

“The use of Sport as a tool for Sport Management and Policy Influence”

This document intends to resume the content and the activities developed during the course held on the 14th and 15th November.



Five Skills, One Sporter

Training: “The use of Sport as a tool for Sport Management and Policy Influence”

Dates: 14-15 November, 2023

Participants:

- 10 on site
- 20 online

All participants had a sports background and between the ages of 20 and 35.

Location of the Meeting: DNA Cascais - Rua Cruz de Popa, 2645-449 Alcabideche, Portugal

DNA Cascais' main areas of activity are capturing, establishing and developing skills and knowledge, through the promotion and stimulation of creativity and innovation, in an environment that promotes entrepreneurship.

Training material: Whiteboard, Training Guide

Conclusions: It was possible to comply with the program designed for the training session. However, given the complexity of the topic and the participation of the elements present in the room, it would have been interesting to be able to explore some themes in more depth, as well as further explore the conclusions of the practical activities. The fact that it was a hybrid event made the activities more complex but it was possible to execute them in the best way as we had the necessary material at our disposal to make this happen. A good adjustment of the activities was made to make them inclusive taking into account the hybrid regime. Even so, this type of regime often means that activities last longer than necessary due to adverse situations that cannot be controlled, such as the internet failing. The group was quite heterogeneous in its composition, not only in terms of age but also technical background, sports or even professional experience, in addition to the cultural differences that characterize each country. This made the practical exercises much richer and more productive for later discussion. Overall, the event went very well and the degree of satisfaction among the trainees was high, according to the questionnaire administered.

Disclaimer:





“The use of Sport as a tool for Sport Management and Policy Influence”

Policy making is a very much needed skill, along with influence or negotiation. These are all skills that are intrinsically linked to the role of a leader. The importance of debating and working on these concepts concerns the personal and technical development of people for their roles as leaders and followers, as it allows them to better understand what is necessary to develop each of the skills, when to apply this knowledge and how to identify in others the characteristics associated with these skills.

For this training we will consider leadership as being present in everything, manifesting itself in three ways: one to one; from one to context; from one to the hierarchy.

The activities developed within the scope of this training aim to provide trainees not only with skills related to competencies but also with materials that they can use to disseminate this content in their own contexts and organizations.

<p>Day 1 - Session 1</p>	<p>Programme step by step</p> <p>10:00 Who is here? Activity: European Summit</p> <p>Objectives</p> <ul style="list-style-type: none"> • Supporting the participants to get to know each other • To create a safe learning environment through Ice-breaking activities and team-building activities • Get to know the origins, tastes and cultures of participants in a non-invasive and playful way • Stimulate the creativity of participants • Involve both groups - trainees present in the room and trainees present in the online session <p>Activity description:</p> <ul style="list-style-type: none"> • A Map of Europe is imagined on the living room floor; each participant takes the place of their country of birth, after the country from which they traveled; then the country you liked to visit the most, which has the best food, where you spent your favorite holidays, where you would like to go, etc.
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- Suddenly there is a diplomatic crisis at the European summit and everyone has to return to their country (to their place) to understand the scale of the conflict
- To resolve the conflict, an understanding between everyone is necessary, so a series of 30-second interviews begins to ask each other as many questions as possible, and they can only repeat the question “what is your name?”

10:30 Leadership

- What is it? - Use of the Miro platform to share conceptual ideas about leadership
- Definition of a concept that serves as a starting point for training:
One to one
One for context
One for the hierarchy
3rd round:

The participants do the same exercise as in round 2 including the organisation that represents the same participant.

11:00 Coffee break

11:30 Negotiation | Part I

Group Negotiation Simulation - Horse Trading Activity

Participants are divided to smaller groups of 4 and receive A4 papers and masking

Objective: The objective of this activity is to provide participants with a hands-on experience in group negotiation, emphasizing the principles of horse trading. Participants will have the opportunity to navigate complex group dynamics, make concessions, and seek compromises to reach a mutually beneficial agreement. tape.

