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YOUAca

Preparatory works
for Youth Academy of Grassroots
Sport

Guidelines on how to develop
innovative educational programmes for young leaders
in grassroots sport management field

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Introduction to the YOUAca Guidelines on how to develop innovative educational programmes for young leaders in grassroots sport management field.

Are you a trainer or a teacher involved into grassroots sport organisations? Are you a manager or a coach of a grassroots sport organisation? Those Guidelines are addressed to you. **YOUAca Guidelines** would help you to set up a new generation of young people involved in your sports organisation's activities and social decision making at all levels. Your sport organisation is able to become a platform through which young people can acquire skills and knowledge and develop them on the field. In this way, our movement, the grassroots sport movement, can be the elective place for young people and adults where a passing of the torch is possible through an effective and structured inter-generational dialogue. We will be able not only to have a new generation of leaders in sport management, but we will develop skills that young leaders can use in different professional sectors.

In these guidelines you will find a method that is the result of a one-year project. "YOUAca - Preparatory works for Youth Academy of Grassroots Sport" is an Eu co-funded project, coordinated by CSIT, the International Workers and Amateurs in Sport Confederation, to develop a platform of grassroots sport young leaders. In 2019 YOUAca involved 25 young leaders from Italy (AICS), Finland (TUL), Spain (UCEC) and Estonia (KALEV). The Guidelines you are reading now were written by the Trainers of YOUAca project during the development of the Educational Program.

After a general introduction of the context and the methodology of the YOUAca project, the other chapters will be focused on how to implement an educational program aimed at setting up a new generation of young leaders. **You will get useful tools and information following the different phases through which you can start up a YOUAca educational program:** how to design the training modules according to the trainees' needs; what kind of strategies and tools for each module; how to develop the skills learned according to the learning by doing approach; how to evaluate the skills and knowledge learned by the trainees.

Legend:




- The box with black borders is for theoretical definitions. 
- The box with green borders is for the tools that trainers can use. 
- The chart green and white is for the exercises addressed to your trainees. 



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CSIT, the International Workers and Amateurs in Sport Confederation, has a great history, made of 106 years; in fact, CSIT was established in Belgium in 1913. We know how much the world has changed in the last years. We also know that we need to invest in the future generation, in order to enable our Confederation to face the challenges of the world.

CSIT Executive Committee, that I'm leading, decided to promote YOUAca project as an important strategy to open our Confederation to young people through the establishment of a permanent group of young leaders. The goal is to capitalise the expertise of seniors and oldest members and to promote the exchange towards the new CSIT generations. In this way, through the development of skills and knowledge in grassroots sport management, we guarantee the continuity and the high quality of our work.

As current managers of this Confederation we are aware that we have to listen young people ideas and plans: young people are more able than us to be connected with the new aspects of society. For this reason, I think that the cooperation and the dialogue between seniors and young leaders enable our Confederation to have new ideas and projects.

We have the great honour of running a Confederation, which is more than 100 years old, through project like this, we have the possibility to guarantee the life of CSIT for at least the next 100 years.

CSIT President,
Bruno Molea

Working group “Youth” is one of the official activities of CSIT. Our goal is to strengthen the position of young people within the organisation and contribute the CSIT values and knowledge of sport life in general. We are convinced that youth will bring new alternative ways of thinking, fresh ideas and new sports to CSIT family. At the same time CSIT is developing and strengthening.

We gather young people together and offer them international platform to debate, share national and local experiences and improve their sport leader skills. In the future our active young leaders` group can come up with new ideas, build a network with experts and make proposals for example to ExCom or Ordinary Congress. It is important to offer them facilities to be free from hard financial and formal obligations. All action is based on fun.

CSIT Vice President – in charge of Young Leaders policies,
Anu Rajajarvi



CSIT Executive Committee

Context and objectives

Why it's crucial to support a culture of educational programs into the sport organisations' visions and policy plans

If you're reading these Guidelines maybe you know that, currently, in sport organisations at grassroots level, adults and seniors are more than young people. Usually, young people are engaged mostly in voluntary activities, but they don't have the real opportunity to improve their skills in order to build their path into the sport's sector.

Since lack of young people is not only a local or national problem but also a European issue, policymakers are getting older and decision making becomes more bureaucratic.

There is a real need for young people to be assimilated in organisations' structure. At the same time, the sports culture is changing. Long-term and regular exercise is no longer attractive for all young people. Today's young people increasingly want to create their own hobbies and leisure time activities, experiment with different types of sport and practice freely without a specific schedule or a specific placement. Moreover, since the youth unemployment and NEETs rate is currently high, the structured engagement of youngsters and young adults into Education Programs and their active participation at the planning, stage and dissemination of sports events into sports organisations become a great opportunity.

