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Project:
**Re(IN)novating Marketing Strategy Across Semi-
professional Female Teams
(RINMSASFT)**

TRAINING FORMAT

Project Code:
612986-EPP-1-2019-1-DE-SPO-SCP





1. PROJECT INTRODUCTION

“Re(IN)novating Marketing Strategy Across Semi-professional Female Teams” (RINMSASFT) aims at strengthening competencies of managers of semi-professional female sport teams through an up-skill process related to marketing, communication, and visibility strategies.

The project pursues the specific Erasmus Plus Collaborative Partnership priority related to promoting and supporting good governance in sport with a specific focus on the major priority to foster and enhance gender equality in sport.

In the report made by the Committee on Equal Opportunities for Women and Men on “Discrimination against women and girls in sport” (Assembly, 2005) the section “Sponsors and funding” provides clear data and remarkable examples of the disparity regarding the minor matter expressed by managers towards female teams

RINMSASFT aim at tackling the challenge related to the well-known existing sponsorship and funding disparities between male and female sport teams at the semi-professional level.

Target groups of the project:

Amateur women sport team managers, Sport clubs, Sport Federations, Sport associations, NGOs, public authorities, external stakeholders, etc.

The project tackles the issue related to the insufficient or total absence of sponsorship and funding of semi-professional female sport teams which affects their sport performance in matter of inadequate facilities and equipment and with its often consequent enacted non-professional solutions to self-finance the expenses, always cause of a denigrating visibility for the team players

“Re(IN)novating Marketing Strategy Across Semi-professional Female Teams” aims at developing a technical training programme to support semi-professional female team managers in developing high-quality and successful marketing strategies targeted at making the team more competitive and appealing for potential sponsors.



Educational modules comprised in the Training Format (Good Governance, Marketing and Communication in the field of Sport, Digital Skills for Marketing Managers, Financial Sustainability strategies and mechanisms for Sport organisations, Crowdfunding Strategies, and Management of Sport Events).

The different modules comprising the Training Format will be processed into an educational programme taking into account the conditions of an actual training environment with Sport Managers.

2. AIM OF THE TRAINING FORMAT

“Attaining Marketing Strategies In the Sports Field” (AMSISF) Training Format for team managers focused on marketing strategy aimed at making the team more competitive and appealing to potential sponsors. The Training Format will be tested through local piloting (one per partner country). Training Format will be issued by a cross-analysis and matching between up-skill needs of managers of semi-professional female teams and development of a technical off-line and on-line Marketing Strategies-based methodological framework.

The Training Format will be based on technical off-line and online Marketing Strategies methodologies targeted at team managers focused on making the team more competitive and appealing for potential sponsors. The character of the Training Format will be based on results and insights achieved in the context of the educational curriculum.

3. METODOLOGICAL FRAMEWORK

The training format of the project **Re(IN)novating Marketing Strategy Across Semi-professional Female Teams** is designed for team managers in the field of Sport and NGO.



Classroom teaching is still one of the most effective training methods for acquiring new knowledge. However, you need to consider how to approach this method, as many managers will not respond well to learning from the book and it would be unrealistic to expect that people who have been in practice for years will be able to master such knowledge the most. Therefore, we will combine this training model with theoretical and practical tools. We need to interact and engage students and ensure that knowledge is retained using case studies and point to clear applications in their organization. This training program provides its students with a non-formal education course. It helps by using presentations that respond to the needs of different students, can go at different paces, and adapt to different training situations.

Different training methods are used during the lectures. The goal is to introduce participants to the different methods. Thus, they will learn about a certain topic through training not only through a special 'demonstration' but also to experience them as participants in real training situations during the course.

Most modules are based on input from participants. It is important that participants are active because their contribution is crucial in transferring knowledge from practice. The main role of the course leader is to challenge them to contribute through tactical inquiry and discussion, that each participant at the end of the model has the specific tools and knowledge needed to work in their organizations.

4. TRAINING FORMAT MODULES

The training Format is divided into the following thematic modules:

1. Good Governance in Sport;
2. Marketing and Communication in the field of Sport;
3. Digital Skills for Marketing Managers;
4. Financial Sustainability strategies and mechanisms for Sport Organizations;
5. Crowdfunding Strategies;
6. Management for Sport Events.



MODULE 1:

Good Governance is Sport

Theoretical introduction

National governance requirements for sport

In 2004, the Council of Europe /CE/ was the first intergovernmental organisation which highlights the importance of Good Governance in Sport. Among other beneficial impacts, it namely widens the status and popularity of sport, strengthens the autonomy of non-profit and non-governmental sports organisations in the civil sector and promotes sport as a vehicle for participation, health as well as social integration. The Recommendation follows Resolution No. 1 on the principles of Good Governance in Sport adopted in 2014 at the 10th Conference of European Ministers of sport. The recommendation defines good governance as: **“a complex network of policy measures and private regulations used to promote integrity in the management of the core values of sport such as democratic, ethical, efficient and accountable sports activities”**. It invites governments of member states to adopt effective policies, procedures, and measures of Good Governance in Sport which include the following requirements: **“democratic structures for non-governmental sports organisations based on clear and regular electoral; procedures open to the whole membership; organisation and management of a professional standard, with an appropriate code of ethics and procedures for dealing with conflicts of interest; accountability and transparency in decision-making and financial operations, including the open publication of yearly financial accounts duly audited; fairness in dealing with membership, including gender equality and solidarity¹**. Besides their direct interest in sports, governments also bear the responsibility, through criminal law, for preventing and responding to breaches or threats to human rights, the rule of law or the public order, health and safety. Criminal cases in a sport-related context must be investigated and prosecuted as in any other field, to establish the truth and bring to justice anyone responsible for breaching the law.

¹ Recommendation Rec(2005)8 of the Committee of Ministers to member States on good governance in sport
<https://rm.coe.int/09000016808ec28f>



Good Governance is an approach to government that is committed to creating a system founded in justice and peace that protects individual's human rights and civil liberties. According to the United Nations, Good Governance is measured by the eight factors of:

- Participation;
- Rule of Law;
- Transparency;
- Responsiveness;
- Consensus Oriented;
- Equity and Inclusiveness;
- Effectiveness and Efficiency;
- Accountability.

Learning Outcomes

Understanding of EU and national level principles on good governance in sport

Typology

Non formal education

Timeframe

240 min

Methods

Energizers, Presentation, Discussion, Exchange of Good Practices, Group work, Group presentation

Delivery Content(s)

To explain the main principles of Good Governance.



Materials

Seminar room, flipchart, markers, projector for a presentation, PC/other mobile devices, sheets of paper, sticky papers

Procedure

OBJECTIVES

To understand EU and national level principles on good governance in sport.

INSTRUCTIONS

Sport is considered a strong and very effective tool for development, education, and learning. It is believed that it confers life skills, social knowledge, values, and leadership qualities. There are some key elements required in order to make the sport-based interventions more efficient. The implementation of the educational function of sport means to pursue in priority an educational goal. One of these priorities and goals is good governance in sport.