Task: In each group there are 4 characters: Mike, John, Alberto and Mary. Each of them has a brief that the other elements cannot know. It is in accordance with this briefing that the sale (or not) of the horse will be negotiated. The participants in the zoom session are also part of the activity and are divided into the groups



	<p>Expectations: Navigating complex interactions and finding compromises that satisfy the interests of multiple parties. Here are some key aspects of horse trading in group negotiation:</p> <ul style="list-style-type: none">- Understanding interests- Reciprocal concessions- Building alliances- Effective communications- Creative problem-solving- Patience and persistence <p>13:00 Lunch break</p>
<p>Day 1 - Session 2</p>	<p>14:30 Negotiation Part II</p> <ul style="list-style-type: none">• Sharing the results of each group's negotiation;• Analysis of the results of each group;• Debate and conclusions. <p>15:30 Coffee-break</p> <p>16:00 Debate & debriefing</p>
<p>Day 2 - Session 1</p>	<p>Programme step by step</p> <p>10:00 How do you feel?</p> <p>Objectives</p> <ul style="list-style-type: none">• Summarize the previous day's activities;• Identify the skills analyzed (negotiation and influence) with the theme of leadership;• Contextualize the skills worked on with the theme of policy making. <p>10:30 Leadership</p>



	<ul style="list-style-type: none"> • It's skills: How to identify them and how to work on them • Practical Activity: stick game - Activity Description: 6 participants have to connect their index finger to a stick/broomstick; your fingers can never move away from the stick and the aim is that, together, you can bring the stick to the ground without letting it fall <p>11:00 Coffee break</p> <p>11:30 Leadership Debriefing on the stick game</p> <p>What comes out of the stick game is firstly that they listen to each other, only speak one at a time, that there is openness to listen to suggestions from everyone, that sometimes despite one being the most extroverted, maybe it's someone else who has the smartest solution. That there are several roles and sometimes it's not the leader who has to have the solution, he just has to manage the different personalities so that they don't all start shouting and get nervous and try to lead the team to a successful outcome. Contribute to a good work climate. Working with different people, one person may have to excite you and the other has to calm you down.</p> <p>13:00 Lunch break</p>
<p>Day 2 - Session 2</p>	<p>14:30 Policy Making Part I Activity: Sustainable and Inclusive Sports Club Policies</p> <ul style="list-style-type: none"> • The class is divided into groups of 5 (including online trainees); • Each group represents a sports club; • Each group must define the sports club (characteristics, objectives, etc.); • All elements are part of the club's Board; • Of the 5 elements, 4 must have the following functions: gender equity specialist, sustainability specialist, spokesperson, policy analyst; • The fifth element will be defined by the group regarding its function;



- The objective is for each group, at the end of the activity, to present a set of measures and policies to be applied in the club in the areas of gender equity and sustainability;
- The concept of sustainability must be defined by the groups (whether it is a comprehensive concept or whether it is related to the environment);
- After half an hour of discussion, the 'clubs' are informed that the following weekend female athletes and teams at national level will be on national strike and have decided not to compete.

Expectations:

This case allows students to explore real-world challenges in sports club management, encouraging collaboration, critical thinking, and the development of well-rounded policies that consider both sustainability and gender equality.

The practical case on policy-making for a sports club focused on sustainability and gender equality can yield several important conclusions regarding the concept of policy-making. Here are some key takeaways:

1. Interdisciplinary Approach
2. Holistic Consideration
3. Role Specialization
4. Collaboration and Teamwork
5. Feasibility and Implementation
6. Communication Skills
7. Critical Thinking and Problem-Solving
8. Adaptability and Flexibility
9. Reflective Learning
10. Real-World Application

In conclusion, this practical case underscores the multifaceted nature of policy-making and the importance of considering diverse perspectives, collaboration, feasibility, and adaptability in crafting effective and comprehensive policies.

