



# Aspiring and Inspiring Youth Leadership Certificate

Mother Manual

## WANT TO FIND OUT MORE?

CONTACT: CAMERON FINDLER  
EUROHOCKEY HEAD OFFICE, 1/2 AVENUE DES ARTS,  
BRUSSELS 1210, BELGIUM  
PHONE : +32-22-170564  
EMAIL: CAMERON@EUROHOCKEY.ORG  
WEB: WWW.EUROHOCKEY.ORG



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of this youth leadership programme

OLYMPIC STADIUM 24-28 1076 DE AMSTERDAM, THE NETHERLANDS

EMAIL: [INFO@SPORTSINQ.COM](mailto:INFO@SPORTSINQ.COM)

WEB: [WWW.SPORTSINQ.COM](http://WWW.SPORTSINQ.COM)



# INTRODUCTION

- WHO IS INVOLVED
- POSITIONING OF THE PROJECT
- PROGRAM OBJECTIVES FOR THE WORLD OF HOCKEY AND BEYOND
- ROLE OF THE EUROPEAN INSTITUTE OF HOCKEY AND THE PARTICIPANT

## Introduction

We mentor, coach, train young coaches, referees, players, but what about our young project leaders, future board members.....our leadership in Sport for now & the future?

The Aspiring Inspiring Youth leadership program is an educational program of EuroHockey dedicated to the next generation of young leaders in the world of hockey.

This program is a segment of the Erasmus program where the EuroHockey has also established a Grassroot Youth Program. Its purpose is to encourage and nurture the active participation of young people across all European countries. These initiatives are built upon the existing activities of the EuroHockey, including the Youth Leaders Forum, which already involves participation from over 20 countries."The Aspiring Inspiring Young Leadership (AIYL) Manual 2023 serves as the core textbook for the Sport Management Courses organized by the European Institute of Hockey (EIH) under the auspices of EuroHockey. This manual is published for the course & content management and therefore targets the organization and its teachers.

The primary objective of EIH is to provide top class education to foster the growth of hockey in member federations across Europe. The institute aims to establish an educational framework that caters to national, regional, and European levels, offering transparent and accessible learning opportunities for young individuals at all levels of the sport.

To nurture and empower future leaders in sports, EIH has developed a comprehensive manual for the management of the Aspiring Inspiring Youth Leadership Program. Every year this program spans ten months and combines online and face-to-face learning experiences, targeting ambitious young individuals seeking to develop their skills in sports management, governance, and leadership. The program is designed for participants between 17 and 27 years of age with a drive to help develop hockey. Participants will work on their own real-life plan to develop hockey in their country. An 80-hour investment in the programme is expected, excluding a physical 2-day event. Every year 8 participants are to be selected via a Dragons Den session. In February 2024 this program starts and the first Session is planned for June 2024.

The AIYL Manual is designed to provide the course leadership with a solid foundation for the participants, covering a range of topics essential for effective leadership in the world of sports. It includes modules on strategic planning, organizational development, financial management, marketing, event management and ethical considerations in sport. With its practical insights and real-world examples, the manual equips students with the knowledge and tools necessary to perform in their future roles as leaders in sport.

The textbook begins by defining the values, attitudes and philosophy of EuroHockey and an explanation of the terminology. It includes a description for the administration and management of the course, and describes the recruitment-, didactical- and content criteria of the entire year program. Finally, information is provided with a description of the course modules and with every module on how to practically execute the program, workshops, learning objectives and how to assess the participants.

### The course modules are designed:

- to be relevant to National Federation and committee's and their stakeholders in Europe;
- to cover the most common needs and skills of volunteer administrators or elected executives of a National Federation or Committee or any other sport organization;
- to be an "open" programme: all comments and feedback will be welcome so that we can improve the material; and
- to provide knowledge which may be passed on to others.

EIH takes great pride in providing the course leadership with a copy of the AIYL Manual. Since 2020, the manual has been meticulously tested and crafted through six European work sessions, culminating in its completion in 2023. As a result, it encompasses the most up-to-date knowledge, issues, and practices prevalent within the European and hockey movement. It offers valuable insights and information on selected topics pertaining to sport administration, management and leadership.

Furthermore, the AIYL Manual serves as a testament to EIH's commitment to elevating the standards of sport management education in the world of hockey. It represents a collaborative effort by sports experts, academic professionals, and experienced practitioners who have contributed their expertise to ensure the manual's relevance and practicality. By delivering this manual, EIH aims to empower young leaders with the necessary skills and knowledge to navigate the complex and evolving landscape of sports management thereby actively shaping the future of sports.