1. A brief explanation of the purpose of the workshop - 5 mins;
2. Energizer/ teambuilding activity 10-15 mins;
The Animal energizer
 - Tell group members to silently think of their favourite animal;
 - Then tell group members that without talking, they need to arrange themselves from biggest to smallest animals;
 - Group members can only make gestures and the noise of their animal;
 - After they have finished, the participants say the animal they were supposed to be, to see if it was accurate.
3. Presentation „Basic principles of Good governance in sport” – 20-25 minutes;
The Principles of Good Governance are designed to provide any kind and size of sports organisation with a practical and user-friendly model to implement best practices.
4. Discussion among participants – 10-15 minutes;
5. Group work with preparation for group presentation - 60 minutes
Divide participants into 2 equal groups randomly with the task:



- Find at least 3 Good government practices on an international level. Examples of initiatives and best practices on the topic at the international level;
- Find at least 3 Good government practices on the EU level. Examples of initiatives and best practices on the topic at the EU level;

6. Energizer/ teambuilding activity 10-15 minutes;

Circle game

DESCRIPTION:

Holding hands in a circle, facing the center, a group jumps in, out, left, or right of the circle in synch with trainer/facilitator instructions. Ask your group to “SAY WHAT I SAY, AND DO WHAT I SAY”. Next, you practice a few rounds, by calling one of four commands – “JUM IN, JUMP OUT, JUMP LEFT, JUMP RIGHT”. The aim is for each person (the group) to repeat exactly what you say, at the same time they are copying what you have asked them to do. After 20-30 seconds of this first “introductory” level, re-form the circle, and announce that you now want to move to the next level. This time announce “SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY”. For example, if the trainer/facilitator say “Jump in”, the group says “Jump out” as they jump into the circle. It may need to say this several times for it. One more variation is “SAY WHAT I SAY, AND DO THE OPPOSITE OF WHAT I SAY”.

7. Group presentation – 10 mins

8. Questions and Answers session – 10 mins

9. Debriefing - 15–20 mins

Ask the participants in the session:

- How do you feel?
- What did you learn from this session?
- Was it useful to you?
- Do you think that good governance is necessary for the proper development / functioning of a sports organization / club?
- Does your organization follow the principles of good governance? Which of the principles?



- What would you do for the more successful functioning of your organization?
- Can you list the basic principles of good governance in sport?

10. Evaluation - 20-25 mins

Evaluate the session activities by actively involve the participants in the session. Everyone should be able to express his/her level of satisfaction in an anonymous and non-verbal way. The evaluation must create a real image that exactly reflects in a visual way the group evaluation of the session activities.

Give a lot of small sticky papers in at least three different colours, each colour related to a different level of satisfaction:

- Green=very good;
- Yellow=good;
- Red =not so good.

Each participant will be invited to stick it in each session corresponding to a different activity and satisfaction.

Ask the participants in the session, to give feedbacks to the 3 flipcharts named:

- What you learned from the activities and other participants during this session?
- What will you take home from this session?
- What are your future plans regarding good governance?

Recommendations

The session can be held in a seminar room or in an open area such as a park, garden or stadium. Take into account the experience level, age of participants, and the size of the group in the session. Give opportunity to each participant in the session to actively participate in it - if necessary, provoke a discussion among the participants so that everyone can give their personal opinion on the topic.



Useful links and materials:

- WHITE PAPER ON SPORT
<https://www.eusport.org/files/303-181-celex-52007dc0391-en-txt.pdf>
- Expert Group on Good Governance - Promotion of existing Good Governance Principles
<https://www.eusport.org/files/245-181-xg-gg-deliverable-4-good-governance-principles.pdf.pdf>
- GOOD GOVERNANCE IN SPORT
<https://www.eusport.org/goodgovernance>
- SELF-LEARNING PATH GOOD GOVERNANCE IN SPORT
https://www.eusport.org/goodgovernance/GGS_outputs/GGS_IO2
- GOOD GOVERNANCE IN SPORT TIPS&TRICKS
https://www.eusport.org/goodgovernance/GGS_outputs/GGS_tips_tricks
- GOOD GOVERNANCE IN SPORT RESOURCES
https://www.eusport.org/goodgovernance/GGS_outputs/GGS_resources

MODULE 2:

Marketing and Communication in the field of Sport

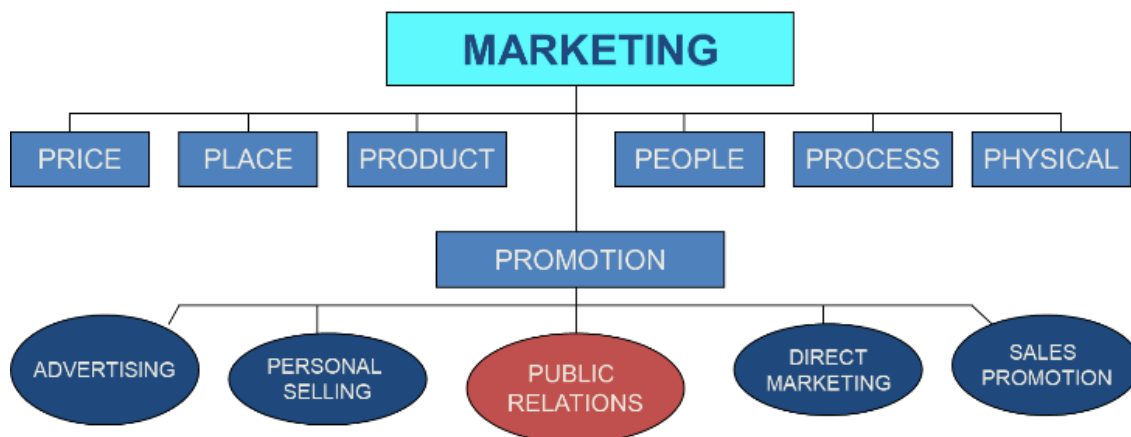
Theoretical introduction

Marketing, which has entered in almost every aspect of our life, now more than goods and services, became an important concept of ideas, persons, institutions, events, and facilities. As the main activity of business marketing has an important place in the sports industry. Recently, the development of special sport marketing strategies and the presentation of sport goods and services to consumers are gaining importance. Efforts of increasing income of sport clubs, because of sport organization popularity, either media or sports business started to focus on marketing structure like other business services. Marketing in the field of sports is the process of matching sports products and services with the requirements of consumers and customers. The principles of sport marketing are an essential part of the professionalism required of organizations operating in the sports industry. Sports teams and sports clubs of all sizes and at different levels and sectors in the sports industry have to engage in marketing activities in order to present their products and services to the market. The organisations that are most likely to survive are the ones that will adapt to the needs and wants of the customers. One of the most important parts of marketing (Figure 1) is a promotion where good



communication skills make a difference for clubs and managers in general. Sports communication is the heart of the sports industry. By implementing effective communication strategies organizations may aim to increase membership, improve retention of existing members, attract sponsors or raise the profile of the organisations activities through the media.

Figure 1



Sports communication underlines the relationship development between organizations, players, fans, and third parties. Sports organizations use mixed media to improve these relationships via the internet, television, radio, and papers. Sports communication is a multi-dimensional phenomenon that includes branding, reputation management, and customer service to sales, marketing, and sponsorship.

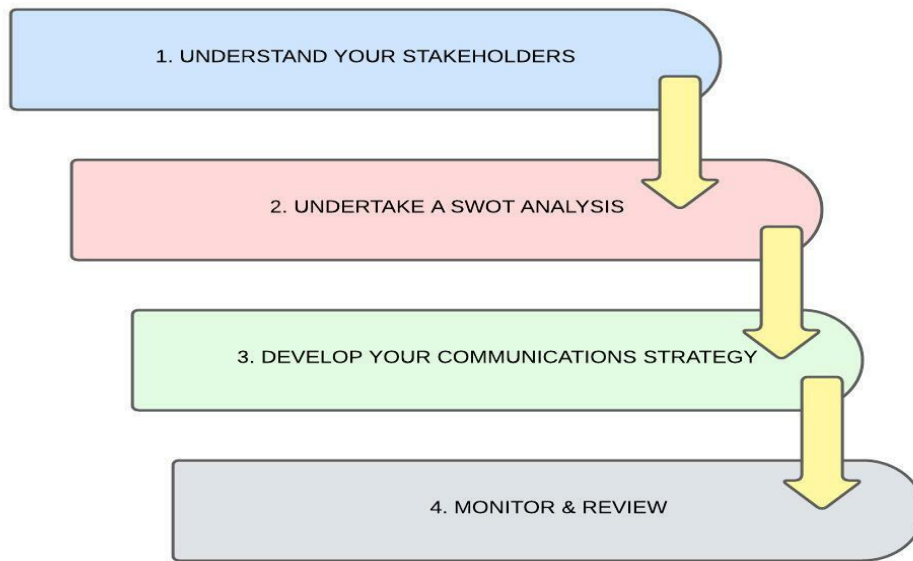
Key elements of an effective marketing and communication plan should include:

1. Market Research
2. SWOT Analysis
3. Marketing Objectives
4. To know your audience
5. Communication method (face-to-fa, website, social media, email, publications, seminars, events etc.)
6. Monitor and Review

Available from: https://www.researchgate.net/publication/325247963_Sports_Marketing_and_Social_Media [accessed Feb 03 2022].



Figure 2 Sports Marketing and Social Media



Learning Outcomes

Managers will learn and practice skills of good communication, the value of verbal and non-verbal communication. How to present and have a good pitch. The best marketing strategies and how to inspire and attract sponsors, partner organizations, etc.

Typology

Non-formal education

Timeframe

240 min

Methods

Oral presentation and listening, case study, group exercises, and discussion.

Delivery Content(s)

Practical and industry-ready knowledge about the use of media for sport marketing.



Materials

Conference room with chairs and desks for participants, projector for a presentation, laptops or mobile phones for participants, sheets of paper.

Procedure

OBJECTIVES

To understand the marketing concepts and apply them to sport management, and usage of marketing and communication tools to improve results as a sport marketing professional.

INSTRUCTIONS

Good communications skills are considered to be an effective tool in marketing activities. There are different ways of communicating with the audience, fans, and with other stakeholders in sport, and it's a strong tool for marketing in the field of sport. Learning about marketing strategies, communication skills, and developing a marketing plan for organizations presents an important part of every manager in the field of sport.

1. Introduction and aim of a workshop – 5-10 min.
2. Elevator pitch (30 sec) for all the participants to present their selves – 5 min
3. Presentation of marketing and communication in the field of sport, examples of good marketing strategies, good communication skills– 45 min
4. Case study of good marketing plan - 30 min
5. Discussion with the participants – 10-15 min
6. Group work - 60min

Divide participants into smaller groups (5-6 people depending on number of people)

Task 1: Search, select and analyse two sport-related advertisements, one weak and one strong.

Analyse the marketing strategy behind the ads, identify the target audiences and the attributes, benefits, and leverage points, and present to the whole group.

Task 2: Discuss and present in groups



- Select an event and critically evaluate its communications activities from a marketing communication perspective.
 - Using the same event, develop a new plan in an attempt to improve communications to each of the event's identified target markets and the public.
7. Presentation of the groups – 10 min
 8. Questions and answers – 10 min

DEBRIEFING AND EVALUATION

9. Debriefing – 20 min

Questions for the participants:

- a) What will be your conclusion at the end of the session?
- b) Did you learn something new?
- c) What can you say about marketing strategies in your organization?
- d) Can you tell what are the mission and vision of your club/organization?
- e) Can you list the most powerful media for sport in your country?

10. Evaluation of the session – 15-20 min

Recommendations

All participants should actively express their opinion and give an example from their organizations in order to find solutions together to improve the organization and general progress in business and promotion of clubs.

Materials:

Strategic communication in Sport

https://books.google.hr/books?hl=en&lr=&id=LObsDwAAQBAJ&oi=fnd&pg=PP2&dq=marketing+and+communication+in+sport&ots=FkLylu6RTm&sig=cGf_ILcvBladvk8tgDxC3F8Je9U&redir_esc=y#v=onepage&q=marketing%20and%20communication%20in%20sport&f=false

Marketing in Sport

https://books.google.hr/books?hl=hr&lr=&id=woJEDgAAQBAJ&oi=fnd&pg=PP1&dq=marketing+and+communication+in+field+of+sport&ots=VoJp6lGxCc&sig=iuYXIG0w3F9NkHMqFluJok4fNNw&redir_esc=y#v=onepage&q=marketing%20and%20communication%20in%20field%20of%20sport&f=false



Sport Marketing Plan

[Developing Successful Sport Marketing Plans.pdf](#)

Sport Marketing

<https://passport-eu.info/en/modules/sports-marketing>

Case study

<https://www.studocu.com/en-au/document/swinburne-university-of-technology/introduction-to-sports-business-management/sports-marketing-case-study-seminar-assignments-assessment-3/481695>

<https://www.studocu.com/en-au/document/swinburne-university-of-technology/sports-marketing/seminar-assignments-assessment-4-sports-marketing-plan/481694>

MODULE 3:

Digital Skills for Marketing Managers

Session 1: “Influencer Starter Pack”

Theoretical introduction

The trainer will start the session by asking 2 open questions such as: “How many of you use social media?” and “Which social media do you mostly use?”. The participants will have to answer those questions shortly in 5 minutes. After that, the trainer will make a brief presentation of useful digital tools and of the most important social media platforms (such as Facebook, Instagram, Twitter, LinkedIn, Youtube channel etc.) in combination with branding advice (10 mins).

Learning Outcomes

To have the ability to use different social media.

Typology

Theoretical & practical.

Timeframe

Theoretical part (Short presentation of digital tools & branding skills):

Practical part (Activity & Discussion on the topic): 40-45 mins



Methods

Oral presentation, Group exercise, Discussion

Delivery Content(s)

Session content:

- Theoretical content and practical content

Materials

Wi-Fi, mobile phones, flip chart, markers.

Procedure

OBJECTIVES

- Have ability and tools to choose appropriate digital skills.
- To understand the cost involved and different options of existing software tools.
- To have the ability to use different social media.
- Understand of the commercialization and globalization of sport.

INSTRUCTIONS

The trainer will divide the participants into groups of 4 people and explain the activity's idea.

Step 1 – After dividing them in groups, each team will receive from the trainer a specific “item” (such as a football team, an athletic brand name, an athletic stadium etc.). The idea is to promote each subject through social media and to have an influence on their target groups.

Step 2 - Each team will be asked to create a unique logo for their “item” and then prepare in cooperation with each other an elevator pitch, within 15 minutes, that will promote their selected item. In this context, each team will also have to specify its target group along with innovative ways to do so, based on their digital skills and social media.

Step 3 – After that, the trainer will take the floor and ask each group to present their work so far. In the meantime, the trainer will keep notes from each team in the flip



chart. The participants will be free to express their opinion and/or suggestions after each team's presentation.

Step 4 – After the completion of the activity, the trainer will ask everyone about their experience so far with social media and what did they learn from this exercise. An editorial debate will follow and the participants will further suggest innovative ideas as well as steps to avoid successful branding.

Step 5 – Finally, each group's suggestions and comments regarding this social campaign will be noted in the flip chart by the trainer.

DEBRIEFING AND EVALUATION

The aim of this activity is to promote creativity, innovative ideas, interaction, and cooperation as well as to deliver digital skills to the participants. In these terms, the main purpose is not only to understand but also to know how to use social media in a beneficial way and also to have an influence on its target group.

At the end of the session, all participants will have to fill out an evaluation form

Recommendations

For this activity the participants need to have access to the Wi-Fi.

Session 2: “My data... my rules”

Theoretical introduction

The trainer will start the session with a simple question to the participants about what they already know considering GDPR topic (3 mins). Then, the trainer will show case a short educational video (Video: <https://youtu.be/gnyXWM7sm8Y>, duration 3:14mins) about GDPR. After that, a brief presentation of the theoretical background will follow regarding the General Data Protection Regulation (GDPR) policy (9mins) explaining how to:

- Use and store data when consent is explicitly given.
- Respect each other's privacy.
- Enable all persons to view and access the data we keep, and where it is processed and used.



- Correct any identified errors as soon as this is practically possible.
- Be clear about when and how data is processed and used.
- Remove and “forget” data when requested.

Learning Outcomes

Have awareness of data privacy issues

Typology

Theoretical & practical

Timeframe

Theoretical part (Educational video & Short presentation of GDPR): 16 min.

Practical part (Activity & Discussion on the topic): 30 min.

Methods

Oral presentation, problem-solving group exercise, discussion.

Delivery Content(s)

Session content:

- Theoretical Content
- Practical Content
- Video material

Materials

Laptop, Wi-Fi, projector, cards, paper, pens, flip chart, markers.

Procedure

OBJECTIVES

- Have the ability and the tools to choose the appropriate digital skills.



- To understand the cost involved and different options of existing software tools.
- Have awareness of data privacy issues.
- Understand of the commercialization and globalization of sport.

INSTRUCTIONS

Step 1- The trainer will divide the participants into groups of 3-4 people and will distribute to each team 1 blank paper and 1 card in which there will be a GDPR issue that needs to be solved.

Step 2 - Each card will depict a unique case and the participants involved will have to handle it through cooperation and gained knowledge so far.

Step 3 - In this framework, the participants will be asked to use the paper and divide it in half in order to keep notes in the one part about how personal data should be used. In the second part they will have to write down the violations that they notice (in their cards) as well as to point out solutions.

Step 4 – After the completion of the exercise, the trainer will ask everyone about how personal data should be used and he/she will gather all answers in the flip chart.

Step 5 – Then, the trainer will ask each group to present its case as well as their solutions to those issues. Each group's suggestions will be noted in the flip chart by the trainer.

Step 6 – Finally, a discussion among all participants will follow in order to clarify any issues and suggest future recommendations regarding this topic under discussion. The trainer will lead the discussion.



DEBRIEFING AND EVALUATION

This activity isn't so much about the answer but instead thinking practically and applying the gained knowledge. The main point is to get a deeper understanding of the topic under discussion, interact and be creative in terms of GDPR. In terms of cooperation, there is no right or wrong answer, so the trainer will keep notes of every person and each group.

At the end of the session, all participants will have to fill out an evaluation form.

Recommendations

In case of any technical issues, the trainer will already have downloaded the video material needed for the theoretical part.

MODULE 4:

Financial Sustainability strategies and mechanism for Sport Organizations

Session 1

Theoretical introduction

The trainer or facilitator have to give a brief introduction to the concept of finance sustainability, which can be found from the previous materials of the project.

Learning Outcomes

Financial management in sport (processes)
Types of sponsorship opportunities

Typology

Non formal education activity

Time frame

60-70 minutes

Methods

Group exercise



**Delivery
Content(s)**

Practical Content

Materials

Laptop, projector, pens, A4 paper.

Procedure

OBJECTIVES

The main objective of the session is to engage all the participants in group problem-solving exercise, where they have to collaborate with other participants for the creation of sustainable finance plan. With the collaboration of the most experience participants the group can gain useful knowledge about the topic.

INSTRUCTIONS

- Theoretical part (20 min)

The trainer will give some general information about the situation in the sector and some more specific details if are applicable.

- Introduction to the exercise, rules and objectives (10 min)

The trainer will give to the participants the general objective of the exercise and explain the rules. Also will make clear the time table of the activity.

RULES:

- The trainer will divide the groups in groups of 3-4 people (depending on the number of the group).
- After the division of each group the trainer will give the below scenario: “The European Commission created an open tender for small sport groups around Europe, which will give funds for the further development of the sport organisation for 1 year. Your sports organisation has to provide a small-scale plan applying for those funds.”
The restrictions are limited, so the groups can apply various ideas and strategies.
- Creation of the plan from the groups, trainer will be there for questions and support (30 min)



- After the end of the time, the trainer will gather all the proposals and will present them to the whole group (anonymously), where participants and the trainer will give feedback on each idea. (10 min)

DEBRIEFING AND EVALUATION

At the end of the exercise, the trainer will give space to the participant to exchange ideas and give feedback for the session. The trainer can make some questions helping the group to reflect on the outputs of the previous activities:

- Are you satisfied with the output of your team?
- Did you find any interesting ideas that can apply to your future projects?
- Did you collaborate efficiently with your team? Was there any particular problem during the session?

Recommendations

The trainer has to evaluate the level of the group and make the required adaptations. The participants maybe want to elaborate in a different way than the trainer has in mind, regulate but leave the creative part.

Session 2: Scouting sponsorship opportunities

Theoretical introduction

The trainer or facilitator have to give a brief introduction to the concept of scouting sponsorship, which can be found from the previous materials of the project.

Learning Outcomes

Types of sponsorship opportunities

Typology

Non formal education activity

Timeframe

75 minutes



Methods

Role play

Delivery Content(s)

Practical content

Materials

Laptop, projector, pens, A4 paper, flipcharts, markers.

Procedure

OBJECTIVES

- The main objective of the session is to engage all the participants in role play win-win negotiation exercise, where they have to play roles of managers and sponsors in order to make a deal.
- Teamwork.
- Problem Solving.

INSTRUCTIONS

- Theoretical part (25 min)

The trainer will give some general information about the situation in the sector and some more specific details if applicable.

- Introduction to the exercise, rules, and objectives (5 min)

The trainer will give to the participants the general objective of the exercise and explain the rules. Also will make clear the timetable of the activity.

RULES:

- In the beginning, the trainer will divide the participants into 2 groups, 3 participants will have the role of sponsors and 4 people will be the managers of the sport team.
- After the division, the trainer will give the below scenario to the groups: “The sponsor is interested in making an investment and is looking for the best deal



that brings the most return of image in local sport. The sport team's managers need to convince the sponsors that they are the best option.

- Creation of the proposal from the group, the trainer will be there for questions and support (10 min)
- After the creation of the proposal, there will be a 20 minutes of negotiation in order to find a deal.

DEBRIEFING AND EVALUATION

At the end of the exercise the trainer will give space to the participant to exchange ideas and give feedback for the session. The trainer can make some questions helping the group to reflect on the outputs of the previous activities:

- Was it difficult to enter in your role?
- Are you satisfied with the deal?
- Which was the most difficult part of the activity and why?

Recommendations

The trainer has to evaluate the level of the group and make the required adaptations. The trainer must control each participant to get out of its role at the end of the activity in order to avoid moments of misunderstanding.

Session 2: Publicity and sponsorship strategies

Theoretical introduction

The trainer or facilitator have to give a brief introduction to the concept of Publicity and sponsorship strategies, which can be found from the previous materials of the project.

Learning Outcomes

Types of sponsorship opportunities

Typology

Non formal education activity



Timeframe

70 minutes

Methods

Research of best practices and group presentation

Delivery Content

Practical Content

Materials

Laptops (ask from the participants to bring their own laptops or smartphones), projector, pens, A4 paper, flipcharts, markers.

Procedure

OBJECTIVES

- Ability in online research
- Public speaking
- Ability to summarise

INSTRUCTIONS

- Theoretical part

The trainer will give some general information about the situation in the sector and some more specific details if are applicable. Introduction to the exercise, rules and objectives

The trainer will give to the participants the general objective of the exercise and explain the rules. Also he will explain the time table of the activity. (15 minutes)

RULES:

- The trainer will divide the participants into 3 groups. After the division, the trainer will tell them to research examples of good practices regarding the topic. (20 minutes)



- At the end of the research, the groups will choose one representative that will present the chosen good practice in the plenary. Explain why they chose it. (15 minutes)

DEBRIEFING AND EVALUATION (10 minutes)

At the end of the exercise, the trainer will give space to the participant to exchange ideas and give feedback for the session. The trainer can make some questions helping the group to reflect on the outputs of the previous activities:

- Did your research give you any interesting ideas?
- Was it difficult to present plans made by others?
- Do you have a better or more clear image of the topic now?

Recommendations

The trainer has to evaluate the level of the group and make the required adaptations. The trainer must be present in case he is needed.

MODULE 5:

Crowdfunding Strategies

Session 1: “Start-up & Start”

Theoretical introduction

The trainer will start the session by asking 2 open questions such as:

“What types of crowdfunding models do you know?” “Which ones would you like to use for your start-up?” Participants elaborate on questions and answer in about 5 minutes.

After that, the trainer will demonstrate the Power Point presentation that will acquaint participants with the 4 main types of crowdfunding models currently in use and their characteristics (the donation based model, the pre-purchase model, the lending based model, the equity crowdfunding model) (15-20 min).

Learning Outcomes

To have the idea about typology of crowdfunding models currently in use, as well as their main characteristics.



Developing frameworks.

Typology

Theoretical & Practical

Timeframe

Theoretical part (introductory questions + short presentation of main crowdfunding models): 15 mins

Practical part (Activity & Discussion on the topic): 60 + mins

Methods

- Oral PPT presentation
- Group exercise
- Discussion

Delivery Content

- Theoretical content
- Practical content

Materials

Blank paper, paper with the list of 4 types of crowdfunding models, flipchart, pens, markers, Wi-Fi, mobile phones, projector, laptop.

Procedure

OBJECTIVES:

- To have the skills and tools to select the appropriate crowdfunding modules for your project;
- To be able to objectively assess the potential of the start-up;
- Developing frameworks;

INSTRUCTIONS:

Step 1. Participants are divided into groups of 4-5 people.

Step 2. After receiving introductory information on the main characteristics of current models of crowdfunding, each group receives two sheets of paper.



One of them contains a list of the 4 crowdfunding models and their brief description:

- Donation-based Crowdfunding: philanthropic donation or gift, no return expected. Mostly used for charitable projects.

- Reward-based Crowdfunding: Contribution in exchange for a perk or a pre-order of a product. Mostly used for pre-selling.

- Equity-based Crowdfunding: Investment for an ownership stake in the business. Mostly used for high risk investments, returns are based on profit- or exit-revenue-sharing calculations.

- Lending-based Crowdfunding: Capital repayment most often with interest. Mostly used for low-risk investments, returns are based on interest-based calculations.

Step 3: on the second (blank) sheet of paper, each group divides between its participants 4 types of crowdfunding models.

Step 4: Each participant creates a sketch of the start-up to match his crowdfunding model (20-25 min).

Step 5: After that, the trainer will take the floor and ask each group to present their work. In the meantime, the trainer will keep notes from each team in the flip chart. The participants will be free to express their opinion and/or suggestions after each team's presentation.

Step 6: Next, the trainer will ask everyone about their experience, what they learned from this exercise, what new ideas it prompted them to do. It will be followed by editorial debate, and participants will offer innovative ideas, (possible) criticism of each other, as well as advice on what should be avoided to successfully fund the project while developing its frameworks (30-35 min).

Step 7: At the end, the suggestions and comments of each group on this social campaign will be marked by the trainer on a flip chart. The trainer will provide objective feedback on the work of participants, summarize the knowledge gained (5-8 min).



DEBRIEFING AND EVALUATION:

The purpose of this activity is to promote innovative ideas, interaction, and, importantly, to provide participants with a broader understanding of crowdfunding models and their features. In this regard, the main goal is not only to understand, but also to know how to profitably choose the right model for your project / start-up.

At the end of the session, all participants must complete a training evaluation form.

Recommendations

It is recommended that participants have access to Wi-Fi during this activity.

Session 2: “CROWDFUNDING: FROM BASICS TO THE TOP”

Theoretical introduction

The educator stimulates the participants to think about the activities that need to be implemented in order to fund an idea (approximately 30 minutes: 15+15).

The educator presents a PPT about 3 to 5 successful crowdfunding campaigns in order to show the rules and the strategies a good campaign should follow in order to be funded (approximately 30 minutes).

The participants are asked to express their opinion about the crowdfunding simulation, isolating and commenting on the best strategies used (approximately 15 minutes).

Learning Outcomes

- Improving skills
- How to measure the realization of a successful campaign?

Typology

Theoretical and practical



Timeframe

Theoretical part with a brief description of what crowdfunding is and the presentation of best cases. It will last approximately 75 minutes.

Practical part of design thinking (individual and team), brainstorming and discussion will last approximately 60 minutes.

Methods

Brainstorming and interactive discussion, oral presentation of best practices and listening, group activities.

Delivery Content

- Crowdfunding rules and strategies
- Best practices

Materials

Whiteboard, billboards, laptop, “what is crowdfunding and its best practices” PPT presentation, markers, blank papers, post-it.

Procedure

OBJECTIVES

- Support participants in understanding what skills are needed to develop a crowdfunding campaign.
- Improving participant’s skills about crowdfunding.
- Provide participants the instruments to analyse and judge successful campaigning.
- Actively stimulate participants to think about successful campaigning strategies.

INSTRUCTIONS

1. The session starts with the educator asking participants to think about an imaginary project they would like to build. Together, in a brainstorming session,



- people are asked to think about ideas on how to collect funds to support the development of the ideas (15 minutes).
2. When feedback is collected, and written on a whiteboard, the whole group is asked to associate these strategies with the related skills necessary to implement those actions (15 minutes).
 3. The educator, then, makes a brief description of what a crowdfunding campaign is and shows (with a PPT) 3 to 5 examples of best practices found on the internet. To this regard, the educator underlines the strategies and the rules a good campaign should follow in order to be funded (30 minutes).
 4. At this point, participants are divided into groups and asked to choose one of the ideas they thought of at the beginning of the session. Every group will try to develop an original crowdfunding strategy to support the idea. Paper and other stationery will be available to create posters/billboards (30 minutes).
 5. Every group is briefly asked to present their campaign to other groups, pretending to gather consensus from potential funders (max 10 minutes per group, 30 minutes).
 6. Everyone is asked to express an opinion on a secret card. After the cards are collected and the most voted is/are defined, the group makes a briefing defining which were developed (15 minutes).

DEBRIEFING AND EVALUATION

The scope of the session is to actively support participants in their theoretical and practical skills improvement on the subject of crowdfunding. Participants are stimulated to put the theoretical knowledge provided by the session educator into practice, being asked to simulate a crowdfunding campaign. Moreover, the evaluation process will be continuous and interactive during the session because if on the one hand educators will do an assessment thanks to the quality of participants' feedback and performances, the participants themselves will evaluate their mates' simulation.



MODULE 6:

Management for Sport Events

Theoretical introduction

1. Definition and purpose of organizing sport event

Sports events, in a more or less structured way, have always been present in the history of mankind. From the management of athletic activities in classical Greece and Rome taken as the origins of sports organization, through the emergence of contemporary sport in England in the eighteenth and nineteenth centuries, and the restoration of the Olympic Movement in the late nineteenth century, to the present day, where sport and specifically sporting events are part of the occupation of leisure and recreational time of the population (Añó, 2000, 2003; Añó et al., 2010; Sánchez-Sáez, 2021).

More specifically, Añó (2000, 2003) defines a sporting event as the set of sporting activities that make up a specific event, complex in its organization, of a diverse nature, and which has a high level of social impact, with a strong media presence, which causes environmental impact and autonomously generates economic income. This generic definition of sports event allows encompassing multiple events, due to the fact that it does not determine the scope of the media presence, nor the revenues, nor the concept or type of activity (Sánchez-Sáez, 2021). However, it is necessary to establish the characteristics of each sporting activity to determine whether it meets the requirements to be considered a sporting event (Añó, 2003).

Within sporting activities, which could be defined as the set of actions related to the systematic practice of physical exercise, whose purpose is to overcome a goal or beat an opponent in competition subject to certain rules, there is a more advanced and complex level of organization of these, of different origin, thus forming the sporting events and these could be classified into two main groups (Añó, 2000, 2003):

1. *Occasional events*: understood as sporadic events, which are normally repeated annually, such as marathons, urban races, championships and tournaments of any sport, etc. Three subgroups are also established:



- a. Occasional: lower level of complexity (popular races, cycling events, etc.). Held once a year or simply do not have continuity.
 - b. Extraordinary one-off events: medium or maximum level of complexity (qualifying stages of European or World Championships).
 - c. High-impact one-off events: maximum level of complexity (Olympic Games or World Football Championships).
2. *Permanent events*: conceived as activities that are repeated continuously throughout the year, on a fortnightly or weekly basis, such as team sports leagues. The characteristics of this group would be reflected in a single subset:
- a. *Habitual*: medium level of complexity. Events with routine organizational systems that are repeated every fortnight or less

2. Role and importance of major sports events affecting sectors such as urban regeneration and tourism and its impact on economic factors

Research carried out in recent years has highlighted the positive impacts of holding major sporting events on the economic, tourism-commercial, physical-environmental, socio-cultural-sporting, psychological and political-administrative levels in those territories that host them. However, the expected positive impact is not always achieved, but rather a negative one, as this depends mostly on proper prior planning and structuring, as well as on the analysis of the influence of the impact not only on the athletes who participate in it, but also on the residents of the municipality, shopkeepers, businesses, local associations, etc. (Kim et al., 2006; Lorde et al., 2011; Prayag et al., 2013), and strategies should be promoted to minimise negative impacts and maximise positive ones (Añó et al., 2014; Calabuig et al., 2014; Kaplanidou et al., 2013; Lin & Lu, 2016; Ma et al., 2013; Sánchez-Sáez et al., 2018; Scheu & Preuss, 2018).

In line with the above, major sporting events have been configured as a strategy to boost the local development of the municipality and/or country that hosts them, as well as to improve its positioning as a tourist destination, either through the bidding process or the execution of the event itself (Sánchez-Sáez, 2019; Turco et al., 2003;



VanWynsberghe et al., 2012). Therefore, organizers increasingly focus on the legacy of the event as the main organizational strategy, understood as Irrespective of the time of production and space, all that is planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remains longer than the event itself (Preuss, 2007). Examples include the construction of sports facilities and venues, public transport, hotels, restaurants, regional, national, and international exposure, increased leisure activities, increased sense of pride and identity on the part of residents, the establishment of educational and health programmes, etc., which impact on both local development and the development of the local community, which impact both local development and tourism, to a greater or lesser extent, due to the large number of actions that are carried out in a mega-event of this type, which have the capacity to modify the urban structure and cause an increase in investment and employment, which can subsequently be enjoyed by citizens (Sánchez-Sáez et al., 2021a).

Specifically, the positive impacts of major sporting events on urban regeneration include, among others, the construction of new facilities, the improvement of local infrastructure, the preservation of local heritage, the promotion of the environment and, of course, the impact on sport itself. However, as indicated above, these events can also lead to negative impacts on urban regeneration, such as ecological damage or increased pressure on natural areas, changes in natural processes, architectural pollution, destruction of heritage, overcrowding, as well as overuse, underuse or underutilisation of facilities (Sánchez-Sáez et al., 2021a).

Furthermore, the relationship between sporting events and another of the most important sectors, tourism, stands out, as this type of event is one of the most popular and, consequently, one of the fastest growing according to tourism marketing studies (Ma & Rotherham, 2016). This "sports tourism" includes both participants and spectators of sporting events (Cardeira & Nunes, 2012), although the latter are more relevant when it comes to mega-events (e.g. Olympic Games or World Championships) or major sporting events (e.g. professional football league matches), since participation at the sporting level is restricted according to issues such as the competitive level of the athlete/team and possible previous ranking (Getz & McConnell, 2011).



These sporting events become a key factor for tourism in certain regions (Getz, 2008) and generate tourist motivation in a specific location for a certain period of time, both for spectators, participants and the staff involved in organising the event (Sánchez-Sáez, 2019). Furthermore, holding sporting events allows for the deseasonalisation of tourism in certain regions, guaranteeing their long-term economic and social viability and versatility (Cardeira & Nunes, 2012; González-García et al., 2020).

At a general level, the positive impacts generated by sporting events on both tourism and trade include, for example, the development of the tourism industry, increased awareness of the city as a tourist destination, increased awareness of the potential for investment and development of commercial activity in the region, the construction of new accommodation and attractions for tourists, the creation of brand image and increased entertainment offerings. However, as with the expected benefits in terms of urban regeneration, sporting events can also result in negative impacts such as the acquisition of a bad reputation due to inadequate facilities, increased crime, high prices that impact on residents, or negative reactions from existing businesses due to the possibility of new competition from local labour and government support (Sánchez-Sáez et al., 2021a).

Therefore, to achieve the desired impact, not only economic issues should be prioritised, but also those that directly affect the perception of residents and other stakeholders, understood as those people, groups of people or entities that are or may be affected positively or negatively by the holding of the sporting event in their environment (Sánchez-Sáez et al., 2021b), as there is evidence that citizens value intangible impacts - pride, image, community cohesion, local development, etc. - more highly than tangible ones - pride, image, community cohesion, local development, etc. (Bull & Lovell, 2007; Sánchez-Sáez et al., 2020) more than the tangible ones -infrastructure, benefits, etc.-. Furthermore, these sporting events should be understood as an instrument within a social marketing strategy and not as isolated events that are held sporadically and without continuity (Ziakas & Costa, 2011) since, when properly framed, they become a catalyst for the development of any locality, energising and developing the general socio-economic fabric of the territory (Lee, 2001; Sánchez-Sáez, 2019; Sánchez-Sáez et al., 2018; Sarmiento et al., 2011).



3. The bidding process

Hall (1996) considers that cities are becoming increasingly competitive as they seek to attract investors and create employment opportunities in the global economy. Bidding to host events is an increasingly competitive strategy, thus the main functions of events for a city/region are to focus attention for a short period, to present itself as an attractive holiday destination and to enhance its tourism image (Ahmed et al., 1996).

In this regard, Crockett (1997) argues that sport is becoming a very competitive industry in terms of events, and suggests that there is a need to be more proficient in the bidding process, not only because of the increased competition in international events, but also because there are a relatively limited number of them.

Good strategic planning is necessary for a successful event bidding process, as Getz (1989) adds that lack of planning is evidenced by the "white elephants" that remain after the event is over.

The following are a series of aspects that must be addressed to ensure a successful bidding process, according to Gauthier (2011):

1. Lack of competence

An uncompetitive bidding process may run the risk of attracting too few bidders, leading to suboptimal bids. This is important for sports bodies, as a larger number of bidders should produce better bids through competition.

When it comes to the bidding process for the Olympic Games, the Olympic ideal is best served if there are several competing bidding cities. The day when the number of bidding cities is reduced to one or two is the day when the IOC will no longer have the upper hand. When that happens, as it did in Los Angeles in 1984, the city will dictate its own terms and this could threaten the integrity of the Olympic brand.

On the other hand, lack of competition can be created "naturally", as bidders are the ones who decide of their own free will not to bid for a particular event, or "artificially", as the organising institution limits competition through rules and restrictions.

In this sense, the main concern of the lack of competition is the absence of incentives for a bid to exceed the minimum. If there is no competition, whatever the bid details



will be technically sound enough to be accepted by the international organisation. Thus, there would be no incentive to save costs, create a special legacy (cultural, environmental, etc.) or do anything beyond simply installing infrastructure and promising to do it well.

It is clear that limiting competition in bidding poses serious problems, as lack of competition can lead to sub-optimal bids.

2. Economic inefficiency

It is clear that multiple bids are valuable, as competition leads to better bids and more control over the sports organisation over the bidding process. When competition is artificial, bids and States suffer.

Bids actually cost cities and countries a lot of money, so it is considered a waste of money when you bid if there is really no chance of winning the competition.

A clear example was that FIFA banned joint bids from two countries. FIFA encouraged this practice for the 2002 World Cup, and FIFA has allowed it for the 2018 World Cup, even though it has scorned it in the technical evaluations, this is clearly an example of a rule change that can cost countries millions of dollars in bid preparation.

3. Lack of transparency in the bidding process

One of the concerns about holding an event is the true costs associated with the event. What the "true costs" are is a moot point. It is extremely difficult, if not impossible, to calculate the costs of displacement of people for the construction, the impact of jobs due to the event, the loss of productivity hours, etc.

This, combined with the continuous reappearance of "white elephants" (stadiums and infrastructures that are rarely, if ever, used again), shows that economic transparency leaves much to be desired.

Another worrying aspect is corruption in the bidding process, whether it is "vote buying" within the international organisation, or collusion between bidders, it is clear that corruption still exists.



For what is sought throughout the tendering process is to minimise possible incidents of corruption, through greater transparency, as there are rules and sanctions in place to minimize this type of corruption.

4. Budgeting

According to Magaz-González & Fanjul-Suárez (2012), the financial aspect is controlled through the preparation of a budget for the allocation of funds earmarked for the project. The formulation is specific to each project (event). The adaptation of the expense and income statements to the project depends on a good conception of the project: phase structure, definition of tasks, responsibilities, and allocation of resources (without forgetting the necessary controls to detect changes beyond the budgeted amount). Budgets can be prepared according to areas, tasks, time periods, etc. On the one hand, the organization's own funding for specific projects. On the other hand, how - and how much - other funding will be raised must be determined: The first revenues come from the sale of image rights: the transfer of licenses and plaques for development, as well as broadcasting rights and subsidies. In addition, there are commercial agreements with sponsors and promoters, advance sales of tickets and fan merchandise, advertising revenues, revenues from partner companies and, finally, the sale of tickets, vending machines, and bar restaurants. It is quantified in the projected income statement. Recurring costs must also be calculated. Recurring costs (electricity, telephone, water, internet, etc.), personnel costs, security, infrastructure and environment, rents, contracts with companies in different sectors, leases, purchases, acquisitions, accommodation, transportation, purchase of software, public relations, costs for ceremonies, promotional activities, logistics for ceremonies, promotional activities, logistics of materials, trophies, insurance, etc. In this type of project (where an event is a service), the direct costs of labor costs are an important part of the budget for project expenses. In addition to the economic costs of the project, other types of costs must be measured: political, social, environmental, and other costs. It is important to remember that the schedule must be feasible and can be adjusted. Criteria for acceptability of change must be established. When there is a high degree of uncertainty about the project, it is necessary to plan with greater flexibility, without strict controls, accepting a high degree of change, and with the



ability to make important decisions. The more complex the event, the more precise the steps must be, i.e., the more detailed the plan, the greater the control. Large events require more coordination between areas and between time periods, so more detailed rules are necessary.

5. Planning Process

The main phases of the organisation of a sports event are as follows:

1. Pre-Event - The planning phase:

1.- Determine the objectives and define the type of event and its name according to its purpose.

Once the theme has been chosen, the objectives to be reached or achieved through the activities to be carried out should be clearly defined.

2.- Appointing the Organising Committee

Its members are responsible for the planning of the event, their number varying according to the magnitude of the event and other specific conditions of the event.

3.- Determine the number and type of Guests, Participants, Delegates, Speakers and Accompanying Persons.

4.- Select the Date

The following aspects should be taken into account when selecting the date of the event:

- Whether there is sufficient time for the required organisation.
- Avoid the date coinciding with the date of similar activity or one aimed at the same type of audience.
- Make sure that there is no conflict with dates of religious celebrations or national or regional festivals.

5.- Select the venue(s).





- 6.- Draw up the general schedule of activities.
- 7.- Estimate the human, material and technical resources.
- 8.- Elaboration of the Budget.
- 9.- Promotion of the Event.
- 10.- Design and Elaboration of printed material.
- 11.- Selection and Training of Personnel.
- 12.- Acquisition or Contracting of materials, equipment or services.

2. Event - The implementation phase

- This is where all the activities planned during the pre-event will be carried out.
- It will consist of the meeting of all the people involved in the event, at the estimated place and time, guided by the programme that the organising committee prepared for the event.

3. Post-event - Outcome evaluation

1.- Compilation and filing of information relevant to the Event

At the end of the event, the commissions must submit a report of their activities, which will form part of the Event Report, detailing aspects such as history, summary, program, papers, and conclusions, if any. This information should be kept in an orderly fashion for future reference.

2. Acknowledgements

Thank you letters or notes should be sent to all those who made it possible for the event to take place as planned (sponsors, speakers, etc.).



3.-Evaluation

This consists of measuring whether or not what was planned was fulfilled at the right time.

4.-Fulfilment of commitments made

It is very important that the organising committee complies with the agreements made in favor of the success of the event. This is how the credibility and responsibility of the organising group are created.

5.- Annual report and accounts

It is a document that narrates all the activities carried out by the Organising Committee. It is a general report of the event.

6. Organisation of the event (all phases)

According to Magaz-González & Fanjul-Suárez (2012), the sport event planning process requires a distribution of the tasks in diverse phases, which consists of the distribution of performance and time in different blocks of work necessary to complete the project.

Phase 0 or preliminary: Preliminary o Presentation of the candidature: in this phase a report is prepared, and the campaign is carried out to gain support for the candidacy with the best strategy.

Phase 1: Definition and Design of the Event Characteristics: it corresponds to the development of the event's strategic plan. It phase answers the questions: what do you want, why do you want it, what do you want it for, what do you want it for, and why do you want it? The objectives-goals-constraints are formulated and set. The event is configured (definition of the main variables of the event: typology, duration, infrastructure duration, infrastructure, human resources, technical-sporting characteristics involved, etc.).

Phase 2: Event Structure Design and Scheduling: this phase answers questions such as: what to do, who to do, how to do, when to do, how much to do, where to do. The structure of the event is designed and the project is programmed. It corresponds to



the actions of the structural plan and operational plan. This is the most important phase, the design phase of the project, since the success of the event depends on it.

Phase 3: Performance (execution) and celebration of the event: this is the executive phase. Development of the project itself and realization of the event. It also corresponds to the operational plan, but in response to the issues raised above: all the planned tasks are executed, all the processes systematized in phase 2 are carried out, all the established relationships and the designed correlation, communication and supply chains are activated, all the planned resources are used, and all the planned resources are used.

Phase 4: Evaluation: last phase of project evaluation, both financial and organizational, political, social and sporting. It includes the preparation of a report, publication of event results, reproduction of images, compilation of press releases, analysis of survey results and statistics, settlement, post-event meetings of the organizing and executive committee.

Learning Outcomes

- How to successfully implement and manage sporting event
- Design, prepare, implement and report of sport event
- Develop and implement Project Management Plan
- Monitor, control and evaluate the project

Typology

Theoretical and practical

Timeframe

Theoretical part (introduction and oral presentation on the topic): 75 minutes.

Practical part (practical activity, debriefing and evaluation): 80 minutes.

Methods

Oral presentation, project plan presentation and executing, group exercises, quizzes, feedback



Timeframe

Session content:

- Theoretical content.
- Practical content

Materials

Seminar room, flipchart, markers, projector for presentation, PC/other mobile devices, sheets of paper, sticky papers.

Procedure

OBJECTIVES

To learn and understand the main concepts associated with sport events and their impact on society, as well as the main phases for their implementation, the bidding process and essential aspects regarding their budget. The practical activity aims to put into practice the knowledge acquired through an original project for the creation of a sporting event, its presentation and critical evaluation.

INSTRUCTIONS

After the theoretical introduction of the basic concepts regarding sports events, a practical workshop will be carried out on working methodology for the creation, development and organization of sporting events, in any of its manifestations, in order to generate brand value to organizations, through the experience, context and content of this type of basic communicative actions.

15 min- Introduction to basic contents.

- 1) Asking some questions to the participants

What knowledge do you have about organizing sports events?

Have you ever organized one and what do you consider is the most important when organizing an event?

- 2) Explain some basic concepts and definitions: Sport event definition, main goals, differentiation between occasional events and permanent ones...

60 min- Theoretical expositions with PPT and videos.

The trainers, with the help of several power point presentations, will explain some more complex concepts about the organization of sport events, the planning and phases to focus



on and the resources and budgets to take into account. In addition, videos and case studies will be used to exemplify the theoretical concepts, and to make the theoretical part of the course more dynamic and participative.

80 min- Practical task: project plan presentation and executing.

Participants will create a sport event in groups (aprox. three-four members) and they will have to develop the different phases of the event and later they will expose to the others participants.

In this part, participants can assign themselves different roles and decide in which part of the sporting event they want to specialize. The trainer will act as an observer, helping managers who may need assistance.

Moreover, participants will have to present their event plan and show their organizational, communication and management skills to the rest of the participants.

DEBRIEFING AND EVALUATION

15 min- Debriefing and feedback.

A round table discussion will be held to get feedback on any doubts you may have, what you thought of the course, what you would include to improve it...

Finally, participants will complete google forms giving their opinion about specific questions related to the module content.

15 min- Evaluation

Attendees will take a quiz provided by the trainer on the content covered during the session.

Recommendations

It is recommended that participants bring their own laptops to be able to work on the practical activity and to ensure a good WIFI connection.

In order to meet the proposed objectives, the trainer should encourage the participation of each of the participants and encourage them to give their opinion on the points covered, as well as practical examples based on their previous experience.



7. CONCLUSION

This training format was developed by project partners to ensure a starting point to support and strengthen the competencies of managers of semi-professional female sports teams. By developing a curriculum of non-formal education with theoretical and practical insurance of knowledge transfer.

The purpose of this training format is to identify useful strategies for working with managers of semi-professional female teams in order to improve their competencies and abilities for managing. According to the modules that have been processed in this training format, it can be concluded that there are several important aspects in the management of semi-professional female teams. Learning interrelated modules can be useful for the personal growth of the manager but also for the entire team that is managed. Each individual module deals with the individual topics required for each management team. The topic of the module was researched in detail to cover the most important points for the management team. Connecting all six modules will enable the development of management staff through non-formal education. The developed curriculum with six modules, its evaluation, and feedback from the participants will enable the evaluation of the success of the implementation as well as the relevance of the content. Lessons learned will be disseminated and made available to all relevant stakeholders.

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