15:30 Coffee-break

16:00 Debate and debriefing regarding all course activities in order to ensure the contextualization of the topics covered with the main theme of the workshop; Final reflection on the concepts of leadership, negotiation, influence and policy making; transfer of concepts and activities to everyday life



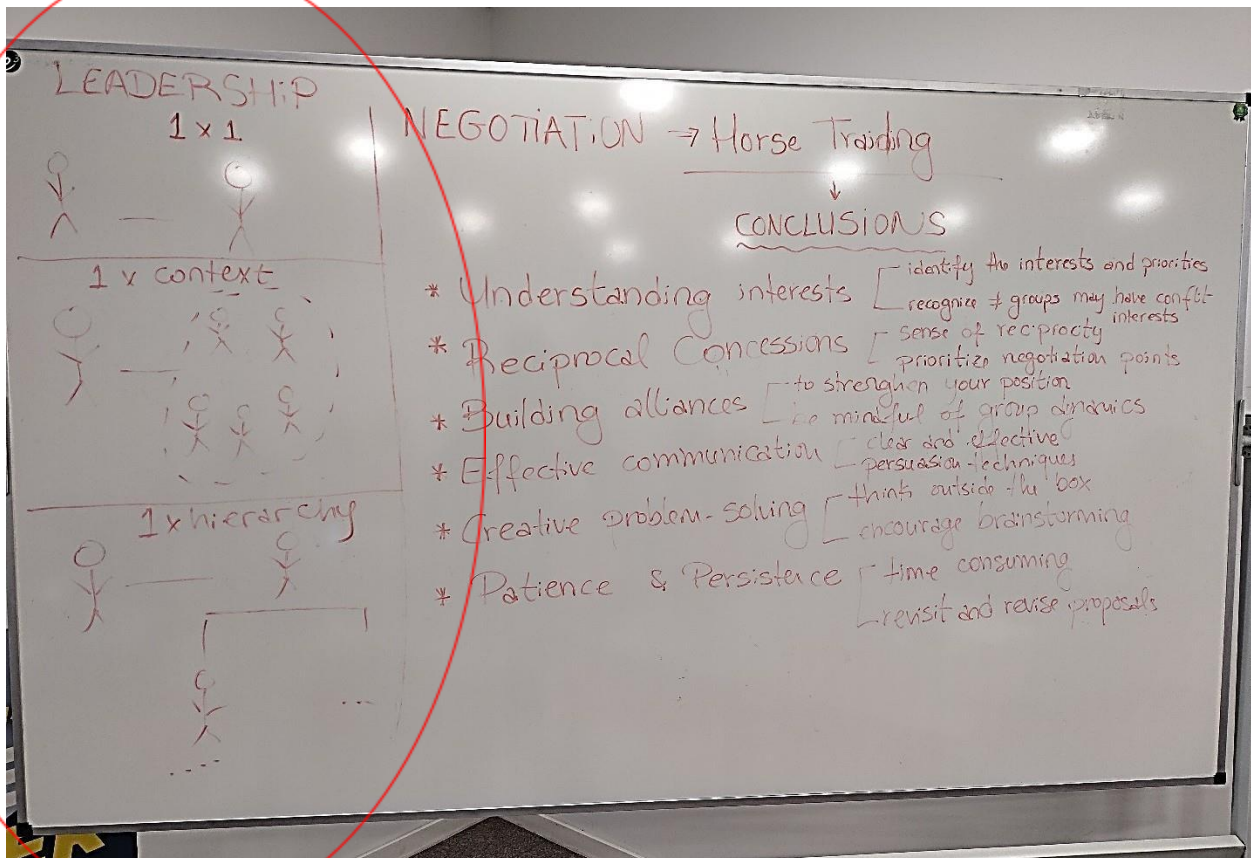
	<p>..... Virtual participants</p> <p>Virtual participants are involved in all the activities presented in this course, either using the chat but also in the group activities proposed during both days</p>
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Concept of Leadership

Leadership is getting people to make an effort to do things and within this effort there are techniques: negotiation techniques, persuasion, policies that are very useful in achieving the objectives that leadership sets itself. Leadership is all of that. Then, within leadership, you have blocks of skills.

We will consider Leadership as a one on one, one to context and one to hierarchy situation. We should try to understand where to fit each activity you do on a daily basis.





Activity: Group Negotiation Simulation - Horse Trading Activity

Horse trading refers to the practice of engaging in shrewd and sometimes unscrupulous negotiations, often involving a series of reciprocal concessions or compromises. The term is derived from the historical practice of buying and selling horses, where individuals would haggle and bargain to reach a mutually agreeable deal.