# DEFINITIONS

- INTRODUCTION
- OLYMPIC VALUES EXPLAINED
- VALUES OF THE EUROHOCKEY AND THE #EQUALLYAMAZING CAMPAIGN
- WHAT IS YOUTH LEADERSHIP IN SPORTS

## Introduction

Leadership has an immediate relationship with the values of the organization you represent. For this reason, we will briefly explain the definition of youth leadership and the set of values the European Federation stands for and a brief explainer of the EquallyAmazing# campaign.

EuroHockey upholds a strong set of values that align with the Olympic ideals outlining the general idea of the Olympic values and the value mission of EuroHockey are instrumental and deserve attention to inspire the next generation of European leadership in sport.

## Olympic values explained

Sport has the potential to positively impact (youth) development and community well-being, but it often falls short. It can either teach values and promote positive behavior or be associated with negative aspects like violence and cheating. Therefore, it is important for everyone, especially those involved and leading in sport, to actively support and understand the impact of positive values and build a strong and positive sport culture.

Before we continue, we need to acknowledge that values as intellectual concepts are difficult to define. They are thought of as universally accepted or absolute. Yet they may vary in importance from one person to another. They may mean different things to different people, depending on the social or cultural context in which they reside. And they are interpreted through the unique lens with which each human being views the world.

The Olympic Movement seeks to encourage discussions about the relevance of its values in the contemporary world, with the three core values being: Excellence, Friendship and Respect.

\* source

Olympism is a philosophy that emphasizes the joy of effort, good examples, and respect for ethical principles. It combines sport, culture, and education to promote holistic development and aims to create a peaceful society that values human dignity.

The principles of Olympism, described below, focus on how to amplify the 3 Olympic values and allow them to be expressed in a way that drives far-reaching social change.

**Non-discrimination** - The Olympic Movement strives to ensure that sport is practised without any form of discrimination whatsoever.

**Sustainability** - The Olympic Movement organises and delivers programmes in a way that promotes sustainable economic, social and environmental development.

**Humanism** - The Olympic Movement's activities place human beings at the centre of its attention, ensuring that the practice of sport remains a human right.

**Universality** - Sport belongs to everyone. In all its decisions and actions, the Olympic Movement takes into account the universal impact sport can have on individuals and society.

**Solidarity** - The Olympic Movement is committed to developing programmes that, together, create a meaningful and comprehensive social response to issues within its sphere of influence.

**Alliance between sport, education and culture** - The Olympic Movement is committed to promoting the spirit of Olympism, which emerges at the convergence of sport, culture and education.

1. **Inclusion:** EuroHockey recognizes that gender balance is essential for the well-being and progress of all individuals within society. With a particular focus on fostering inclusivity within our European hockey family, we strive to create an environment where everyone has equal opportunities and representation.
2. **Positivity:** We foster a culture of encouragement and support, encouraging all federations, partners, and stakeholders, both within and beyond the hockey community, to actively work towards the full implementation of gender balance. Through collective efforts, we aim to create a positive and empowering environment for all participants.
3. **Accountability:** EuroHockey has established a long-term strategy with fair and equitable goals, taking into account feedback from National Associations and partners. By setting measurable targets and holding ourselves accountable, we ensure that progress is made and gender equality is consistently prioritized.
4. **Dynamism:** Recognizing the diversity and unique challenges across Europe, EuroHockey understands that different methods and timeframes are necessary to implement gender balance effectively. We are committed to collaborating with our National Associations, exploring adaptable approaches that suit their contexts and circumstances.

## Values of the European Hockey federation and the #EquallyAmazing campaign

These values form the cornerstone of EuroHockey's values.

EuroHockey has launched a separate campaign to create more awareness, to achieve a targeted focus, the #EquallyAmazing campaign. This campaign unites advocates from various segments of the sport, including athletes, coaches, umpires, youth panel members, and board members. Together, they share a collective commitment to promoting gender balance and driving positive change. Under the #equallyamazing hashtag, the campaign has evolved over the years, incorporating numerous initiatives to create lasting impact.

In line with the Olympic values, EuroHockey's #EquallyAmazing objectives encompass informing, educating, and raising awareness of gender equality within the hockey community and beyond. By encouraging all 43 European National Associations to endorse the Equally Amazing Charter, tracking progress, raising awareness, ensuring equal representation and establishing hockey as a reference point for gender equality matters.

EuroHockey aims and focuses to create a more inclusive and equitable future for hockey and sport in general.

Two key areas of implementation focus on:

1. Gender balance in leadership positions.
2. Gender balance across participation.

Achieving gender balance requires addressing various aspects such as participation, leadership, and governance within the hockey community, engaging international federations (IFs), continental federations (CFs), and national associations (NAs). It is equally important to communicate these topics effectively to a broader audience and stakeholders. Transparently sharing ambitions and being accountable for actions strengthens the positioning and inspires others to support a similar path.

The launch of the Charter was supported by the #EquallyAmazing campaign, which featured advocates from various segments of the sport, including athletes, coaches, umpires, youth panel members, and board members who share the values of promoting gender balance and driving change in the sport. The campaign has remained active over the years, incorporating several other initiatives under the #equallyamazing hashtag.

### EuroHockey #EquallyAmazing Objectives:

1. Inform, educate, and raise awareness of the gender equality cause within the hockey community (IFs, CFs, NAs) and to the world (fans, media, all stakeholders) by encouraging all 43 European National Associations to sign up to the Equally Amazing Charter.
2. Track, measure, and celebrate the progress of each National Association towards achieving gender equality.
3. Raise awareness of the importance and necessity of gender equality throughout hockey.
4. Ensure equal representation of men and women in all portrayals.
6. Establish hockey as a reference point for all aspects of gender equality matters.

### What is youth leadership in sports

The Aspiring Inspiring Youth leadership program is an educational program focusing on the development of leadership skills and competencies in people in the age group 17-27yrs of age. A cornerstone element in the educational program is the understanding of the terminology used 'youth leadership in sports'. In collaboration with Professor Adam Brian Evans, Associate Professor in Sociology of Sport at the Department of Nutrition, Exercise and Sport (NEXS) at the University of Copenhagen has contributed to a solid definition.

Leadership is a commonly used, but ill-defined term that is difficult to define clearly and simply. Consequently, efforts to conceptualise and understand leadership come from multiple perspectives. As a result, many models and theories of leadership exist but the most common approach to leadership is to conceptualise leadership as a 'trait' (i.e. individual quality) that can be taught, and that anyone can learn.

The common perspective on leadership highlights the importance of collaboration, relationships, and contextual experiences in the development of effective leaders. It suggests that leadership is not solely based on individual traits or skills but is shaped by interactions with others and the specific circumstances in which leadership occurs.

According to this approach, leadership is not restricted to adults but can also be exhibited by young people. However, there are certain distinctions between youth leadership and adult leadership due to differences in age, experience, and developmental factors. Common assumptions regarding youth leadership include the idea that it develops at a young age, often during adolescence or even earlier. It is seen as dynamic and complex, shifting across different scales such as individual actions, relationships, groups, organizations, and broader societal contexts.



Youth leadership is also considered important for giving young people a voice and promoting social justice.

While sports are often recognized as a domain in which leadership skills can be taught, mere participation in sports is not sufficient to ensure positive development and the development of youth leadership abilities. Therefore, intentional actions within and around sports settings are necessary to teach leadership effectively.

In this collaborative and context-focused approach to leadership, leaders, including youth leaders, are encouraged to acquire knowledge about the contexts and cultures in which they operate. Understanding how they can influence these contexts becomes crucial for their effectiveness as leaders. This perspective shifts the emphasis away from individual skills alone and places greater importance on the interplay between people, relationships, and the specific circumstances in which leadership takes place.

In this workshop based course we have tried to implement these findings and definitions balancing the content between active (intercultural) interaction, interplay in teams and between people in organizations and clubs as well as skills training to empower the effects of interaction.

# PROGRAM & CURRICULUM MANAGEMENT

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- DESIGN PRINCIPLES OF THE COURSE
- EXAMPLE OF A YEAR PROGRAM

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- HOW TO QUALIFY FOR THE PROGRAM

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- DRAGONS DEN
- INTRODUCTORY MEETING
- OWN YOUR "HOCKEY PROJECT"
- THE 3 ONLINE SESSIONS
- THE 2 DAYS FACE TO FACE SESSION

## COURSE MANAGEMENT

- ROLE OF EIH
- STUDY LOAD, ASSESSMENT AND GRADUATION
- LEARNING OUTCOMES

## PROGRAM DESCRIPTION AND DESIGN PRINCIPLES

- INTRODUCTION
- DESIGN PRINCIPLES OF THE COURSE
- EXAMPLE OF A YEAR PROGRAM

## Introduction

To create more purpose the entire course revolves around a project based approach; each participant has ownership of their own project in order to solve various (social) issues through sport and sport- based entrepreneurship.

The Aspiring Inspiring Youth leadership program provides the participants with opportunities for learning and a lot of action!

## Design principles of the course

The development of this course was partly determined by a number of practical constraints and a number of requirements to achieve the essential objectives of the learning experience. The participants come from different European member states and for this reason it is not feasible to organise frequent physical meetings.

Therefore, we have developed a format that has dominant online programming. The essence of this leadership programme is to involve young people with a mission who are given a platform and support to further shape their ambitions. Participants thus bring in their "own project". The quality and feasibility of the project is assessed in the admission phase; the start of the programme. Once admitted, three comprehensive online workshops are held per year. The participant and Educator can model the research done in each workshop week on the topic of the participant's "own project". As interaction is one of the important features of the learning experience, many practical assignments are included that invite the participant to develop contacts and learning experiences outside their existing networks.

## Example of a year program

A The experience as a whole involves an active engagement of about a year consisting of a "welcome and introductory" session and 3 online programmes, with a duration of every time 1 week, and 1 central physical meeting of 2 days.

It is advised to plan an average of at least 6-8 weeks between each online programme module. In the example below, the admission procedure, called Dragons Den, takes place before the European summer term in June. This is an online event. After admission into the programme in June, an online introductory session will take place to get to know each other and learn about each other's projects. The programme starts with the first workshop in September. A workshop starts with a 2-hour online session, then an assignment is given to the participant to be carried out on their own initiative or in collaboration.



After a week, the outcomes are shared in the second 2-hour online session and the contribution is assessed. During the year, there are 3 sessions in this way of a week. At the end of the 3 workshop “weeks”, an event is planned with a physical meeting, often during a EuroHockey event. On this occasion, the participants present their own project outcomes after a year to a selected group of stakeholders; the final graduation.

The programme we now show in a calendar is a flexible format. Depending on the calendars, this programme can be adapted.



## Admission criteria

- Profile of the participant
- How to Qualify for the Program

## Profile of the participant

Below, we describe the profile of the participant. Obviously, every situation and therefore person is unique. So the potential participant should be judged on the uniqueness of the plan she/he presents and it should be assessed whether the participant is capable of fully working out the plan and thus going through a process of growth and personal development.

## The profile

### The practical bits

The participant is a European citizen and committed to hockey and wanting to make a difference in their country(s).

Participants will work on their own real-life plan to develop hockey in their country

Is between 17-27 years old

### What is expected from the participant?

Fluent in English

Has a 100% commitment and time availability for a programme investment of 80 hours + 2 days physical meeting in approximately 12 months time

To successfully complete the programme a level of education equivalent to applied university is very helpful but not necessary.

The participant has solid internet access

The participant brings a plan.

The plan needs to be pitched in a Dragons Den set up

### About the participant and the plan

The participant brings a plan as a Young Change Maker and Care Taker. He/She takes initiative in (social) entrepreneurship and young governance activities on topics such as Health & Active Living, Inclusion, Equality, Sustainability, and Peace & Development, and implements projects that use the enjoyment of hockey as an end in itself and harness the power of hockey - and in a broader sense, sport - for a better world.

## How to Qualify for the Program

Participation in this programme requires the organisation to secure candidates with the right attitude, availability and motivation to do something for the world of hockey.

Obviously, the right expectations must then be created such that the potential participant can properly determine whether he/she can and wants to meet the requirements.

Participants should consider that the programme contains 6-8 places per class, 1 class for an 8-12-months programme.

The admission event takes place in June every year and participation will be confirmed the same month. During the admission event the participant must present his/her project plan in a Dragon's Den like set up. All details are described in the section “Dragons Den”.

## Program Explainer

- Candidate recruitment
- Dragons Den
- Introductory meeting
- Own your “hockey project”
- The 3 Online sessions
- The 2 days face to face session

## Candidate recruitment

Prior to the start of the designation of candidates, the EIH appointed the 3 Educators for the programme and the participating federations appointed a contact person for the programme; see chapter “Course Management”.

The designation of candidates belongs to the starting phase of the programme. The candidates are proposed to participate in the Dragons Den admission event.

The candidates are nominated by the national federations, through their program contact persons, in January every year. Then, the nominated candidates are approached in February and March for an intake interview where all parameters of suitability are checked. If found suitable, candidates are invited to the Dragons Den in June every year.

## Dragons Den

To qualify for the programme, participants present their project plan in the Dragon's Den. The following explains the protocol of the admission procedure, instructions for Educators, candidates and rules governing participation in the Dragons Den.

### Setting up a Dragons Den

After the candidate recruitment period, that starts in January and lasts until May each year, admission takes place during an online event; the Dragons Den.

To qualify for the programme, participants present their project plan in the Dragon's Den.

The Dragons Den session is attended by 3 Educators and a maximum of 5 participants. All 5 participants give their own presentation. All involved are present during the entire online Dragons Den session.

An entire Dragons Den session will take around 90 minutes.

Experience shows that an assessment with 5 candidates can be completed in this time frame. We recommend organising 2 Dragon Den's sessions for a total of 10 candidates "competing" for a total of 6-8 places.

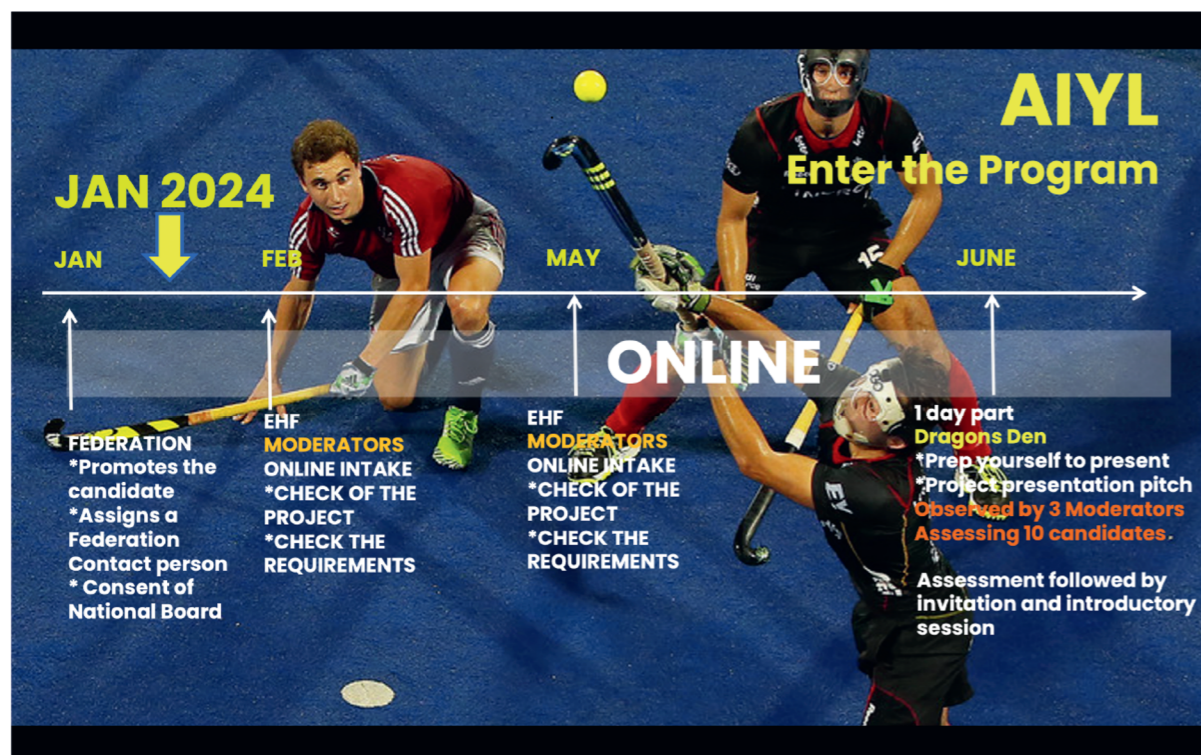
### Announcement of Acceptance into the program

Two days after the Dragons Den takes place, it will be announced which candidates will be accepted into the programme. Each Dragons Den candidate will be informed including the contact persons of the participating national federations. Candidates who drop out will receive a brief verbal explanation from the Educator as to why they were not chosen. No further correspondence is possible. The candidates who drop out can reapply the following year.

### Project plan objectives and requirements

We provide some guidelines for the development of project plans. These guidelines are indicative and can be interpreted broadly. In particular, it concerns the interpretation of the underlying idea that the project supports or develops positive initiatives in the hockey community.

Here, it is obvious that the project plan is a social entrepreneurship plan; but one can also suggest, for example, that the project is less socially minded but aims to improve a club's sports programming for all members.



The program “start up” time line

Naturally, you then cook out for young “managers” who want to bring about change around themes such as Health & Active Living, Inclusion, Equality, Sustainability, Peace & Development and much more, with projects that have Hockey enjoyment as a goal in itself and harness the power of Hockey - and more broadly Sport - for betterment in the world. We give some examples:

You want to set up a new club

You want to set up a hockey programme for children with disabilities

You want to set up a national school competition

You want to donate a pitch to a school in Greece

You want more female coaches in your country(s)

You want to make a trip with parents and children from a number of regional clubs together to connect the clubs

Educators will ultimately have to make a trade-off. The trade-off here is guided by what positive impact the plan has the potential to have for the hockey community; small or large.

### **The online presentation requirement for the Dragons Den**

1. The presentation time is a minimum of 8 minutes and a maximum of 10 minutes.
2. The presentation takes place online
3. The participant will use a minimum of 7 PowerPoint slides and a maximum of 10 PowerPoint slides.
4. The participant appears on screen for the last 2 minutes of the presentation without the support of a PowerPoint presentation.
5. The presentation includes
  - A clear explanation of what the project involves
  - Explaining the objectives of the project and criteria when the project is successful and more specific what the participant wants to change in "his/her hockey world"
  - A timeline of key moments in the project
  - An inventory of what the participant needs to be successful
  - A statement of what the participant expects to learn from the experience **without the use of slides**

### **Feed back**

Immediately after the presentation, the participant will receive questions and feedback from the Educators; 5 minutes.

### **Assessment criteria**

The Dragons Den assessment team is represented by the Educators.

They check that the presenter's project matches the original project objectives and requirements.

They also assess whether the participant adheres to the online presentation guidelines.

In addition, they look at more general presentation criteria of which we mention the most important ones:

#### **1. Content:**

Clarity of Purpose: Assess whether the presenter clearly communicates the project's purpose and goals.

Relevance of Information: Evaluate the relevance of the content presented in relation to the project objectives.

#### **2. Structure:**

Organization: Evaluate how well the presentation is organized, with a clear introduction, body, and conclusion. Logical Flow: Assess the logical flow of information from one point to the next, ensuring a smooth transition between topics.

Use of Visuals: Evaluate the use of visuals (slides, charts, graphs) to enhance understanding and engagement.

#### **3. Delivery:**

Confidence: Assess the presenter's confidence in delivering the information and responding to questions. Engagement: Evaluate the presenter's ability to engage the audience through enthusiasm, and a clear speaking voice. Time Management: Check if the presentation adheres to the allocated time.

#### **4. Visual Design:**

Consistency: Evaluate the consistency in the design elements across slides for cohesive look.

#### **5. Use of Technology:**

Effective Use of Tools: Evaluate how well the presenter utilizes online presentation tools

Technical Proficiency: Assess the presenter's technical proficiency in managing Powerpoint, Key note or other visual aids, and other technological aspects.

#### **6. Creative Elements**

Innovative ideas: Assess whether the project presentation contains innovative and creative ideas that demonstrate a unique approach.

### **Introductory meeting**

Two days after the Dragons Den takes place, it will be announced which candidates will be accepted into the programme.

Along with this announcement of admission into the programme, the candidate will be invited to the introductory meeting.

The introductory meeting is an online meeting that takes place immediately after the Dragons Den election in the month of June with all elected candidates. It is the first real meeting where everyone is welcomed, congratulated and where the entire annual programme is explained. In addition, participants share with the other participants a brief explanation of their project. This includes an explanation of what the candidates need to be successful.

At this meeting, it is also explained what the first online session in September will look like and what the candidates need to prepare before then to get off to the best possible start. It is advisable to also invite the contact persons of the federations to this meeting to make clear to them the importance of their facilitation role and to have a better understanding of the year program and the candidates.

### **Own your "hockey project"**

Each participant will be admitted based on the qualities of their own project plan submitted. The entire annual programme is spent directly or indirectly on developing this plan. In the following, we give practical instructions and explain how the own plan relates to the teaching programme and advice is given on how the teaching programme can strengthen the elaboration of the participants' plan.

The programme covers 3 topics by the Educator(s). These topics are generic in nature and cover topics on sports governance, sports management and business plan development.

The topics are all tailor-made for the eco-system of sport. The Educator, in consultation with the participant, gives assignments that reinforce the development of the participant's project plan. Standard assignments are included in each course week; they can therefore be tailor-made for each participant. In this way, the 3 online learning programmes can support the participant's project.

In the project, the time invested is divided among the various activities as follows. There are 3 online project weeks planned. Each week consists of 2 online meetings of 2 hours and self-activity of up to 18 hours. In particular, the self-activity component can be used to develop one's own project plan.

In addition to these 3 x 20 hours, an extra 20 hours have been scheduled to further develop one's own project.

Each project plan includes a goal with an expected outcome. For the participant's project plan, we do not assume that the project goal can be realised within the time available. So this is not a mandatory outcome. We do aim for a project that has reached a stage where it is realistically feasible and that the underlying idea and objective(s), business plan, timelines, stakeholders and action planning also can be presented. It is certainly an advantage if, by the end of the programme, the participant's plan has also gained acceptance from key stakeholders.

The project year ends at a major EuroHockey event. In this special hockey setting, candidates present their projects in front of an audience of stakeholders and specialists.

### **The 3 Online sessions**

After the introductory meeting in June, three online events will be organised in September, November and February (projected periods).

These online events are themed. The Educator chooses 3 topics from a portfolio of 5 themes being:

- 1) Introduction Sport Technical Management
- 2) Sport & Culture
- 3) Personal leadership and Leading effective teams
- 5) Value creation and developing a business plan

Since the entrepreneurship element is important in project development, it is recommended to programme "Value creation and developing a business plan" annually.

However, the Educator is free to decide which theme is most suitable to support the content of the participants' projects.

The 5 topics for the online sessions have the same structure:

1. an introductory text, with references to literature and examples
2. a description for the educator on how to prepare
3. description of the workshops and assignments
4. how the participants will be assessed and how the result should be weighted Presentation slides are also provided for a number of topics.

The implementation of an online module roughly follows the same course:

1. the participant is briefed on the preparations for the online week. Usually, the participant is asked to complete an assignment and read the texts
2. the Educator prepares the 1st online session with a presentation
3. In the online session, the topic content is presented and discussed. Afterwards, an assignment is given to the participants.
4. After a week, the participants present the assignment and it is assessed. At the end of this session, the educator and participants look ahead to the next online week.

After completing the 3 online week sessions, it is now February. That leaves roughly 2 months for the participant to prepare their final project presentation.

### **The 2 days face to face session**

The EIH, together with the Educators, directs the Graduation phase of the programme. The Graduation takes place during a EuroHockey event. On this occasion, participants' final presentations are held. The time available and the requirements of this presentation are determined by the Educators in consultation with the EIH.

However, a number of recommendations remain for the organisation of this event.

1. There will be between 6-8 candidates presenting. If half an hour per candidate is allowed for presentation and evaluation, the event will last 4 hours without a break. It is recommended that the Graduation is divided into two parts of the day; 2 hours in the morning and 2 hours in the afternoon.
2. It is recommended that these presentations are attended by a well-selected audience of stakeholders and interested parties.



# COURSE MANAGEMENT

- **ROLE OF EIH**
- **PROFILE OF EDUCATOR**
- **JOB DESCRIPTION OF A NA CONTACT PERSON**
- **STUDY LOAD, ASSESSMENT AND GRADUATION**

## Role of EIH

Course management is in the hands of the EIH.

This implies that the EIH is the project owner of this programme and the EIH leads the entire curriculum. The "Program Explainer" in this manual is the actual roadmap for a year. To implement this roadmap it is essential to prepare a project organisation consisting of:

- a project leader from the EIH
- 1-3 educators teaching 3 modules, an introductory meeting and a face to face graduation event.
- contact persons representing the national associations in this project.

To guide the programme, the annual calendar can be used, this includes all action- and organisational moments.

Summarised chronologically, this amounts to the following:

1. recruiting the educators
2. recruiting the NA contact persons
3. publishing an annual calendar together with the educators
4. starting the recruitment of candidates by the NA contact persons
5. starting the intake of candidates under the direction of the EIH
6. organising the Dragons Den
7. organising the introduction event
8. starting the workshop sessions ( 3 events)
9. the organisation of the graduation event during an EHF event.

Naturally, it is necessary to organise a communication- and marketing plan to support this programme and the educators need to be coached in their supervision of the participants. At last the outcomes of the assessments and graduation needs to be formalized.

## Educators profile and project description

Prior to the start of the designation of candidates, the EIH appointed the 1-3 Educators for the programme. The educators play a pivotal role in implementing the programme, this profile and role is described below in a model job description.

### Profile of an AIYL educator

#### The bigger picture

The European Institute for Hockey (EIH) is a project of EuroHockey for the development and professionalization of field hockey in Europe.

Developing the EIH (European Institute for Hockey) aims to stimulate growth among member field hockey federations. EuroHockey is developing quality educational programs with the EIH. These programs should result in more knowledge exchange between the federations, by setting up educational programs, employing mentors and facilitating inspiring learning environments.

The development of the EIH (European Institute for Hockey) is based on 4 pillars that contribute to a sustainable development of the European field hockey federations.

- 1 Governance, leadership and management.
- 2 Putting athletes at the center, including dual careers
- 3 Develop basic requirements for qualified coaches and staff for the purpose of talent development
- 4 Develop basic requirements for certified officials for purposes of talent development

The EIH is ultimately a bridge between the national associations and is committed to develop various competencies for leadership positions within field hockey.

### Youth leadership program

One of the Education projects of the EIH concerns the leadership program for young people in sports in Europe; the Aspiring Inspiring Youth leadership Program, the AIYL Program. This program is focusing on the first pillar of EuroHockey Education strategy; "Governance, leadership and management". The program is targeting the age group 17-27yrs old young European participants involved in field hockey.

This program is an introduction that envisions to enhance Governance through leadership and management that ultimately empowers grassroots development and improve workforce requirements.

### The Program

The AIYL program is a pre-designed curriculum that entails 5 focus areas.

- \* The basics of Good Governance
- \* Cultural- and organisational Psychology
- \* Personal development and leadership
- \* Business development and Value creation
- \* Introduction to Sport Technical management

The curriculum is described in a manual and has an open structure design. An educator uses this curriculum as a guideline to establish defined learning outcomes, the educator's personal input and the sharing of professional experiences complete this learning journey for the young participant!

### How it works

The AIYL curriculum has a structured timeline. The entire program takes 10 months to complete for the participant. During the EIH program cycle 3 online education modules are organised with 1 Educator in the lead per module.

The participants are recruited with the help of the European Federations.

The profile of the participant represents the corporate values of EuroHockey and is focusing on young change makers and care-takers. Persons who are willing to take initiative in (social) entrepreneurship and young governance activities on themes such as health & active living, inclusion, equality, sustainability, and peace & development, delivering projects which use the enjoyment of hockey as a purpose in itself and leverage the power of hockey- and in a broader sense sports - for a better world.

Every participants is selected based on the presentation of a project idea in a dragons-den set up. Once selected the participant is trained during 3 online modules and ultimately presents their ready to use project plan during a face to face event.

### The AIYL Educator's background

We are looking for enthusiastic Educators that have a professional background with a relationship with 1 (or more) of the 5 topics of the curriculum.

We explain this a little bit...

- \* The basics of Sports Governance  
Experience with the criteria for "Good governance" in other professional contexts is highly applicable for this module.
- \* Cultural - and organisational Psychology  
Experience with the HR or running a business and leading groups or units in a company in other professional contexts is highly applicable for this module.

- \* Personal development and leadership  
Experience with the HR or running a business and leading groups or units in a company in other professional contexts is highly applicable for this module.
- \* Value creation  
Experience with building a business or project with a solid business plan with clearly defined premises and values in other professional contexts is highly applicable for this module.
- \* Introduction to Sport Technical management  
Experience with sports management or leading groups or units in a company in other professional contexts is highly applicable for this module

### What we need?

A (young) professional working for at least 6 years.

- \* It is not a requirement to work in the eco-system of sports but it is an advantage if the candidate has a relationship with the world of field hockey.
- \* You are available for a (2 ?) days training event to prepare yourself to teach one of the modules.
- \* You are available to present a teaching module that includes 2 sessions of 2 hrs of online teaching and a feedback session of 1 hr.
- \* Attendance and active participation at the final graduation day in a face to face to face meeting.

Wrapping up your time investment per year

- 2 days of receiving training
- 9 days of online teaching; communication, preparation and execution
- 1-2 days for the face to face graduation event

### National Association Contact person

Prior to the start of the designation of candidates, the EIH recruits contact persons from the National Associations (NA). The contact persons play a pivotal role in the promotion and facilitation of the programme, their responsibilities entail:

1. the promotion of the program among potential candidates
2. the presentation of 1 or 2 candidates per year and briefing the potentials about the requirements of the Dragons Den and the study load of the program
3. the coaching of the selected participant during the year which includes:
  - introduction in networks of the federation
  - coaching feed back on final presentation
  - connecting the project of the participant with the clubs- or federation when applicable

Wrapping up your time investment per year

- 1/2 day of receiving instruction
- av. 5 days spend on promotion and recruitment and briefing of potential candidates
- av. 4 days coaching the national candidate

### Study load, assessment and graduation

The following describes an estimate of the study load of this programme. Some elements cannot be included such as the duration of interviews or how much time a participant needs for elaborations. We have assumed average key figures for these types of tasks. Also, the contact person should help the participant access the right people and/or sources.

We give an indicative overview of the time commitment: Dragons Den presentation: 2 days

Introductory meeting: 2 hrs

Online program sessions: 60hrs

Final presentation: 20hrs

Face to Face event: 2 days (this includes the final presentation of 30 minutes)

### Assessment

The whole course includes 4 assessments these are overseen by the EIH who coordinates the final graduation event and summarises all the results of the assessments together with the Educator.

### The first 3 assessments

The (3)assessments of the online modules are described individually in the online module descriptions. These may differ from each other due to the variable design of the assignments and course structure. Assessments are made on 7 quantitative assessed criteria in a peer to peer format that weighs 50% in addition to the assessment of the Educator whose judgement weighs 50%; alongside this, a qualitative comment is also made by the Educator.

We demonstrate her an example for the Educator of the Sport & Culture module:

### Assessment prepping Sport& Culture

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 on a scale 1-10

- Assessment weighing: peer to peer 50% + educator 50% - scale 1-10
- 1 min assessment scoring.

### The process

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

**The 4th assessment** and last assessment is coordinated by the EIH during a graduation event. The presentation is made to a group of specialists and interested parties and judged by a panel which the Educator chairs. The protocol is managed by the EIH.



### Learning outcomes

The whole course includes a portfolio with 5 topics. A set of learning outcomes was formulated for each topic. For every course program the Educator selects 3 topics with the related learning outcomes. We have used a fixed structure: the learning outcomes (1) - the understanding outcomes(2) and the capability outcomes (3). We give an example from the Module "Sport Technical management" below.

### Example 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 analyse 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

In addition to these module-specific learning outcomes, there are also module transcending learning outcomes:

Participant will Learn

1. Pitching a project
2. Project development skills
3. Sport Management skills

Participant will understand

4. The (inter)national eco system of hockey

Participant will be able

5. To apply leadership skills\* in a realistic context with a real plan

\* Leadership Skills:

Leadership skills refer to the abilities that individuals possess to influence, motivate, and guide others towards a common goal. In the context of youth development, leadership skills can be developed through sports and other extracurricular activities, where young people are given the opportunity to take on leadership roles within their teams or organizations.