In order to improve the situation, CSIT, the International Workers and Amateurs in Sport Confederation, with a partnership of 4 National sports organisations coming from 4 European countries (AICS/Italy; TUL/Finland; UCEC/Spain and KALEV/Estonia) put into place the project **"YOUAca - Preparatory works for Youth Academy of Grassroots Sport"** aimed at **supporting a culture of Educational programs into the sport organisations' visions and policy plans.** The encouragement of dialogue and mutual enrichment with senior sports leaders are the main strategies of this innovative educational pilot program aimed at

developing skills of youngsters and young adults in grassroots sport management.

The project wants that **our sport organisations become platforms through which young people can acquire skills and knowledge and develop them on the field.** We think that sport organisations can be the elective place for a structured intergenerational dialogue between young people and adults. That is the perfect field where skills learned can be used by young people, not only at sport management level, but also in many other professional sectors.

This is a step forward to set up a new generation of young people involved in our sports organisation's activities and social decision making at all levels. This is an opportunity to get new and fresh resources! Let's face together the challenges of the future investing in the ones who will be in charge of the future: young people!

2

Methodology

The main pillars of the Educational Program.

YOUAca aims at providing a high quality and multi-perspective education to you who may be a sport instructor, a trainer, a PA teacher, a Manager in charge of the young sector of your organisation. Young participants will be the actors of the program together with the senior leaders of your organisation according to the 2 main pillars of the program: the learning by doing approach and the intergenerational dialogue method.

Learning by doing means to learn things and then to put them in practice. Take into consideration that for each topic, after a theoretical part, a practical one must follow, where young people are asked to experiment the knowledge learned (to turn up knowledge into basic skills). You will see in the next chapters that we are going to suggest tools on how to enable young participants to experience everything they learn: how to handle the financial aspects of a sport event, how to organise and carry out a public seminar, how to manage a group etc. As you will read after, we are going to suggest you to involve your trainees in the designing of project ideas according to the lessons learned through the dialogue with their organisations.

This Guidelines aims at establishing **open and common platform for young leaders** and senior leaders to meet and share experiences through **the intergenerational dialogue**. In order to understand youngsters' point of view involving them in the decision-making process, you will see how to provide a convincing channel between future policymakers and current leaders.

The use of **participatory and co-design methodologies** will guide you into the implementation of intergenerational dialogue. Trainers of this educational program have the role of facilitators who allow the development of a fruitful community dialogue through which it will be possible the co-creation



Check the link below to see the senior leaders involved in the project YOUAca:
<http://www.youaca.eu/intergenerational-dialogue/>

and implementation of initiatives. For each topic you are asked to invite managers, coaches, trainers and leaders coming from the field of grassroots sport management. Your trainees will have the opportunity to focus the topic in a more interactive way and at the same time it will be an easy way to meet experienced seniors and share with them ideas and experiences.



Assess and share

Design the training modules according to the young participants' needs

When you do not know perfectly the characteristics of your learners, as it may be in a project gathering youngsters from different nationalities and sports organisations. It is well, firstly, to wonder which are the most suitable communication functions to get into relationship with the trainees. This will allow you to define the aims you want to achieve in the best appropriate way. These aims should emerge from their own needs and ideas. Learning, of course, is not built on the land of nothing: the learner uses what is already in his personal repertoire. This one could be not immediately available, for this reason you should put in practice some strategies to recall them to the surface. This operation will allow you to know trainees' skills, talents and competences.

Discovering new notions

To know the pre-existing abilities and skills in heterogeneous groups, it is important to fix – first of all – some notions, in reference to the skills each of us possesses or that would like to implement through a specific training. You can start from the basic difference between:

Soft skills: They are subjective skills that quite hard to quantify. Also known as “people skills” or “interpersonal skills”. Soft skills relate to the way you interact with people.

Examples of soft skills could include:

- | | |
|-----------------|-----------------------------|
| - Communication | - Persuasion |
| - Flexibility | - Problem Solving Abilities |
| - Leadership | - Teamwork |
| - Motivation | - Time Management |
| - Patience | - Work Ethic |

Hard skills: They are teachable abilities that are much easier to quantify. In general, you can learn

hard skills in the classroom, through books or other training materials, or on the job.

Examples of hard skills could include:

- | | |
|-------------------------------------|---------------------------------|
| - Proficiency in a foreign language | - Computer programming language |
| - Typing speed | - Machine operation |

According to the Aalto University, a **Learning Café** is an exchanging experience «built on the assumption that people already have within them the wisdom and creativity to confront the most difficult challenges» (more info at <https://bit.ly/2rcEoYx>).

Learning to know each other with the learning café
In order to ask your audience to mirror their own expertise, with previously unveiled concepts you can utilize the Learning Café method.

The analysis should include four parts: Soft skills I already have; Soft skills I want to improve, Hard skills I already have; Hard skills I want to improve. For example, in our project the trainees find out following skills:

Soft skills I already have	Soft skills I need to improve
Communication (language)	Availability
Problem solving skills	Focusing
Group management	Braveness
Motivation	Politeness
Reliability	Responsibility
Empathy	Skill to say no
Self Confidence	
Hard skills I already have	Hard skills I need to improve
Informatic/IT	Bureaucracy knowledge
Video Editing	Financial skills
Social Media	Economic and Administrative management
Writing/reading	Sponsorship relations
Marketing	

It is important to discuss with the trainees those findings, dividing them in groups and asking them to explain each other their own skills. You can give them a sort of guide-lines questions:

Answer to these questions
How am I achieved these skills?
Where? In which context?
Was it difficult to master them?

According to what emerged by the Learning Café, we designed the following 3 training modules:

1. **Leadership skills** → to develop leading group skills in job field
2. **Management skills** → to develop basic management skills and knowledge in grassroots sport field
3. **Communication skills** → to develop skills on how to disseminate grassroots sport events

YOUAca Training Modules

4.1 Leadership skills

In order to act as a leader and to work in a group, it is important to understand the concept of personal skills and have knowledge about how to manage these skills. As a young leader, a person needs to develop himself or herself in everyday life and in contact with other actors from different backgrounds. The life is a “social game”, where people meet each other’s. The one who has best knowledge in handling their skills has an advance in a social game of many actors.

In our training the goal is to use intergenerational dialogue to strengthen the skills of youngsters. By understanding the background and the mindset of current policy-makers, the candidates can achieve an important knowledge to strengthen their skills. This chapter is a guideline to strengthen personal skills of young leaders. In this chapter we concentrate ourselves in soft and group work skills.

To learn useful tips and strategies to manage some personal skills in the field of social environment

In this paragraph, we aim at going deep in understanding the different aspects of personal skills. The first concentration point is in soft skills and social relations. The goal is to understand actor’s role as a subject and a team player in a group of people, and behaviour of other actors in the same group. Self-mirroring and understanding a background of another people as a motivator of behaviour is the second concentration point.

It is important to open your concepts first. Please open following concepts to your audience. These concepts of human social interaction are a basic starting point for an actor to understand their role as part of a broader set of actors.

CONCEPTS TO SHARE AND UNDERSTAND:	
Interpersonal skills: Interpersonal skills are qualities a person uses to interact with others	Social network: Social network means relationships formed between people, groups of people and organisations (society is one model of social network).
Social constructivism: It is a sociological theory of knowledge according to which human development is socially situated and knowledge is built through interaction with others.	Social capital: It refers to those factors of effectively functioning social groups that include such things as interpersonal relationships, a shared sense of identity, a shared understanding, shared norms, shared values, trust, cooperation and reciprocity.

After opening these concepts, it is important to concentrate in to the most important personal skill of all interpersonal skills. It is also the hardest to handle and it needs time to concentrate in: emotional/ social intelligence.

Emotional/social intelligence is the ability to understand one's own feelings and those of others, and to handle those feelings well. To understand the concept better you can use this video to help your trainees:
How to read people - steps to become socially intelligent
<https://www.youtube.com/watch?v=EFmjOzyxMk&t=122s>

Find below some tasks that you can give to your trainees in order to develop the concepts above:

Questions:

Note that:

If there are difficulties to find out answers, please use the picture and information to be found to this link:
[Boss vs Leader - What's the difference? — Malabya Tewari - Drupal, Devops & Web.](#)

1. Take a 5 minutes chat with your partner over the next subject:

What is the difference between terms “a boss” and “a leader”?

What kind of personal skills do you need to be a good leader?

2. Share your thoughts after a chat and share with the classrooms

- Share roles between trainers. An ideal situation is that you have at least 4 trainers.
- Chose different personalities for these role players. Be sure that they differ from each other.
- The roles to use: a conservative chauvinist, a liberal yes person, realistic person with aspects of economy and a sceptic person.
- Divide your trainees in groups.
- Give them 15 minutes to organise their presentations.
- Give them feedback during their presentations playing your chosen role.

- Give your trainees a task to fill a questionnaire which finds out the teamwork role. There are many suitable and free tests to find out your team role. We used the one which is to be found behind next link: <https://www.123test.com/team-roles-test/>
- Share the definition of each role with the classroom.
- Ask them to answer to the questions you find in the chart on the right.

“Dragons den” role play:

1. Each of you is a different role of a football team with different personalities: the task is to take a decision about the new team's shirt:
You have 15 minutes to prepare a presentation. Including these aspects: chosen colour, shirt branch, sponsor etc.
2. Present and sell an idea of the new football team shirt to head of your club's board.
3. Share your thoughts with the classroom answering to these questions:
How did you feel the situation?
Did you notice what kind of personalities there were in front of you?
Was it easy to play your role?
What did you learn from the situation? Did it help you to understand little bit more how to co-operate with different types of personalities?

Evaluation of skills and knowledge developed

In order to understand how the trainees act their own role and personality as a player in the team, you can use these tools to answer to the question:

1. What kind of team work personalities are there?
2. What kind of team work person am I?

Find below 2 exercises you can propose to your trainees:

1. Find out your team role

Share your thoughts with the classroom answering to these questions:
What kind of role did you get? Did you feel familiar with this result?
What are the differences between the roles?
Why is it important that a team has people playing different roles?

2. Four corners, four team work personalities

- Take 4 papers and put them all at different corners of the room.
- Write on first paper "leader", on second one "listener", on third one "moderator" and on fourth one "questioner".
- Ask your trainees to go to the corner that suits best to his/her team work personality. Ask them to discuss in chosen group about the role answering to the questions in the chart on the right.

Share your thoughts with your group answering to these questions:

How does the role behave / what does it do? What is typical of him?

Is the role your typical role?

Are you willing to try other roles?

**Go to another corner and choose another role you want to try or develop in your personal life.
Debate again about the weaknesses and strengths of the role you chose.**

YOUAca Training Modules

4.2 Management skills

- Find out and clarify to your trainees what your national organisation is doing.
- Ask them to draw an organisation chart and to present the different sectors of activity to other members of the group.
- Ask to your trainees to work in group.

(box 1)

- How everything started: the first steps in the club/organisation.
- The importance of developing knowledge and skills.
- A leader can't be a leader without the support of people around him.
- The role of personal skills such as stress, tolerance and time management.
- The challenges a leader can encounter.
- The values of tolerance and respect.

(box 2)

Get to know organisations and decision makers

The starting point for this module is to move from the local level to the national level and eventually to the international level. It's possible that your participants had pre-existing experience of running a local sport club, the aim of this module is to increase understanding of the organisations' activities at national and international level. You shall remember to your trainees that in order to be successful leaders they need to know the structures and decision-making systems (box 1).

The dialogue between senior experienced sports leaders and future young leaders is a successful strategy. You can involve all the key roles of your organisation in order to promote knowledge on your organisation and its various areas of operation.

President, Vice President, General Secretary, Sport Director are asked to bring their own experience and expertise.

During the dialogue, the face became familiar, networks expanded and the threshold to contact personally later fell. Young leaders can also highlight their own experiences and personal interests that could be useful to your organisations. It is possible that the Sport Director will recruit new staff for subsequent sport event organisation from the present Young Leaders.

One part of this section can be dedicated to tell about a personal story as a decision maker. Find in box 2 some aspects that should be emerge by the stories told by the senior leaders.

How to organise an event?

The most effective approach to deal about how to organise an event in grassroots sport field is to ask to your trainees if they have never been involved in some events' organisation and to share the experiences they have gained from them. "How much toilet paper is needed for 7000 persons for four days?" and other unexpected questions can come up.

- How the administration size affects the effectiveness of the management: too small working group can end up in situation where not everything is done; Too big and multi-level management can paralyze it because it is too bureaucratic.
- Scheduling tasks as strategy to facilitate event organisation and communication.
- Talk about concrete tools such as to-do list or calendar that help the management half a year, one month, one week, one day or one hour before the event.

(box 3)

- Involve a club or an organisation in this learning by doing activity.
- Ask them to share the event/activity's aspects.
- YOUAca suggests you to involve into the explanation coaches and managers but also members and volunteers. They can bring their perspective from the inside.
- Organize a "training on the field" or a lesson: ask to your trainees to practice!

(box 4)

It's important that you deliver to your trainees a theory section dealing with organising the event in general, building the event organisation (event management) and scheduling. Find in box 3 some crucial aspects to be discussed in classroom.

During the lectures, ask young people to reflect on the qualities of a good event coordinator as a group work. See in the box below the results that can emerge:

What kind of skills do you think a good event coordinator should have?
Great Interpersonal Skills
Flexibility
Energetic
Creative and Innovative
Keen Eye for Details
Good Time Management Skills
Passionate and Enthusiastic
Leadership Skills

Dealing with sport event organisation and management, YOUAca suggests you to invite project managers who have been involved in different kind of sport events organisation and at different level: design; management of logistic and transports; insurance and sport facilities; ICT tools; sources of funding. Remember to talk about what were the criticalities and how they were managed. Illustrate concrete examples of incorrect financial plan and overestimated number of participants. In conclusion, try to turn into funny moments your intergenerational dialogues. According to the learning by doing method, to be involved in the organisation of small sport activity is fruitful for your trainees (box 4).

Event planning – long check list

In order to promote knowledge and skills in the field of grassroots sport management, YOUAca educational program suggest you to use the technique of check list for each step of an event's organisation. Find below a tool you can use with your trainees.

IDENTITY AND PLANNING OF THE EVENT	EVENT ORGANISATION, ACTION PLAN AND TIMING	INFORMATION AND MARKETING
<ul style="list-style-type: none">a. Why the event is organised.b. Which event - the name.c. For whom.d. When: date and time, and duration (Is it appropriate for the target group? Are there any duplicate events known?).e. Where: place, space, address (Is the place suitable for program content with technical solutions? Is the place logistically sensible?).f. Are there realistic possibilities for the realization of the event in a timetable and financial manner?g. What larger entity does the event involve and what is its role in it?	<ul style="list-style-type: none">a. Timing and the division of labor is something that is repeated through the production process. It is important to share the work on the day of the incident as well as during the demolition process.b. Division of labor.c. Who is responsible for what and who does what.d. Schedule, by which time anything is cared for or ready.e. Take note of schedule possible self-contained delays.f. Co-workers.g. For the event to proceed smoothly, the actual event day responsibilities, schedules and details to be agreed in good time.	<ul style="list-style-type: none">a. All communication out there is information and marketing.b. How things are communicated to the public directly affects the popularity of the event.c. Why and to whom the event is organised is also good to keep in mind through this area.d. Think about how best to reach the target audience of the event.e. Design your marketing material.f. Make sure you have at least the following information channels: print and social media, leaflets, posters, pending tips (free).

GENERAL (Examples of the most common things that need to be done when organizing an event)	FINANCING	PERMITS
<ul style="list-style-type: none"> a. Booking venue, signage, order control and security, first aid, ticket sale. b. Decoration, structures and furniture - necessary tables, chairs, etc. c. Waste management and cleaning. d. Sound and light technology, electric - the required amount of electricity and quality (current) power lines, lighting, etc. e. Toilets. f. Lost and found. g. Flagging. 	<ul style="list-style-type: none"> a. Financing is often a crucial part of event production. Keep track of the economy all the time. b. Make such reasonable and realistic budget as you can and then add 5% for extra costs. c. Split estimate expenses and incomes into smaller parts in advance. d. If the budget seems to overrun: cut expenditure on the most expensive things, find new sponsors, remember ticket sale and dynamic pricing and count on volunteers. e. Several scholarships will come apply for several months in advance, so you should have a reasonably accurate plan of the event. f. Purchasing partners and sponsors. 	<ul style="list-style-type: none"> a. Event notification to police: Rescue plan, regional map, liability insurance. b. Tax, if music is played at the event. c. Land and lottery permit. d. Permission to serve and sell food and alcohol. e. Noise message license. f. Tobacco Act - In principle, smoking is always prohibited in the event area.
		<div data-bbox="777 906 1098 983" data-label="Section-Header"> DISCONNECTING THE EVENT </div> <ul style="list-style-type: none"> a. Unloading - area cleaning. b. Return of loan equipment. c. Post event evaluation. d. Thank everybody!

Hereby a graphic tool that you can use in order to summarize the main steps of an event organisation process.



Case – Organising a training camp

If you are interested in starting up an educational programme, YOUAca suggests you to organise a training camp. A camp is a good idea when you are training a group of young people. Since there will be the possibility to spend some days all together, it's a perfect strategy both to boost team building and to focus on the training modules.

Preparations & to do list

Involve in the organisation of the camp your young participants. It's always time to develop skills. Establish a camp committee composed by young people who will attend the camp in cooperation with a manager together with the administration office that can coordinate them. Find in the box below the most important steps that you shall consider together with your young participants organising a camp (box 5).

- Choose time and place for the camp.
- Collect an organising team and volunteers if needed on the camp.
- Share responsibilities and allocate clear tasks to your team.
- Keep meetings every time you feel to need them (there are never too many meetings).
- Inform attenders about schedule and facilities of the camp.

(box 5)

Go to this link to read about the YOUAca training camp in Kisakeskus – Finland.

<http://www.youaca.eu/2st-transnational-meeting/>

Watch some promotional videos that YOUAca young leaders realized in order to present the Training Camp.
<http://www.youaca.eu/>

It's important to choose a good location. YOUAca suggests you to set your camp in a naturalistic environment in a multifunctional structure that can offer many opportunities: from movement in nature to indoor sports as well as training, and also accommodation (box 6).

Find here a short to do-list that you can use both as a theoretical explanation in classroom and as a tool to share with your trainees when you are organising the camp.

(box 6)

TO DO LIST		
Division of tasks	Budget	Accommodation & logistics
<ul style="list-style-type: none"> a. Camp working group: designation of responsible persons in different areas b. Use of electronic meeting system. c. Information sharing is caring. d. Communication with international executives is important. 	<ul style="list-style-type: none"> a. The economic side of food choices. b. Clear guidelines form the project management to other actors about amount of money to use. 	<ul style="list-style-type: none"> a. Room sharing. Gender issues. Cultural background. b. Facilities. c. Logistics and time tables.
Activities	Dining	Modules
<ul style="list-style-type: none"> a. Involve local sport clubs. b. Present local sports culture. c. Not just classroom exercises but also culture (Arts and crafts; local attractions; movie and theatre). 	<ul style="list-style-type: none"> a. Share traditional cuisine. b. Pre-screening for food allergies and special diets. c. Seating arrangements with meals (grouping). 	<ul style="list-style-type: none"> a. The clear purpose of the modules. b. Not too much for one day. c. Remember pauses. d. Groupworks. e. Importance of grouping.

YOUAca Training Modules

4.3 Communication skills

If you are interested to develop a new educational program addressed to young people in grassroots sport management, it's extremely necessary to focus on communication skills. Grassroots sport organisations are often old and they seem to be distant from the new communication channels. Nowadays, we live in a fast and always connected world where sometimes it's not enough to do activities, projects or events, but it's the way through which they are communicated that is an essential step for the improvement of our activities.

We started from the assumption that young people are usually confident with the new media and they have fresh new ideas on how to communicate what they do. Nevertheless, you could encounter these weaknesses in your trainees to be improved:

- A lack of confidence with how to present ideas to an audience, especially in English.
- General skills to record and edit videos for fun but not for professional contents.
- A gap between the use of social media in private life and job places.

In order to improve these weaknesses and to fill the gap between their general knowledge on new media and how to use them in a professional way, YOUAca trainers developed the "communication skills" module according to these three topics: Public Seminar; Promotional video; Networking tools.

Public seminar

As first general recommendation: don't be afraid to give the floor to your young members! They need their opportunities. It's up to us as trainers or managers to promote the use of methodology and strategies that enable to reach the goal.

YOUAca educational program ask you to involve young participants in the organisation of a final seminar aimed at spreading the project's outputs

The challenge is to overcome the “classic” seminar format in which who is on the stage speak, the audience listen, at the end some embarrassed questions waiting for coming back home. YOUAca aims at promoting an interactive seminar format in which the contents are produced through the interactions between audience and speakers.

(box 1)

and results to an audience composed by senior leaders and experts of grassroots sport organisations, institutional stakeholders and other young people involved in sport.

First of all, what is a seminar for YOUAca?

You can use the two strategies you find below in order to promote skills in designing and managing public seminar and “out of box thinking” presentations (box 1).

How to design and manage a public seminar

The aim is to develop tools and skills on how to stage a public seminar according to the 2 main strategies of the project: learning by doing and intergenerational dialogue.

To do this it's important to enable young participants to turn into seminar's coordinators giving them roles and tasks.

PROCESS	Welcoming	Presentations	Networking activity	Chairman
TASK	Preparing and delivering welcome packages.	Preparing the presentations.	Designing the questions to do to the sport managers.	Preparing speeches to introduce the seminar and to give the floor to the speakers.
	Collecting the participants' signatures.		Managing the final discussion.	

When you co-design and share the “Seminar Agenda” with the young trainees, remember to take into consideration these main phases in order to design an interactive seminar focused on the exchange of experiences between young and senior leaders in the field of grassroots sport management:

YOUAca project evaluated as best method to promote interactions during the seminar the World Café Method. An interactive approach that enable to deepen and stress the topic through the dialogue around a question.

Our main question was: "What are the tips and suggestions young people should follow to become a sport leader in the field of grass-roots sport management?"

Find more info and materials about this smart method here: <http://www.theworld-cafe.com/key-concepts-resources/world-cafe-method/>

Deepen the topic

- Presentation of best practices at local level on the topic of educational program in sport by partners of your organisation.
- Young participants present their own experiences and ideas.
- Senior leaders present their own path to become a leader.

Promote the interactions

- Don't wait for questions, create them before!
- Networking activities driven by young leaders in order to promote exchange of experiences and to focus some aspects.

Collective Discussion

- Young participants present what emerged in the networking activities collecting questions and promoting discussion.

"Out of box thinking" presentations

In a framework of a public seminar that aims at being fresh and interactive there is the need to design attractive presentations.

An elevator pitch is a brief, persuasive speech that you use to spark interest in what you are doing. You can also use them to create interest in a project, idea, or product – or in yourself. It means that in few seconds you should clearly inform the audience about what you are talking about.

(box 2)

In order to avoid very long and boring speeches YOUAca focuses on the elevator pitch (box 2).

One of the main pillars of YOUAca educational program, according to the learning by doing method, is to give the floor to the young participants in order to re-elaborate what they learned in classroom or to present the project ideas. So, preparing elevator pitches is a good way to develop in young people skills on how to present their ideas and projects.

1. Share with your trainees the following tips to do an Elevator Pitch.

Prepare your presentations according to these criteria

- Time: from 1 to 3 minutes
- Slide: maximum 5 following these topics:
 - why is important
 - to whom is addressed
 - what the main activities are
 - the budget foreseen
 - what the results

2. Give defined criteria that trainees must follow elaborating the pitches:

Tips on how to do an Elevator Pitch

- At first write down what are you going to tell your audience.
- Write many descriptions what are you planning to offer and to whom.
- Write a story about how you are going to help your audience.
- Shorten your story to be an elevator pitch.
- Practice your pitch.
- Take a video.
- Sleep over night.
- Look thorough your video and show it to your colleague. Have a chat, what went nice and wrong.
- Practice your final version.

3. Dived into groups the trainees and support them while they are working and ask them to select one or more representatives to present their works in a collective rehearsal.

- Divide your trainees into groups.
- Give them clear criteria in order to design the video: Goal / Duration / Style change depending on: subject, channel, target audience.
- You can deepen the topic here: <https://medium.com/swlh/how-to-create-a-promotional-video-707fa7a63019>
- Ask them to do the exercise in the chart on the right.

(box 3)

Promotional Video editing

What we do every day it's important and of course effective but sometime it's not enough. Nowadays, if we don't communicate what we do, our ideas, activities, projects or events risk to not exist.

It's necessary to share this issue with our young trainees stressing that each content needs to be spread through different channels, and the choice of the channels is linked to several aspects that we can summarize in these three questions: what; to whom; why (box.3).

It's true, young people have often more skills than us in social media and video recording, but it's necessary to implement these skills according to specific objectives following a method.

Test your trainees asking them to select and participate to a sport initiative of your organisation and making a video to promote it through a specific social media. Otherwise, if they have a project idea that they want to present they can use the same method below to promote it. Don't forget that to do a good job, it's necessary that young leaders participate actively to the sport initiative they will select!

Be creative!

Remember. Don't take for granted that young people know how to use networking tools such as Google Drive, Google Doc or video calling platforms. Since YOUAca aims at promoting the international exchange and partnership, take in consideration to spend some hours to give exercises where your trainees have to use that tools to do things in practice!

Plan the activities necessary to record the video answering to these questions

What: Describe the main messages of your video.

How: Describe the idea of your video (style, tone, the main strategies and tools you want to use).

Where, When and Who: Do a plan of what you want to record dividing the tasks.

Remember, it's not always necessary to hire a professional video maker. There are a lot of free apps that you can easily use. Check here:

<https://blog.hubspot.com/marketing/best-video-editing-apps>

5

Learning by doing phase

Working with sport organisations at national level in order to design new project ideas

The aim of this phase is to implement the skills that young people have developed during the training sessions turning grassroots sport organisations into platforms where to develop the skills learned. It's time to ask young people to put in practice what they have learned. YOUAca suggests you to ask your trainees to work on design and development of new ideas. According to the intergenerational dialogue strategy, don't forget you should involve your trainees into the organisation's structures and activities, in order to have concrete ideas of changing for your organisations. Ideas that, after an evaluation, they will be ready to be implemented by the new young leaders together with the management of your organisation. Find below 4 types of exercise aimed at developing skills in project design and in promotional video editing.

To check the project ideas developed by YOUAca young leaders, go to this link: <http://www.youaca.eu/project-ideas/>

Remember that it's better to ask your trainees to work in group in collaboration with the management of your organisation. Then it's fundamental to give them indications in order to prepare power point presentations of their ideas.

Design a project in the field of sport	Proposal to overcome current criticalities of your organisations
Design a project idea that you would like to propose to your organisations in the field of grassroots sport.	After involving your leaders in order to collect information and participating to at least one event, design 3 proposals to overcome the current criticalities of your sport organisations. Proposals that you will be able to carry out in the future.
Interview your leaders	Promote your activities/events
Edit a video interview to your organisations' leaders to help the project to tell outside what are the main challenges we aimed at facing concerning the future of grassroots sport organisations.	Select and participate to a sport initiative of your organisation and make a video to promote it through a specific social media.

Evaluate and improve

Evaluation of the skills developed through the intergenerational dialogue

Advisory Board

Every time you asked to your trainees to design proposals take into consideration to ask them to present their outputs. After listening their ideas give them feedback on how to improve their ideas according to indicators.

Don't forget to declare indicators and objective before the evaluation so that they can work on their ideas knowing how monitor the objective's achievement.

Then, ask trainees to implement their ideas according to the feedbacks they received!

(box 1)

Role playing

Role-play is a technique that allows students to experiment situations by interacting with other people. The aim is to develop management skills in a realistic environment, where the other trainees have their own roles that they have to play.

It's a perfect tool if you are interested into test how your trainees are able to manage a controversial during a meeting board or what kind of strategies they put in place in order to allocate budget or resources.

(box 2)

YOUAca educational program doesn't mean evaluation as a formal action aimed at scoring the outputs produced by participants or their skills and knowledges. We mean evaluation as a participatory and collective process where all the actors involved in the process exchange ideas on how to monitor the achievement of the objectives for the strategies planned. The challenge is to promote skills on evaluation and monitoring through the active participation in evaluation process.

Form the other side, evaluation is also a tool for the trainers and the leaders to obtain information and feedbacks about the educational and organisation's proposal.

It's clear that the intergenerational dialogue is the main tool to assess the skills and the outputs developed by the trainees in order to give them indications on how to implement them.

YOUAca promotes some tools that enable the active participation of young and senior leaders in the monitoring and evaluation process. We suggest to think about interactive experiences where young trainees experiment real situations they could face in job places (find two exemples in box 1 and box 2).

Another tool that an educational program shall use in order to evaluate the knowledge and skills developed by the trainees is the questionnaire. YOUAca suggest you to have 2 questionnaires, one to monitor at mid-term and another one at the end to evaluate the results and understand what impact the project had. In order to plan the next steps of the program and to understand the resources the organisation is able to involve and how.

Find below the questions of the YOUAca final questionnaire. You will see that there are some open questions aimed at assessing the skills developed in the management of real situations and some other that ask the trainees to evaluate themselves so to match their perceptions with our evaluation of their skills.

Skills to be evaluated	Question
MANAGEMENT SKILLS	According to what we have learned, describe which are the main steps to follow in order to design a project idea in the field of grassroots sport.
PERSONAL SKILLS	Imagine that you are the manager of a sport event and you have a problem with a group of volunteers of your organisation involved in the event. Describe briefly which strategies you would use to manage the problem.
PUBLIC COMMUNICATION SKILLS	You are at a conference and you are presenting your “learning by doing” project idea. A participant from the audience asks you what are the 3 main obstacles that the project could face if it would be realised. Write the 3 obstacles and which strategies you would use to manage them.
MONITORING QUESTION	According to the objective of the project (to develop skills and knowledge in the field of grassroots sport management), how much do you feel that you have developed your skills? (from 1 to 5)
	Tell us the first 3 skills you felt to have developed.
	How do you evaluate the project proposal you designed? (from 1 to 5)
PUBLIC COMMUNICATION SKILLS	If you should invite another young member of your sport organisation to join us, what would you tell him about this project?

What we want

The impact of a new generation of young leaders

The guidelines we described in the previous chapters are a tool that the project YOUAca aims at giving to every manager/coach/trainer who aim at setting up a **new generation of young leaders** involved in sports organisation's activities and social decision making at all levels. If the educational program was effective, in the next future we would be able to see the impact both on young trainees and on our organisations.

From the point of view of a **single participant**.

YOUAca educational program brings added value to the young participants by enabling the **creation of personal social networks and long-term cooperation**.

Young people **experience values of respect and inclusion coming from grassroots sport and gain a strong peer group**.

This group **can share ideas** from good practices as well as help in problem situations.

Achieved competences and networking allow young participants to **create their own paths** to apply for additional training and get a profession. Our direct goal is to get all the participants to continue in local clubs and in **various managerial positions in different levels**.

From the point of view of **grassroots sport organisations**.

To get **new players and fresh perspectives** for developing your own organisation's activities. YOUAca aims at making it possible for grassroots sport organisations to continue to engage with young people who are familiar with and see potential development in it.

The tools and recommendations these guidelines gave you are ready to be used in order to enable managers, leaders, trainers and coaches in the grassroots sport field **to develop and change their organisation in an open way** so that the opinions of young people were considered, and their action proposals can be implemented in practice.



Be Active!
Let's prepare together
the next generation
of leaders in grassroots
sport field!

YOUAca PROJECT STAFF

Project Manager: Cosimo Renzi (CSIT). **YOUAca Trainers' Team:** Anu Rajajarvi (TUL); Riku Ahola (TUL); Susanna Mantioni (AICS). **National Coordinators:** Roberto Vecchione (AICS); Anu Rajajarvi (TUL); Joan Güell (UCEC); Alexander Tammert (KALEV). **Supervision:** Valeria Gherardini (CSIT). **YOUAca web site manager:** Roberto Vecchione (CSIT)

YOUAca Guidelins Editing: Cosimo Renzi (CSIT) Patrizia Cupo (AICS);
Design: Integra Solutions

PARTICIPANTS

Senior Leaders

Bruno Molea (CSIT President); Wolfgang Burghardt (CSIT General Secretary); Henk Bouchoms (CSIT Sport Director); Anu Rajajarvi (CSIT Young Leaders policies); Yoram Arnstein (CSIT Enlargement & New Memberships and HAPOEL General Director); Palle Thomsen (CSIT Sport For All & Sport For Elderly People); Valeria Gherardini (Csit President Office/Eu Project Manager); Roberto Vecchione (CSIT President Office/ICT Manager); Roger Pedret (CSIT WSG2019 General Manager); Joan Güell (CSIT WSG2019 Chief Coordinator); Jaume Domingo (UCEC President); Sirpa Paater (Minister of Local Government and Ownership Steering); Birgitta Kervinen (ENGSO Honory President / IOC World Trophy Winner); Riku Tapio (Executive Manager Kataja Basket); Jarkko Tenkula (TUL Youth Director); Marja-Liisa Lehto (Karjaan Ura Coach); Rinah Ben Gershon (Mamanet CSIT Technical Commission); Monica Zibellini (AICS Responsible for MAMANET in Italy); Diletta Cigolini (AICS "Welcoming Culture and Inclusive Communities" Project Manager).

Young Leaders

AICS/Italy: Francesco Molea, Andrea Cecinelli; Alessio Silvestri; Michela Mori; Sara Cacioppo; Elisa Gazzola; Laura Stanzani. **TUL/Finland:** Inka Hietanen; Nea Kunto; Taija Luoma; Maiju Salonen; Satu Jarvinen; Milna Aalto; Lotta Aalto; Kristiina Kettula. **UCEC/Spain:** Pau Papasseit; Ignasi Merediz; Alba Galliano; Anais Crespo; Alba Domingo; Yolanda Molina; **KALEV/ Estonia:** Angelina Semjonova; Hannali Pihlängi; Eliise Abel; Daniel Kozelski; Mikk Meerents.



PARTNERS



**Consells Esportius
de Catalunya**



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