In the context of negotiation with groups, horse trading can involve navigating complex interactions and finding compromises that satisfy the interests of multiple parties. Here are some key aspects of horse trading in group negotiation:

1. Understanding Interests:

- Identify the underlying interests and priorities of each group involved in the negotiation.
- Recognize that different groups may have conflicting interests, and finding common ground is essential.

2. Reciprocal Concessions:

- Horse trading often involves making concessions and expecting concessions in return. This back-and-forth process can help build a sense of reciprocity.
- Prioritize your negotiation points and be willing to give up less important ones in exchange for gaining ground on more critical issues.

3. Building Alliances:

- Forming alliances or coalitions with certain groups can strengthen your position in negotiations. This might involve aligning interests or offering support on specific issues.
- Be mindful of group dynamics and how alliances may shift throughout the negotiation process.

4. Effective Communication:

- Clear and effective communication is crucial. Clearly articulate your group's needs and



objectives, and actively listen to the concerns and interests of other groups.

- Use persuasion techniques to influence opinions and build consensus.

5. Creative Problem-Solving:

- Be open to creative solutions that address the needs of multiple parties. This may involve thinking outside the box to find compromises that benefit everyone.
- Encourage brainstorming sessions to generate new ideas and alternatives.

6. Patience and Persistence:

- Group negotiations can be time-consuming, and reaching a consensus may take patience and persistence.
- Stay committed to the process and be willing to revisit and revise proposals as needed.

Remember that while horse trading can be an effective strategy, it's important to approach negotiations with integrity and a focus on creating mutually beneficial outcomes. Building positive relationships and trust is key to long-term success in group negotiations.

With that being said, here's a brief outline that you can adapt to your specific context:

Objective:

The objective of this activity is to provide participants with a hands-on experience in group negotiation, emphasizing the principles of horse trading. Participants will have the opportunity to navigate complex group dynamics, make concessions, and seek compromises to reach a mutually beneficial agreement.

Materials:

- Whiteboard or flip chart
- Markers



- Handouts with the scenario and roles for each group

Duration:

Approximately 1.5 to 2 hours, depending on the complexity of the scenario and the size of the groups.

Setup:

1. Scenario Creation & Role Assignment:

- Assign each participant to a specific role within their respective groups. Clearly communicate the goals and interests associated with each role.
- Emphasize that roles may require flexibility and adaptation as the negotiation progresses.

2. Instructions:

- Provide participants with a brief overview of the horse trading concept and its relevance to group negotiation.
- Clearly explain the rules and time constraints for the negotiation. Emphasize the importance of active listening, effective communication, and creative problem-solving.

Activity Flow:

1. Introduction:

- Briefly introduce the negotiation scenario, setting the context and goals.
- Review the rules and expectations for the activity.

2. Group Formation and Planning:

- Allow groups a brief period to discuss their respective positions, interests, and strategies



within their teams.

3. Negotiation Rounds:

- Conduct several negotiation rounds, allowing groups to interact and make proposals.
- Encourage horse trading by promoting reciprocal concessions and compromises.
- Introduce unexpected challenges or changes to test the adaptability of the groups.

4. Debriefing:

- Facilitate a group discussion to reflect on the negotiation process.
- Discuss the strategies employed, challenges faced, and lessons learned.
- Emphasize the importance of ethical negotiation practices and maintaining positive relationships.

Conclusion:

The horse trading activity provides participants with practical insights into the complexities of group negotiation. By experiencing the challenges of balancing competing interests and making concessions, participants can enhance their negotiation skills and develop a deeper understanding of effective collaboration in group settings.

In short:

- ❖ There is a seller and there is a buyer.
- ❖ The activity will focus on the purchase/sale of a horse.
- ❖ The seller has one brief and the buyer has another.
- ❖ Each group will have 4 to 5 people, both online and in the room.



- ❖ In addition to the seller and the buyer, we will have the friend who makes the bet, the owner of the stable where the horse is kept and a person who usually rides the horse and keeps it active for its owner. In groups of six, we add the owner of the equestrian products store. In groups of 4 we take the person who usually rides the horse.
- ