short-term coaching tenure.

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- Limited lasting impact when the foreign coach departs.
Consider whether the funds allocated for hiring foreign coaches could be better invested in establishing a sustainable local training program.
This approach combines immediate external expertise with a long-term legacy by training local coaches.

Compensation for Coaches
Coaching world-class athletes can be accomplished by both voluntary and paid coaches. Essential characteristics for coaches include the ability to work long hours, motivation, technical knowledge, and building effective athlete-coach relationships. The question of whether coaches should be paid varies from coach to coach. Some require payment due to their full or part-time commitment, while others may be motivated by non-financial factors.
Consider the coaches' working environment, responsibilities, and their specific needs. Explore the possibility of offering honoraria or salaries, as well as non-monetary incentives, to support coaches. Recognize and appreciate the contributions of voluntary coaches.

Relationships Between Coaches and Others
In the realm of sports coaching, a coach's most critical relationship is with the athlete. As athletes progress, a coach must collaborate effectively with support personnel such as physiotherapists, sport scientist and medicine specialists. While coaches often undertake various roles at the grassroots level, they require more support as athlete training intensifies.
This necessitates a close working relationship with administrators, parents, fundraisers, club officials, medical experts, and organizational officials. These individuals are essential to supporting athletes and coaches and developing the sport. Shared goals, such as providing positive sporting experiences for young athletes, bind this diverse group together.

In the next chapter, we discuss talent and talent theories that a good coach must be familiar with in order to work with young athletes. But equally, policymakers or managers need to understand what is and is not necessary to best develop and support talent development.

5. Introduction talent development

Introduction
Effective talent identification is a pivotal component of developing top-class athletes.
In the quest for potential athletic talent, the most promising sources include public and private schools with active sports programs, this is especially true of Anglo-Saxon countries with ditto school systems, community recreation initiatives, children's sports clubs, active population centers, and communities with a strong interest in sports competition and activity.
While many sports training systems focus on those who voluntarily engage in sports, regardless of their talent, or operate in areas with limited sporting traditions, the establishment of talent identification and development programs holds numerous advantages.
When embarking on talent identification, certain principles come into play like:
-   Early Physical Activity: Providing diverse movement experiences in childhood stimulates future mastery of complex sports movement patterns.
-   Structural and Functional Growth: Consider the impact of structural and functional growth on athletic performance.
-   Exposure to Activity: The intensity, duration, and frequency of exposure to an activity are critical for growth in that activity.
But in practice, identifying and training talent is no easy task. In every context, there are specific factors at play that can have a major impact on talent development. This can be as simple as the presence or absence of sports facilities or the quality of coaches working with children in youth sports training programs. Several scientific models have been developed that can effectively guide these training programs; we discuss below the most prominent theories.

Talent development models
In the realm of talent development, several models offer distinct perspectives on how individuals can achieve their full potential. These models provide valuable insights into nurturing excellence in various domains, including sports. Let's explore some of the prominent talent development models:
One of the first models is from Malcolm Gladwell's; his concept of the 10,000-Hour Rule, outlined in his book "Outliers," suggests that approximately 10,000 hours of practice are required to attain mastery in any field. This model highlights the significance of persistent effort and sustained practice in skill development.
Another noteworthy approach is the Deliberate Practice Model, which underscores the importance of consistent, purposeful practice as a pathway to skill mastery. It posits that individuals can achieve excellence in a specific domain through dedicated, focused practice and the continuous pursuit of improvement.
The Talent Code Model, as proposed by Daniel Coyle, delves into the role of deep practice, passion (ignition), and master coaching in talent development. It explores the neuroscientific aspects of skill acquisition, emphasizing the strengthening of neural pathways through focused practice.
Robert Gagne's Differentiated Model of Giftedness and Talent differentiates between giftedness (natural ability) and talent (developed ability). This model asserts that talent is cultivated through systematic training, practice, and dedicated effort.
The Dreyfus Model of Skill Acquisition, developed by Hubert and Stuart Dreyfus, outlines the five stages of skill development, from novice to expert. It underscores the importance of gaining experience and context-specific knowledge to progress in skill development.

Adding to this array of talent development models is the FTEM Model, which stands for Foundation, Talent, Elite, and Mastery. This model encompasses the development stages in sports, from building a solid foundation to nurturing emerging talents, guiding elite athletes, and ultimately reaching the pinnacle of mastery. It provides a comprehensive framework tailored to the field of sports, ensuring that athletes progress methodically through their developmental journey.

One of the most recent models is the Athletic Skills Model. This model focuses on the holistic development of athletes, recognizing the crucial role of coaching, access to quality facilities, robust support systems, and the significance of high-quality practice. This model places strong emphasis on creating an environment conducive to skill development within the world of sports.

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In comparing these models, it becomes evident that they share common themes, such as the importance of practice and the concept that talent is developed rather than solely innate. However, they differ in their emphasis on various elements, from coaching and facilities to the role of experience and context-specific knowledge. Each model offers a unique lens through which to understand talent development, be it in sports, music, or other domains of expertise, and collectively they contribute to our understanding of nurturing excellence in various fields.

However, the Athletic Skills Model stands out as a comprehensive framework.

This model acknowledges the multifaceted nature of nurturing excellence in athletes. It recognizes the pivotal role of coaching, quality facilities, robust support systems, and the significance of high-quality practice. As a result this model provides a holistic approach and combines the principles of many of the earlier mentioned talent development models into one approach to skill development. By encompassing all essential aspects of athletic development, the ASM serves as a valuable guide for athletes, coaches, and stakeholders in the pursuit of sporting excellence.

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6. Introduction athlete development
and the Role of Managers

In this chapter, we discuss critical success factors for athletes for when they have developed from top talent to top athlete; this refers exclusively to the high performance sport environment. With great care, policy makers must look at this process, avoiding that the athlete is left totally unskilled for life after his sports career. Here is a special task for the sports organization, club or federation to which the athlete belongs.

Introduction
In the highly competitive world of sports, achieving excellence is a multifaceted journey that intertwines talent, unwavering dedication, and a comprehensive support system. Athlete development encompasses rigorous training, financial support, career planning, and more. This chapter explores the essential components and challenges within athlete development, emphasizing the pivotal roles of coaching, talent identification, facilities, athlete support, financial resources, administrative structures, and competition. Additionally, it highlights the significance of the Athlete Support Programmes in aiding athletes to manage their athletic careers alongside education and life skills, while shedding light on the crucial role of managers in supporting athlete development.

Essential Components of Athlete Development
At the heart of athlete development is the quality of coaching. Coaches serve as the lynchpin in devising intelligent training plans, instilling the culture of excellence, and providing unwavering support to athletes. Identifying and nurturing athletes with innate talent and strong work ethics is a foundational requirement. In some cases, talent identification programs are imperative to ensure a consistent influx of promising athletes. Access to suitable training facilities and equipment is vital for optimal athlete development. Resourceful athletes and coaches have demonstrated success even in subpar conditions. Strategies for enhancing facilities and equipment include leveraging corporate support, entering sponsorship agreements, and seeking assistance from international federations.

Achieving high goals necessitates a robust support system. This encompasses flexibility from educational institutions or employers, sufficient rest, access to medical and physiotherapy services, and unwavering emotional encouragement. The psychological well-being of athletes is as significant as their physical development.

Governments often provide indispensable financial backing, covering training and competition costs, living expenses, educational needs, compensation for time off work, and ensuring access to high-quality coaching and facilities.

A well-organized administrative framework is pivotal in athlete development, allowing coaches to focus on their primary role - coaching. Administrative support extends to managing various tasks such as fundraising, event planning, and media relations.

Athletes require consistent and appropriate levels of competition to reach their full potential, refining their skills and providing daily motivation for training.

The Athlete Career Programme (ACP)
Beyond these fundamental elements of athlete development, the ACP assumes significance, offering athletes the tools to navigate their careers, education, and life skills.

Athletes must strike a delicate balance between sporting pursuits and education. Options range from traditional schooling to e-learning. Effective communication with educational providers is crucial to ensure that athletes do not miss educational opportunities due to their sporting commitments.

Life skills encompass a broad spectrum of abilities used in daily life. These skills, including financial planning, time management, and communication, are not only invaluable in an athletic context but also transferable to other facets of life.

Preparing athletes for post-athletic careers is an essential component of the ACP. Athletes should be guided through identifying their interests, exploring career options, and creating career plans, aiming to equip them with the skills and knowledge needed for a seamless transition into the workforce.
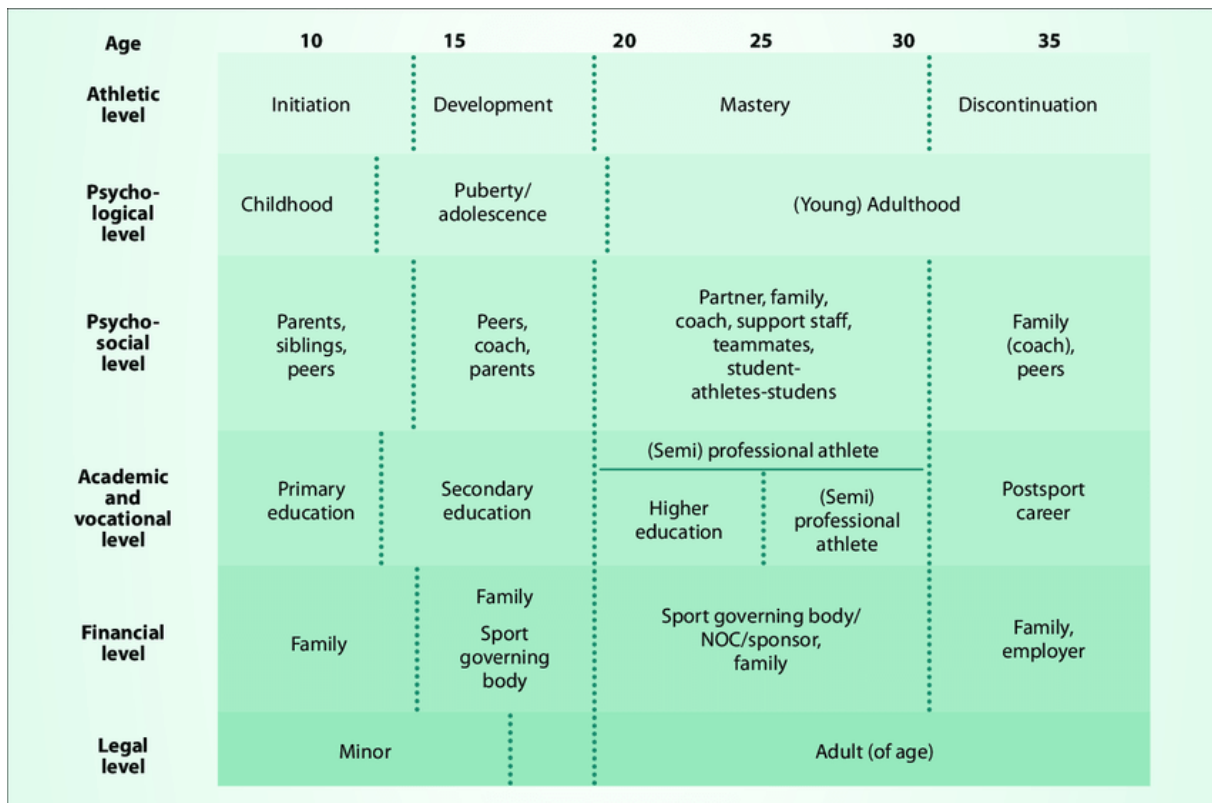
The Holistic Athlete Career Model (Wylleman, 2019).

The Role of Managers in Supporting Athlete Development

Within this intricate web of athlete development, managers play a pivotal role. They serve as a bridge between athletes, coaches, and various support systems, necessitating a specialized set of knowledge and skills. Managers must possess an in-depth understanding of each athlete's unique requirements, from financial support to emotional encouragement, demanding effective communication, empathy, and the ability to tailor support to individual circumstances.

Managers should excel in managing financial and logistical resources, including budget management, sponsorship acquisition, and ensuring access to the necessary facilities and equipment.

Developing a strategic plan that aligns with an athlete's career goals and life stages (see: the Holistic Athlete Career Model) is imperative, with managers collaborating with coaches, educational institutions, and career counselors to construct holistic plans for each athlete.

Effective management entails the coordination of various stakeholders, such as coaches, educational institutions, sponsors, and medical professionals, with managers acting as the liaison between these entities to ensure athletes receive comprehensive support.

Managers play a critical role in supporting athletes during their transition from sports to other careers, involving networking, organizing internships, or connecting athletes with educational opportunities that align with their interests and skills.

In conclusion, athlete development is a multifaceted journey that relies on a wide array of essential elements. Managers play an integral role within this system, demanding a profound understanding of athlete needs, adept resource allocation, strategic planning, stakeholder coordination, and career transition support. By facilitating a seamless athlete development process, managers significantly contribute to the realization of athletic potential and the holistic well-being of athletes during their sporting careers and beyond.]

For more background, we have included a number of resources in this chapter for more context. In Europe, development is still in its infancy; the IOC provides a good overview of possible strategies with the ACT program.

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Athlete Career Transition (ACT) [Program]
ACT offers a comprehensive transition program for athletes at all stages of their career. Although it is a UK-based organization, it appears to offer international services. The ACT Transition Support Programme includes assessment tools and expert feedback. ACT also works to build connections to companies that value athletic experience to create opportunities specifically for retiring professional athletes.

Athlete Career Transition Network (LinkedIn) [Group]
The Athlete Career Transition Network is a LinkedIn group that brings together professional athletes and leaders in sport and business. This secure group is intended to provide an open forum for athletes to discuss their career transition challenges and allow leaders from the world's largest organizations to provide insight and expertise on what employers look for, and how athletes can transfer their existing skills and knowledge to the corporate workplace.

Career Transition Workbooks for Professional Athletes (Career After Sport)
Career After Sport has 13 workbooks on topics including *Career Decision Making*, *Athletic Identity, Education* and *Action Plan*. The workbooks aim to help athletes develop marketable job skills, increase their resilience, set realistic and actionable goals, establish a framework of support and build a professional network to make the transition easier.

Game Plan (Canadian Sport Institute Network) [Program]
Game Plan, supported by Deloitte, is a program that aims to support Canada's national team athletes to live better and more holistic lives. Its Career page includes a directory of athlete-friendly organizations, featured job opportunities, athlete testimonials and advisor contact information. It also offers information about education – including post-secondary institutions that provide academic planning for athletes – and skill development.

Life After Sport (Athlete Network)
This blog from Athlete Network features articles and videos on a wide variety of topics, such as: Why athletes succeed in sales careers, Top tips for athletes to prepare for a job interview and How to build a game plan for life after sports.
Personal Next: What We Can Learn from Elite Athletes Navigating Career Transition [Book]
In *Personal Next*, former Olympic athlete Melinda Harrison examines the difficulties people may face after reaching what seemed to be the height of their careers. Through interviews with more than 100 elite athletes and other high achievers who navigated a major life transition, Harrison distills nine key practices that support a successful pivot to a new arena.

Transitions from Athletic Careers (CERIC) [Literature search]
Although it was last updated in 2017, career professionals and researchers interested in athletic career transition will still find valuable background information in these articles. Topics covered include: career transition and transferable skills; employment expectations for injured athletes; mental health issues in transition; early second career planning; and career transition training for athletes.

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7. Introduction managing sports performances

In the previous chapters, we discussed the ecosystem of the sport with a focus on the participants directly involved in the practice of the sport, in our case hockey. Now that we have discussed the context, we turn to the managerial challenges involved in managing these environments. In doing so, we have chosen to discuss a management model, the SPLISS model developed by Veerle De Bosscher, for top-level sport because it clearly shows the inextricable link with grassroot sport and is very useful in the context of European hockey.

Before we start explaining the model, it is necessary to be clear about how we define an effective national, regional or local sporting organization. And in doing so, we need criteria that will apply to very different sorts of organisations in terms of size, resources and international success. An effective national or state sporting organisation might, then, be defined as one which offers broad opportunities for fulfilling sports participation for all sectors of the community, that has a base of community participants which is growing or, at least, not declining, which is supported by an enthusiastic cadre of volunteers, and with a system which will allow those participants with talent to be identified and progress through to national selection, and where the national team is improving or, at least, maintaining its standing in international competition relevant to the sport.

A definition of organisational excellence in sport could therefore be described as:

An organisation responsible for developing and regulating a sport within a specific jurisdiction that consistently achieves the highest level of accomplishment consistent with its broad objectives of achieving high levels of valu ed community participation and competitive success at the highest levels possible *(nbr)*

In the following, we summarise this model before giving more attention in the workshop to how this model can be applied in practice.

The success of national sporting systems depends on the effectiveness of its component elements. In Europe and many countries with similar sports systems, these are the national and state/provincial sporting organisations through which sport is developed and promoted domestically and athletes are groomed for international competition.

We will give a review of the factors essential for the effectiveness of those organisations. As earlier mentioned we use the SPLISS model, published as a major sports research paper released in 2015. The model identifies the policy factors leading to national sporting success in the international arena by the countries covered, benchmarked on placings over a number of Olympic Games.

The study concluded there were nine essential pillars supported by 138 critical success factors leading to a nation's sporting success. National sporting organisations vary greatly in terms of size, funding and popularity. There are nevertheless certain principles contributing to success applicable to all.

For this training module, we will use this overview of critical success factors as an analysis tool to map the day-to-day reality of a sports organisation. Naturally, these circumstances will vary from context to context in order to ultimately gain an improved understanding and develop well-considered tools for policy.

The SPLISS model uses nine central pillars that contribute to an effective national sports organization being finance support; governance, management and culture; program operations; talent identification and development; athlete welfare; training facilities; coaching; competition; and sports sciences.

Key learnings and best practices associated with the nine central pillars are

1. Context Matters: The effectiveness of sports policies in achieving international sporting success depends on a country's unique context, including its sporting culture, infrastructure, and resources. One-size-fits-all approaches are not suitable.

2. Invest in Elite Athlete Development: Countries that excel in international sports invest significantly in the development of elite athletes. This includes providing financial support, world-class coaching, and access to high-quality training facilities.

3. Long-Term Planning: Sustainable success in international sports requires long-term, strategic planning. Short-term, ad-hoc measures are less likely to yield significant results. Consistency and commitment to long-term objectives are essential.

4. Comprehensive Sports Systems: High-performing countries often have comprehensive sports systems that promote sports participation at all levels, from grassroots to elite. They recognize the importance of building a strong sports culture and sports education.

5. Multi-Sector Collaboration: Collaboration between government bodies, sports organizations, educational institutions, and the private sector is a best practice. This collaboration ensures that resources are effectively mobilized and creates a supportive environment for athletes.

6. Talent Identification and Development: Identifying and nurturing young talents is crucial. Talent identification programs help spot potential athletes at an early age, and development pathways provide them with the necessary training and support.

7. Data-Driven Decision Making: Successful sports policies are often informed by data and research. Monitoring and evaluation systems are used to assess the impact of policies and make adjustments as needed.

8. Coach and Staff Development: Well-trained coaches and support staff are essential for athlete development. Investing in coach education and providing professional development opportunities for support staff is a best practice.

9. Long-Term Athlete Welfare: Ensuring the well-being and health of athletes is a priority. Providing comprehensive athlete support, including medical care and mental health services, is crucial.

In summary, the SPLISS model highlights the importance of tailored, comprehensive, and long-term sports policies that prioritize athlete development, multi-sector collaboration, data-driven decision making, and athlete welfare. These key learnings and best practices provide valuable guidance for countries aiming to enhance their international sporting success.

For more background, we have included a publication in this chapter for more context. You will find very accurate examples from an Australian publication from Jim Ferguson:

https://www.scirp.org/journal/paperinformation.aspx?paperid=113802

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8. Resources

1. James Ferguson, Canberra, Australia (2021) Effective Sporting Organisations**:** A Practitioner's Perspective
2. Roger Jackson & Associates, Canada (2013) Sport Leadership curriculum for the Olympic Solidarity courses
3. De Bosscher, V., Shibli, S., Westerbeek, H., & Van Bottenburg, M. (2015). Successful elite sport policies
4. Business Wire (2019, May 14). Sports: $614 billion global market opportunities & strategies
5. Hille, H (2020). The world of sport: Three contexts: sport commerce, sport development and high performance sport. Amsterdam, Netherlands: Amsterdam University of Applied Sciences.
6. McDonald, S. (2019, July 17). Run the numbers: Here's how much the global sports market could be worth by 2023. Footwear News.
7. Scheerder, J., Willem, A., & Claes, E. (2017), London. Sport policy systems and sport federations: A cross-national perspective

Didactical Planning

Module: Technical Management of Hockey
Version 1.1 – 02-11-2023

1.Introduction

In this module we focus on the managerial aspects of Sport Technical Leadership.

The idea is to introduce a framework for the world of fieldhockey. We focus in this module on the core activity...namely the sport itself and not all the peripheral issues. The goal is to understand the basic processes that allow the sport to be played; the core process of sport, the practice by an athlete under the guidance of an educated coach and the pathway from grassroots sports to high performance sports.

The module text starts with a general overview of the ecosystem of sports; how does this world fit together globally with respect of course for all national, regional and local differences.

Along the way we then zoom in on the athlete and the coach and discuss critical success factors, best practices and attempt to provide an overview of how the constituent elements relate in an interplay to give the future leader in sport the right tools to develop informed and engaged policies.

The last module is an introduction in sport management with special regard to the SPLISS model, which is about successful elite sports policies. We use this model as a tool to develop an understanding about the critical success factors for effective sport organizations. The last section of this module is the essence of the learning experience; in the workshop we will focus on the sport managerial angle with special attention for the local, regional and national dimensions that are in play for the participant.

With this program the participant learns to develop a background in order to develop more informed decisions, plans and ideas for the optimal facilitation of the practice and experience of field hockey.

2. Learning outcomes

Participant will Learn
1.   About the elements of the framework in the Eco system of Sport
2.   The introduction of the SPLISS management model
3.   How to analise the High Performance Sport organization
4.   To interact and evaluate different eco systems
5.   About effective policy making in Sports

Participant will understand
1.   The terminology of sport technical management
2.   The outlines of the SPLISS management model
3.   The profile of the high performance athlete, coach and talent development

Participant will be able
1.   To apply and compare CSF's managing the sport technical processes in the organisation
2.   To have an informed opinion about Sport Technical management
3.   To identify the modern challenges of the sport technical organisation
4.   To analyze sport technical policies

3. The educator's short list

Logistics
1. Time investment
* The online workshop for the participant takes 2 times 2 hours.
The off workshop hrs will vary between 4-5 hours.
The participant will invest 8-9 hrs in this program.
* The educator will spend on preparation and execution 10hrs in total.
2. Full time presence at the workshop is mandatory
3. Between workshop 1 and workshop 2 it is advisable to plan a period of 10 days.
4. All copyrights of the presentations from both educator and participant belong to the EHF
5. An essential part of the learning is the exchange of information between participants

Online Workshop prepping
Communication
1. Prepare invitation of the participants for the online meetings of 120 minutes each.
- The invitation of the participant for the online meeting should include:
* "Concerns and expectations": prepare a VLOG(max 3 min) production.
* Read the content of the module and the literature list
* The time table of the first session
* Participant should be ready to present
* We explain how the participant will be assessed
* Make appointment with the candidate for an interview for the assignment (60 min)

Master the content
1. Build Mini Lecture of 20 min.
- Build a mini lecture about "Effective Sporting Organisations" by James Ferguson, Canberra, Australia (2021)
https://www.scirp.org/journal/paperinformation.aspx?paperid=113802
-     Include 8 PP slides
-     Focus on Pilar 3 and 4 (see text)
2. Read and understand the content of the module and the research paper

Assessment prepping
-     Develop a google forms peer2 peer assessment form for the final evaluation.
The Assessment is about the implementation of critical success factors:
We advise to include an evaluation of the quality of the Review (1), Conclusions (2)
Recommendations(3) and Presentation style (4). But no more than 7 criteria.
- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10
– 1 min assessment scoring.

Instruments
It is advised the educator uses the participants expectations&concerns reporting to fine tune the program

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Script and Timetable

Pre-Workshop Preparation

These pre-workshop activities allow participants to engage with the material, share their thoughts, and get the most out of the workshops. The VLOG can also foster a sense of community and shared learning among the participants.

a. Three weeks before the workshop
- Instruct participant to record a 3-minute VLOG discussing how they relate to sports management and their expectations and goals for the sports management workshop. They can share insights on what they hope to learn. They submit these introductions in advance to the Educator
Time investment: 1hr.
- Instruct students to read the module: Technical management of Hockey Time investment: 2hrs.
b. Two weeks before the workshop
- Assign students to make 1 interview each with or a Top Hockey Coach or the Board Member of the national federation or of a Club involved with top hockey.
Topic: what are the 5 main challenges they face to improve the sport performance of their organization (4 min). Time investment: 2hrs
c. Educator shares the program of the upcoming Workshop
d. Particpant needs to make an ''early'' appointment with the candidate for an interview for the assignment of the second session (60 min). Participant need to plan the interview

Workshop 1: Introduction to Sports Management
Understanding the challenges of sports management (120 minutes)

00:00 - 00:10: Welcome and introductions:
- share expectations and concerns
- explain program of this session
- ask 1 teaser opinion like f.i.:
* Consider the question of whether coaches should be paid
* Discuss the professional development opportunities for coaches.

00:10 - 01:00: Sharing the interview and discuss outcomes
- Participants share their video interview and comment on the 5 main challenges (7 min per participant)
- Educator reviews the outcomes / findings of the participants.

01:00 - 01:10: Break

01:10 - 01:40: Effective Sporting Organisations
- Quick read of the "Effective Sporting Organisations" research paper
- Educator presents mini lecture about "Effective Sporting Organisations" (20 min)

01:40 - 02:00: Educator presents assignment for second meeting
- From the research paper of Jim Ferguson the participant selects 5 critical success factors from Pillar 3 or Pillar 4; see appendix.
- participant interviews at least 2 stakeholders
- participant produces a min/max 8 slides for an 8min presentation with a review-conclusions-recommendations content.

02:00 - 02:10: Q&A and wrap-up

Pre-Workshop Preparation (Between Workshops 1 and 2)

a. One Week Between Workshops:
- Assign students to record an additional 3-minute VLOG:
- VLOG content: Reflection on what they learned during Workshop 1 and how they plan to apply it.

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b. Three Days Before Workshop 2:
- Educator reviews and provide voice message feedback on the submitted VLOGs.

Workshop 2: Introduction to Sports Management
Researching the sports management capabilities of an organisation (120 minutes)

00:00 - 00:10: Welcome and introduction:
- explain program of this session
- Educator asking teaser question:
Q: what are the eye openers so far?

00:10 - 00:20: Procedure assessment
- Educator explains the procedure of the presentations and assessment-
- Presentation (7 min – Q&A 2 min – 1 min assessment scoring- quick recap of Educator 2 min) =10-12 min
- Assessment: peer to peer 50% + educator 50% - scale 1-10/2
- Rehearse 1 digital assessment with the group

00:20 - 01:00: 4 candidates presenting topics

01:00 - 01:10: Break

01:10 - 01:40: 2 candidates presenting topics

01:40 – 02:00: Conclusion
- Educator presents the results and congratulates the participant
- Reflection on the expectations and concerns from the start of the Workshop week
- Participants can ask questions and engage in open dialogue about their recommendations.
- Look forward to the next set of workshops

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6.Appendix

4.3. PILLAR 3. Program Operations: Elite, Pre-Elite and Participation

As outlined above, a National Sport Organisation may have a number of objectives. At a national level, however, there seems to be general agreement that the two primary responsibilities for an NATIONAL SPORT ORGANISATION are, first, to provide an environment in which the sport can grow in a planned way at the general participation level, so providing a valued experience for its participants and a pathway through which athletes with talent can be identified and progressed and, secondly, to prepare a national team or teams that will be successful in international competition relevant to its world standing. For an SSO it will, similarly, be to grow the sport within the state or territory and to promote talented athletes to achieve the best state/territory representatives feeding into national squads. Having got funding and governance in order, these primary program activities are what drives an National Sport Organisation or REGIONAL SPORT ORGANISATION and on which their effectiveness ultimately depends. It may be, of course, that participation levels in a sport are declining. In order to arrest such a situation, it is vital that the organisation conducts a thorough study to determine causes that can shape efforts at recovery.

4.3.1. There Is a Plan to Maximise the International Performance of the Sport (Elite Program)

• CSF 3.1: The sport has a high performance plan, derived from the strategic plan and accepted nationally, to guide progress towards international success, which is reviewed annually. Development pathways are linked to the high performance plan.
• CFS 3.2: A high performance committee oversees day to day progress in the implementation of the high performance plan and reports to the full board on a regular basis.

4.3.2. There Is a Clear Definition of High Performance Roles and Responsibilities

• CSF 3.3: The high performance plan outlines the roles and responsibilities of each major contributor to the enterprise, including Coaching Director, subsidiary coaches, high performance operations managers as well as principal support staff. Support staff are of the highest quality possible.
• CSF 3.4: The Coaching Director is responsible for implementing the plan, reporting to the high performance committee.

4.3.3. Coaching Directors Are Allowed to Concentrate on High Performance Activities

The relevant Critical Success Factors are:
• CSF 3.5: The Coaching Director is given responsibility and accountability to deliver the high performance objectives, not interfered with in pursuit of those objectives, is supported by the high performance manager and reports regularly to the high performance committee.
• CSF 3.6: Alternative arrangements are in place should the Coaching Director become unavailable and, as appropriate, succession plans to replace the Coaching Director at the end of the contract.

4.3.4. There Are Centres of Excellence Which Support the High Performance Endeavours

The relevant Critical Success Factors are:
• CSF 3.7: The sport has established access to independently managed and funded centres of excellence which provide a comprehensive program of services to athletes in national squads, governed by agreements between the sport and the centre.
• CSF 3.8: In cases where athletes are training and competing with clubs or organisations overseas not affiliated to the NATIONAL SPORT ORGANISATION , contact is maintained and agreements are in place to ensure they are eligible for selection in Australian teams when required.

4.3.5. There Is Recognition That Athletes Are the Most Valuable Assets of the Sport

Relevant Critical Success Factors are:
• CSF 3.9: The program of high performance activities is promulgated through the sport and includes details of selection policies, training programs (including centralised national squad training) and international competition schedules.
• CSF 3.10: After each major event a report is prepared and sent to the full board through the high performance committee.

4.3.6. The Importance of Emerging Elite Athletes Is Recognised (Pre-Elite Programs)

The Critical Success Factor is:

• CSF 3.11: There is a specific pre-elite program to prepare athletes with potential to transfer readily into senior national squads. These programs involve intensive training in a supportive environment and familiarise young athletes with the requirements of senior international representation.

4.3.7. Community Participation Grows and Talented Athletes Are Encouraged to Move to Higher Levels of Competition

The relevant Critical Success Factors here are:

• CFS 3.12: There is a national approach to the delivery of community support in conjunction with state and territory affiliates, with delegated delivery to those associations to take account of their different requirements.

• CSF 3.13: Levels of community participation are at least maintained. Local clubs and organisations operating through state and territory affiliates offer opportunities for participation through a range of competitions for each age and level of competency and national membership details are maintained.

• CSF 3.14: There are well-developed introductory programs for younger children with an emphasis on skill learning and fun activities and promotion through or in association with the school system according to local requirements.

4.3.8. Volunteers Are Valued and Developed

The relevant Critical Success Factors are:

• CSF 3.15: Opportunities are provided for volunteer coaches and officials to undertake training courses designed for community level sport.

• CSF 3.16: The value of the contribution of all volunteers is demonstrated and basic training to improve their competencies is provided.

PILLAR 4

4.4. Pillar. 4. Talent Identification and Development: There Is a National System for Identifying and Developing Young Talent

The first relevant Critical Success Factor therefore is:

• CSF 4.1: There is a nationally consistent, well understood and diversified long term approach for identifying talented young athletes appropriate to the sport.

4.4.1. There Is a Nationally Consistent Method for Developing Talent

The Critical Success Factors are:

• CSF 4.2: The national talent identification system outlines routes of progression or pathways through which young talent is developed and mentored, with responsibilities assigned to particular entities within the sport's national system.

• CSF 4.3: The talent identification system is communicated widely through the sport, particularly to state associations, local bodies and clubs.

• CSF 4.4: The system takes account of scientific evidence relating to physical and mental development and a register of talented young athletes is maintained through which progress is monitored and which is reviewed regularly.

• CSF 4.5: The sport's talent ID system provides for the identification of athletes from outside the sport's traditional participant base, through schools or from other sports, based on a scientific testing basis or through observation.

4.4.2. Talent, When Identified, Is Provided with Quality Coaching and Individual Support

The Critical Success Factor is:

• CSF 4.6: Quality coaches are provided appropriate to the level of developing athletes.

4.4.3. Support Is Provided for Talented Developing Athletes

The Critical Success Factor is:

• CSF 4.7: In developing systems for talent identification and development, the support needs of younger athletes are considered and implemented in cooperation with affiliated bodies.

4.5. Pillar 5. Athlete Welfare and Support

4.5.1. A Nationally Consistent Program of Support for Athletes Appropriate to Their Personal Circumstances

Is in Place

The Critical Success Factors are:

• CFS 5.1: There is a national program providing general welfare, education and career support to at least pre-elite and elite athletes according to their individual needs, with details recorded on appropriate data-bases.

• CSF 5.2: That system makes clear the levels of support available from and the responsibilities of the various partners involved.

4.5.2. Support to Designated Athletes Is Monitored

The Critical Success Factor is:

• CSF 5.3: A designated person has responsibility to ensure athlete welfare and support is appropriate to each athlete and monitors them regularly.

4.6. Pillar 6. Training Facilities: Athletes Have Access to Quality Training Facilities

The Critical Success Factor is:

• CSF 6.1: The sport maintains a data-base of facilities nationally and, through its SSOs, takes an interest in development needs at local level and provides support for applications for improvement or development of new facilities.

4.6.1. There Is a National Network of Quality Training Facilities for Athletes at or Near Elite Standard

The Critical Success Factor is:

• CSF 6.2: Elite, pre-elite and senior developing athletes have ready access to high quality training facilities which have accommodation and meeting facilities and sports science and medicine services in close proximity.

4.7. Pillar 7: Coaching

The national coaching structures of sports vary considerably, often depending on their size or whether it is an individual or a team sport. As mentioned earlier, in many sports the person responsible for the entire high performance program as well as coaching the national team or squad is designated the Head Coach. In others, the head of coaching works with a subsidiary team of individual or squad coaches. The position is designated differently in different sports. Here, for convenience, the term Coaching Director will be used for the person with ultimate coaching responsibility.

4.7.1. There Is a Sufficient Number of Coaches at All Levels

The relevant Critical Success Factors are:

• CSF 7.1: There are a sufficient number of qualified elite coaches to cover the elite, pre-elite and senior development programs of the sport and a program to encourage suitable people to take up coaching.

• CSF 7.2: A data base of coaches at all levels is maintained.

• CSF 7.3: Coaches at all levels are recognised by the sport for their contribution and are provided with opportunities for improvement.

4.7.2. The Relationship between Coaches and Athletes Is Monitored

The Critical Success Factor is:

• CSF 7.4: The relationship between coaches and athletes is monitored through regular contact with athletes and high performance managers.

4.7.3. Elite Coaches Operate in an International Market

The Critical Success Factor is:

• CSF 7.5: There is recognition that, at the elite level, the coaching market is an international one and coaches are renumerated appropriately.

4.7.4. Coaches Have Formal Contract Arrangements and Are Allowed Freedom of Operation

The Critical Success Factor is:

• CSF 7.6: Coaches are employed under formal, written contracts which outline their responsibilities. Once appointed, the Head Coach or Coaching Director is given freedom to undertake their responsibilities without undue interference, with established arrangements for reporting to and contact with the board.

4.7.5. Coach Education and Development Are Fostered

Relevant Critical Success Factors are:
• CSF 7.7: There is a nationally coordinated strategy for coach education and development.
• CSF 7.8: There are opportunities for leading coaches to pass on their knowledge to other coaches, as well as opportunities for coaches to discuss with and learn from other coaches in the sport and from coaches in other sports.
• CSF 7.9: Coaches are able and are encouraged to work closely with sports science and medical personnel.

Aspiring and Inspiring Youth Leaders (AIYL)

IO3 Value creation and developing a businessplan

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Introduction value creation and developing a business plan

In the dynamic and multifaceted realm of sports, the concept of value creation takes on a rich and expansive definition. Unlike conventional industries, sports involve a diverse array of stakeholders, ranging from athletes and fans to sponsors, broadcasters and governing bodies. This intricate web of interests converges to create an environment that is inherently dynamic and challenging. Understanding value creation in the context of sports requires navigating the intricate relationships between these stakeholders, each with its unique set of expectations, goals and contributions.

Sports, as an industry, is not only about the physical prowess displayed on the field but also about the emotional and cultural experiences it generates. The creation of value extends beyond the scoreboard; it encompasses the entertainment, community engagement and brand affinity that sports foster. Successful value creation in this sector requires an acute awareness of the diverse interests at play, making it a complex puzzle where the pieces continuously shift.

Recognizing the complexity of value creation in sports is paramount when developing a business plan for any sports-related venture. A business plan serves as the roadmap for an organization, detailing its objectives, strategies and operational structure. However, in the sports industry, where myriad interests intersect, a superficial understanding of value creation can result in a plan that fails to resonate with stakeholders or withstand the industry's fluid dynamics.

To forge a business plan that not only survives but thrives in the sports arena, a deep understanding of value creation is indispensable. This involves grasping the nuances of fan engagement, athlete endorsement, media rights and sponsorship dynamics, among other factors. A business plan that comprehensively integrates these elements ensures that the organization not only meets its financial objectives but also resonates with the broader community it serves. As such, the connection between value creation and business planning in sports is not merely strategic but fundamental to the sustainability and longevity of any sports-related enterprise.

Value creation

Introduction

Value and value creation are fundamental concepts that are central to various disciplines, including business, economics and philosophy. In a broad sense, value refers to the worth or importance that something holds. However, the interpretation of value can vary depending on the context. In economics, value often refers to the monetary worth of a good or service, determined by the principles of supply and demand in the market. In business and marketing, value can encompass a broader range of attributes, including quality, utility and customer satisfaction.

There are different types of value:

- **Monetary Value:** The price or cost associated with a product or service.

- **Functional Value:** The utility or functionality that a product or service provides to the user.

- **Emotional Value:** The personal and emotional satisfaction or enjoyment derived from a product or service.

- **Social Value:** The perceived status or social benefits associated with a product or service.

Understanding value in a specific context is crucial for businesses to meet the expectations and needs of their customers or stakeholders.

Value creation is the process of enhancing or adding value to a product, service, or business. It involves activities or strategies that increase the overall worth, utility, or satisfaction derived by customers or stakeholders. The goal of value creation is to exceed customer expectations and establish a competitive advantage.

Value can be created in various ways:

- **Innovation:** Introducing new and improved products or services.

- **Efficiency:** Streamlining processes to reduce costs and enhance productivity.

- **Customer Experience:** Providing exceptional service and addressing customer needs.

- **Quality:** Ensuring high standards of quality in products or services.

- **Brand Image:** Building a positive brand reputation and image.

In the context of business, successful value creation often leads to customer loyalty, increased market share and long-term sustainability. It requires a deep understanding of customer preferences, market dynamics and the competitive landscape.

Ultimately, value creation is a dynamic and multifaceted concept that evolves with changes in technology, consumer behavior and market trends. Businesses that consistently focus on creating value are better positioned to thrive in competitive environments.

Value creation in sport

What In the vast and dynamic landscape of the sports industry, the value created extends far beyond the traditional perceptions that narrowly associate it with the physical aspects provided by coaches and trainers. Historically, value creation in sport-related businesses has often been compartmentalized, with management and physical aspects treated as separate entities. However, a more comprehensive understanding of value creation in the sports sector reveals a multifaceted and interconnected network of elements.

The value of the sports industry, both in economic and cultural terms, is immense. It encompasses not only the revenue generated through ticket sales, merchandise and broadcasting rights but also the emotional and social value cultivated through fan engagement, community involvement and the promotion of healthy lifestyles.

Traditionally, the concept of value creation in sports has been tethered to the immediate physical aspects of the game. Coaches and trainers were perceived as the primary contributors to value, focusing on enhancing the performance and skills of athletes. However, the evolution of the sports industry has broadened this perspective.

From a managerial standpoint, value creation in sports is expansive and interconnected. It involves the orchestration of various elements that contribute to the overall success and sustainability of a sports-related business. Specific values that can be created in the sports industry include:

- **Fan Engagement and Experience:** Enhancing the enjoyment and satisfaction of fans through immersive experiences, events and community interactions.

- **Brand Building:** Creating a strong and positive brand image that resonates with fans and sponsors alike.

- **Athlete Endorsements:** Leveraging the popularity and influence of athletes to enhance the marketability of products and services.

- **Media and Broadcasting:** Maximizing the reach and viewership through strategic partnerships with broadcasters and digital platforms.

- **Sponsorship and Partnerships:** Forming mutually beneficial relationships with sponsors and partners, adding value to both parties.

- **Technology Integration:** Incorporating innovative technologies to improve player performance, fan engagement and overall operational efficiency.

The sports industry's diverse elements and partnerships provide a fertile ground for value creation. Understanding and harnessing these elements are crucial for sports-related businesses to develop comprehensive and lasting business plans. By recognizing the broader spectrum of values specific to the sports industry, organizations can navigate the intricacies of this dynamic field and establish a lasting impact on both their stakeholders and the broader sports community.

Stakeholders vs shareholders

In the dynamic world of sports, the distinction between stakeholders and shareholders is pivotal for understanding the multifaceted relationships that drive the industry. While shareholders hold financial stakes in sports organizations, stakeholders encompass a broader spectrum of individuals and entities with varied interests and influences on the sports ecosystem.
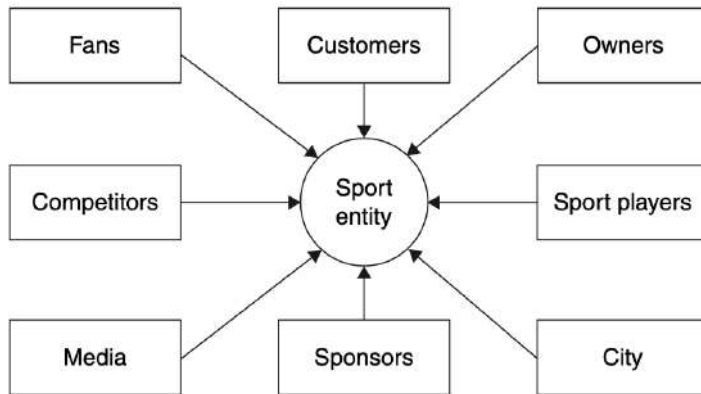
Stakeholders in sport environment

Crucial Difference

Shareholders in sports typically include those who own shares or financial interests in sports franchises or related entities. Their primary concern revolves around the financial performance of the team or organization, as their returns are tied to profitability and success on the field or court. On the other hand, stakeholders extend beyond ownership and may include fans, competitors, media, customers, owners, sport players, the city or community, sponsors and various others who have diverse interests beyond financial returns.

Importance of Stakeholders in Value Creation

Stakeholders play a pivotal role in the value creation process in sports. Unlike shareholders who may primarily focus on financial returns, stakeholders contribute to the broader value generated by the sports industry. The engagement and satisfaction of stakeholders are crucial elements in creating a holistic and sustainable value proposition. The significance of stakeholders in value creation lies in their ability to influence various aspects of the sports ecosystem, ranging from fan experiences and media engagement to community relationships and sponsorships.

Recognizing the diverse expectations of stakeholders is essential for sports organizations seeking to create value that extends beyond the scoreboard. By understanding and meeting the needs of these stakeholders, sports entities can cultivate a more inclusive and enduring impact within the broader sports ecosystem.

Stakeholders	Expectations
Owners	Carry out the sport - Promote the image of the city - Success for the club - Notoriety and prestige
Players	Sports triumphs - Good working conditions - Compensation - Professional development - Media influence
Fans	Entertainment and excitement
Public Authorities	Visibility and benefits for the community
Media	Circulation, audience, etc. - Relevant, interesting information on matches, trainers and players
Federation	Adherence to the rules - Promote values and look after the essence of the sport

The League	Sources of income - Enhancement of viewing - Media importance for the sport
Sponsors	Media impact - Visibility to the fans and the public in general - Increase in sales – Image

Evolution and challenges

The landscape of sports and its associated value creation mechanisms have undergone significant transformations over the past decade. Technological advancements, globalization and changes in consumer behavior have shaped a new era for the sports industry.

- **Digital Transformation:** The widespread adoption of digital platforms has revolutionized how fans consume sports content. Streaming services, social media and interactive fan experiences have become integral components of the sports ecosystem.

- **Globalization:** Sports leagues and events have expanded their reach globally, attracting a diverse and international fan base. This globalization has not only increased the potential audience but also diversified revenue streams through international partnerships and broadcasting rights.

- **Data Analytics:** The use of data analytics in sports has become more sophisticated. Teams and organizations now leverage data to enhance player performance, optimize strategies and personalize fan experiences.

- **Fan Engagement:** The definition of fan engagement has evolved beyond traditional means. Interactivity, social media interactions and immersive experiences during events contribute to a more engaged and loyal fan base.

Despite the positive evolution, the sports industry faces challenges that impact value creation strategies:

- **Fan Experience in the Digital Age:** While digital platforms offer new opportunities, creating a seamless and satisfying fan experience online poses challenges. Balancing in-stadium excitement with at-home engagement is crucial for sustaining and growing fan bases.

- **Revenue Diversification:** Overreliance on traditional revenue streams, such as ticket sales and broadcasting rights, poses a challenge. Sports organizations need to explore innovative revenue streams, including e-sports, virtual experiences and merchandise sales.

- **Athlete Branding:** With the rise of social media, athletes now have greater personal branding opportunities. While this enhances individual profiles, managing the balance between personal brand and team identity can be a challenge for sports organizations.

- **Sponsorship Activation:** Sponsors seek not only visibility but also active engagement with fans. The challenge lies in creating meaningful and authentic partnerships that resonate with both the brand and the sports organization's values.

- **Global Competition:** The globalization of sports brings increased competition for attention and resources. Organizations must navigate a crowded marketplace to ensure their unique value proposition stands out.

In navigating these challenges, sports entities that prioritize understanding and meeting the evolving expectations of their diverse stakeholders will be better positioned to create enduring and meaningful value in this dynamic and competitive industry.

Developing a business plan

Introduction

In the realm of sports, crafting a robust business plan stands out as one of the most vital components for ensuring the sustainability and longevity of an enterprise. Given the diverse array of stakeholders, each harboring distinct expectations and values, a profound understanding of this intricate network becomes paramount. A well-designed business plan serves as a strategic roadmap, not only aligning organizational objectives with stakeholder expectations but also navigating the complex web of relationships that characterize the sports industry.

Navigating the complex landscape of sports business planning requires a framework that accommodates diversity and uniqueness. This chapter introduces a structured framework designed to guide the creation of business plans for various sports-related entities. As we explore this framework, we aim to provide valuable insights into the art and science of sports business planning, empowering practitioners to navigate the intricacies and embark on a journey towards sustainable success.

The framework

To commence, various frameworks exist and, in this context, we present a 5-step framework to provide a structured approach in examining a business plan comprehensively. The subsequent section will delve into the details of each step. Refer to the diagram below for a visual representation of the five steps that will be expounded upon in the subsequent discussion.

Analysis & assessment – Who and where are you?

In essence, the following fundamental questions propel sports entities into the sphere of value creation, providing a solid foundation for the development of comprehensive business plans. The subsequent exploration of stakeholders and organizational mission further emphasizes the interconnected nature of identity, purpose and stakeholder engagement within the dynamic landscape of sports management.

Who are you really?
Defining the true essence of a sports entity goes beyond mere categorization. It involves unraveling the entity's unique ethos, history and distinguishing features. This introspective question delves deep into the character and identity that distinguishes the entity, both internally and within the broader sports landscape.

Who are your rivals?
Navigating the competitive terrain is vital for sports entities. Understanding rivals and comprehending the market landscape are imperative for strategic positioning. This question prompts an exploration of key players and potential challenges, enabling entities to carve out their niche in the dynamic and competitive sports industry.

What core values guide you?
Values act as the compass guiding the trajectory of sports entities. This question explores the foundational principles and beliefs that shape decision-making and influence the organizational culture. The extensive coverage of guiding values in the initial chapter underscores their central role in initiating the value creation process for sports entities.

Why does your brand exist?
At the core of every sports entity lies a purpose. Understanding why the brand exists or the mission of the entity is integral, connecting organizational purpose with stakeholder expectations. This question highlights the importance of alignment for sustained success and effective engagement with stakeholders.

Goals & objectives – Where do you want to go?

In essence, the following questions propel sports entities beyond immediate objectives, guiding them to envision their future, set clear timelines, shape a lasting legacy and embrace new opportunities. This forward-thinking mindset is integral in the intricate process of value creation, ensuring that each decision aligns with the entity's overarching vision and aspirations.

What's your big dream?
Articulating the grand vision is the cornerstone of strategic planning for sports entities. This question prompts a profound exploration of aspirations, pushing entities to define their ultimate destination and overarching purpose. The vision sets the trajectory, guiding all subsequent decisions towards the realization of this significant dream.

When will you reach your goals?
Establishing precise timelines is a crucial aspect of goal-setting for sports entities. This question emphasizes the importance of specificity in determining when objectives will be achieved. Clear timelines not only act as a roadmap but also serve as a guiding beacon, facilitating informed decision-making throughout the value creation process.

How do you want to be remembered?
What is the legacy that you are willing to create and leave behind?
Beyond immediate goals, this question encourages sports entities to contemplate their lasting impact. It delves into the legacy they aspire to create, prompting a consideration of the values and contributions that will endure in the collective memory. This introspective exploration ensures that every action aligns with the enduring legacy the entity wishes to leave.

What new opportunities excite you?
Identifying and capitalizing on novel opportunities is integral to sustained growth. This question challenges sports entities to explore uncharted territory, seeking opportunities that resonate with their values, vision and legacy. Embracing exciting possibilities ensures a dynamic and forward-thinking approach in the pursuit of sustained success.

Strategic gameplan – How do you get there?
In essence, the following questions guide sports entities in crafting a strong brand identity, reaching the right audience, strategically engaging through effective platforms and establishing a unique and enduring presence in the sports domain. The thoughtful consideration of these elements contributes to a powerful brand that resonates with stakeholders and enhances the overall value creation process.

What's unique about you?
Unveiling the unique essence of a sports entity is fundamental to brand development. This question urges entities to construct a distinctive brand persona by amalgamating core values, mission and vision. This synthesis forms the cornerstone of brand identity, setting the entity apart in the competitive sports landscape.

Who do you want to reach?
Identifying the target audience is pivotal for effective communication and engagement. This question prompts sports entities to define their desired audience, understanding who they aim to reach and why. Clear audience delineation informs tailored strategies, ensuring that communication resonates with the right demographic.

Where can people find you?
Choosing the right engagement platforms is crucial for effective outreach. This question compels entities to strategically select platforms aligned with their target audience. Whether through newsletters, social media, or other mediums, a thoughtful approach to engagement enhances visibility and fosters a more connected and responsive audience.

What sets you apart?
Distinguishing the brand from competitors is essential for long-term success. This question emphasizes the significance of brand differentiation, helping sports entities carve a niche in the market. Identifying and leveraging unique selling points ensures sustained uniqueness and resonance with the audience.

Tactical playbook – What tools will you use?
In essence, the following questions guide sports entities in effectively leveraging technology, establishing a recognizable brand identity, implementing robust financial strategies and fostering meaningful connections with fans and stakeholders. This holistic approach ensures a well-rounded and strategic business plan that enhances the overall value creation process.

What tech will help you?
Incorporating technology strategically is key to executing a successful gameplan. This question prompts sports entities to identify and integrate essential technologies that align with their strategic objectives. Whether it's advanced analytics, state-of-the-art training tools, or cutting-edge communication platforms leveraging the right tech ensures efficient execution and a competitive edge.

How can people spot you?
Crafting a recognizable and distinct visual identity is paramount for brand visibility. This question emphasizes the importance of a clear symbol and logo that distinguishes the entity. A well-designed logo serves as an immediate identifier, facilitating brand recognition and enhancing the entity's presence in the sports landscape.

How will you budget and earn?
Financial planning stands at the core of sustainable business operations. This question highlights the critical role of a well-thought-out financial plan, encompassing budgeting, revenue streams and cash flow management. A comprehensive understanding of the financial landscape is imperative for long-term viability and successful value creation.

How will you connect with fans/stakeholders?
Building a meaningful connection with fans and stakeholders is integral to sustained success. This question delves into the strategies for fostering a strong bond with the audience. Recognizing and addressing the diverse needs of fans and stakeholders ensures a genuine and lasting connection, laying the foundation for not only loyalty but also financial success.

Score card – How do you check progress?
In essence, the following questions facilitate a comprehensive reflection on progress, success metrics, non-financial achievements and lessons learned. The ongoing nature of this reflection process ensures that sports entities remain agile, adaptable and committed to continuous improvement in the pursuit of their overarching goals.

How do you feel about where you're at?
Maintaining a keen self-awareness of the current state is fundamental for progress. This question encourages sports entities to engage in introspective self-reflection, providing valuable insights into their present position and aligning it with future aspirations. This ongoing self-assessment forms a crucial part of the strategic planning process ensuring a clear trajectory toward set objectives.

What numbers show success?
In order to measure this, it is important to predefine the numbers that show success beforehand such that you can be objective about the progress and status. Defining key performance indicators is essential for objective assessment. This question emphasizes the importance of predefining success metrics, enabling sports entities to quantitatively measure progress. Establishing clear benchmarks provides an unbiased evaluation of success, facilitating informed decision-making and strategic adjustments.

How have you made a mark?
Beyond financial metrics, making a positive impact extends to non-financial values. This question prompts sports entities to reflect on the non-monetary values and contributions made to stakeholders and aspects connected to the overarching vision. Recognizing and celebrating these non-financial achievements reinforces the holistic impact of the entity.

What worked this year? What didn't?
The continuous review and adaptation of strategies are crucial for sustained success. This question underscores the importance of assessing both successes and shortcomings. Acknowledging what worked and what didn't fosters a culture of adaptability and improvement, ensuring that the entity remains dynamic and responsive to the ever-evolving sports landscape.

The virtuous circle

The following section delves into the analysis of the relationship between the structure and performance of sport-related entities. The exploration employs the concept of a virtuous circle, signifying the initiation of a chain of positive reactions. It delves into how structures can optimize the value creation process and provides insights into commencing this transformative journey. Stakeholders are thoroughly assessed concerning their expectations, forming a crucial link between the preceding sections on value creation and the business plan.

It's imperative to note that there exists no one-size-fits-all format that guarantees success in structuring all organizations. Instead, the effectiveness of the structure hinges on the unique goals, environmental context, technological landscape, size and internal culture of each organization.
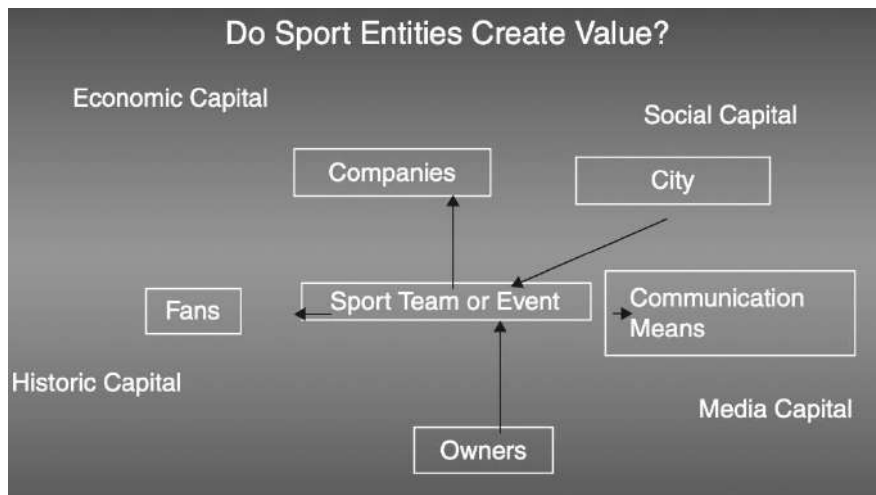
This section outlines the key structural elements essential for a sports entity, acting as catalysts for igniting the virtuous movement within the value creation circle in the sector. The primary objective lies in the initiation of this virtuous circle, a task of utmost importance. Multiple pathways exist to kickstart such a circle and an initial investment is pivotal in this environment. Understanding where and how to strategically invest becomes the linchpin for activating this transformative cycle. In the figure below, an example of a virtuous circle of the sport industry is showed.
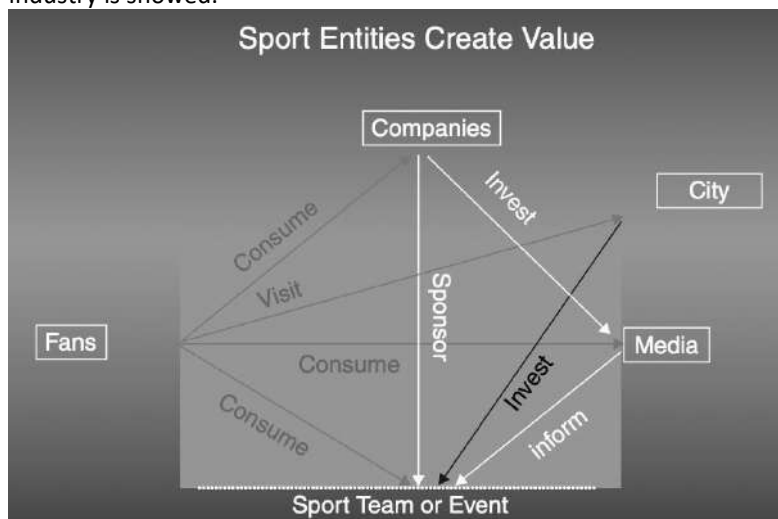
Building upon the aforementioned discussion, the importance of initiating a virtuous circle in the value creation process becomes even more evident when considering specific examples. The Figure below illustrates a scenario where strategic investments are made, exemplified by the collaboration between the city and team owners, for instance in the context of a local football club.

In this instance, the investment is directed towards attracting better players to the team. This infusion of talent has a cascading positive effect on the fanbase, as the audience is treated to a higher caliber of athletic prowess, rendering the team more attractive. The media, in turn, becomes more inclined to cover the team, given its heightened spectacle, thereby expanding its reach to a larger audience. The increased visibility and excitement surrounding the team create an environment where companies are more likely to sponsor or align themselves with this sports team. This alignment is not only due to the team's enhanced performance but also its positive image, which resonates with a broader audience, making sponsorship more appealing.

This interconnected cycle showcases how a strategic investment, such as improving team talent, can set in motion a series of positive reactions, ultimately contributing to the holistic value creation process in the sports sector. Understanding and strategically implementing such investments are integral to ensuring the sustainability and success of sports entities in a dynamic and competitive environment.

Do Sport Entities Create Value?

Resources

- The value of value creation
  By Marc Goedhart and Tim Koller
  https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/the-value-of-value-creation

- Value Creation and Sport Management
  By Sandalio Gómez, Kimio Kase and Ignacio Urrutia
  https://www.researchgate.net/publication/297166540_Value_creation_and_sport_management

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Didactical Planning

Introduction

In the multifaceted realm of sports and sports-related businesses, the concept of value creation takes on a diverse and expansive definition. Unlike traditional industries, the sports sector involves a broad spectrum of stakeholders, including athletes, fans, sponsors, broadcasters and governing bodies. Navigating the intricate relationships between these stakeholders, each with unique expectations, goals and contributions, is essential to understanding value creation in the dynamic and challenging sports environment. Value creation extends beyond physical prowess to encompass emotional and cultural experiences, reflecting the entertainment, community engagement and brand affinity fostered by sports. Developing a business plan for any sports-related venture necessitates a profound recognition of the complexity inherent in value creation, as it serves as the roadmap detailing objectives, strategies and operational structures. In the sports industry, where diverse interests intersect, a superficial understanding of value creation can result in a business plan that fails to resonate with stakeholders or adapt to the industry's fluid dynamics. To forge a business plan that thrives in the sports arena, a deep understanding of value creation is indispensable. This involves comprehending the nuances of fan engagement, athlete endorsement, media rights and sponsorship dynamics, among other factors. A business plan that holistically integrates these elements ensures that the organization not only achieves financial objectives but also resonates with the broader community it serves. As such, the connection between value creation and business planning in sports-related businesses is not merely strategic but fundamental to sustainability and longevity.

Learning outcomes

Participants will learn:
- The multifaceted dynamics of sports value creation and the intricate relationships among diverse stakeholders.
- The broad scope of value creation in sports, extending beyond the scoreboard to encompass economic, cultural, emotional and social dimensions.
- The crucial role of value creation in developing comprehensive business plans for sustainable success in the sports industry.
- The distinctive values specific to the sports business, including fan engagement, brand building, athlete endorsements, media and broadcasting, sponsorship and technology integration.
- The pivotal distinction between stakeholders and shareholders in the sports realm and their significance in creating a holistic and sustainable value proposition.

Participants will understand:
- Navigating the intricate landscape of sports value creation by recognizing diverse stakeholder interests.
- Establishing the foundational elements for a business plan through understanding the interconnected nature of identity, purpose and stakeholder management.

Participants will be able to
- Apply insights into key structural elements, initiating a virtuous circle that optimizes the value creation process.
- Analyze and formulate a strategic, comprehensive business plan at a high level.

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The Educator's shortlist

Logistics

1. Time investment

* The online workshop for the participant takes 2 times 2 hours.

The off workshop hrs will vary between 6-10hours.

The participant will invest 12 hrs in this program.

* The educator will spend on preparation and execution 8hrs in total.

2. Full time presence at the workshop is mandatory

3. Between workshop 1 and workshop 2 it is advisable to plan a period of 10 days.

4. All copyrights of the presentations from both educator and participant belong to the EHF

5. An essential part of the learning is the exchange of information between participants

Online Workshop prepping

Communication

1. Prepare invitation of the participants for the online meetings of 120 minutes each.

- The invitation of the participant for the online meeting should include:

* "Concerns and expectations": prepare a VLOG(max 3 min) production.

* Read the content of the module

* The time table of the first session

* Participant should be ready to present

* We explain how the participant will be assessed

* Make appointment with the candidate for an interview for the assignment (60 min)

Master the content

1. Build mini interactive lecture of 20 min about "Value creation and developing a businessplan"

Include 8-14 PP slides where you show different values that can be created and give some examples of sport clubs that are successful in creating multiple values and show how they are able to be successful in different settings. It is important to show especially the non-financial values they are creating. Use these value creations together with the stakeholders to build the ecosystem. Show in this ecosystem how the virtuous circles work in the environment you have chosen.

2. Read and understand the content of the module and the slide deck relationship

Assessment prepping

Develop a google forms peer2 peer assessment form for the final evaluation / second session.

The Assessment is about the interpretation of the elements of value creation and virtuous circles in a specific context.

We advise to include an evaluation of the quality of;

* The Review

* Conclusions

* Recommendations

* Presentation style

But no more than 7 criteria.

- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10

– 1 min assessment scoring.

Instruments

It is advised the educator uses the participants expectations & concerns reporting to fine tune the program.

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Pre-workshop preparation
    a. Let the participants evaluate their idea/company/club on the following questions:
        1) Who and where are you?
        2) Where do you want to go?
        3) How do you want to get there?

    Let the participants build and draw two ecosystems, the current and future(desired) ecosystem of their idea/company/club regarding the stakeholders and their values/needs.

    b. Assign students to make 3 (or multiple) interviews, each with a crucial stakeholder from their ecosystem and find out:
        1) What is (/are) the most important values they are creating? (giving)
        2) What is (/are) the most important values they are wanting? (receiving)

    Let them come up with the starting point of their virtuous circle, what or where is the best way to invest? And what and how will you invest?

    Present this in a short presentation (max 5 min).
    Time investment: 2hrs

Workshop 1
00:00 - 00:10: Welcome and introductions:
- Share expectations and concerns
- Explain program of this session
- Ask 1 teaser opinion like f.i.:
*Consider the question who they find an example of great non-financial value creation

00:10 - 00:40: Sharing the presentation and discuss outcomes preparation A
- Participants share their presentations and comment on them (5 min per participant)
- Educator reviews the outcomes / findings of the participants.

00:40 - 01:00: Value creation
- Introduction to value creation and developing a business plan
- Value creation

01:00 - 01:10: Break

01:10 - 01:40: Developing a business plan
- Introduce and discuss the framework
- Virtuous circles
- Give an examples of value creations and a virtuous circle of a sport club (for instance)

01:40 - 02:00: Educator presents assignment b for second meeting
- Make 3 (or multiple) interviews each with a crucial stakeholder from their ecosystem.

Workshop 2
00:00 - 00:10: Welcome and introductions:
- Explain program of this session
- Educator asking teaser question:
Q: what are the eye openers so far?

00:10 - 00:20: Procedure assesment

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- Educator explains the procedure of the presentations and assessment-
- Presentation (7 min – Q&A 2 min – 1 min assessment scoring- quick recap of Educator 2 min) =10-12 min
- Assessment: peer to peer 50% + educator 50% - scale 1-10/2
- Rehearse 1 digital assessment with the group

00:20 - 01:00: Sharing the interviews of each participant
- Participants share the outcomes and learnings of their interviews and present their virtuous circles (10 min per participant)
- Educator reviews the outcomes / findings of the participants.
- Participants share findings on each other.

01:00 - 01:10: Break

01:10 - 01:40: Sharing the interviews of each participant
- Participants share the outcomes and learnings of their interviews and present their virtuous circles (10 min per participant)
- Educator reviews the outcomes / findings of the participants.
- Participants share findings on each other.

01:40 – 02:00: Conclusion
- Educator presents the results and congratulates the participants
- Reflection on the entire program.
- Participants can ask questions and engage in open dialogue about their recommendations.
- Rounding of the complete program.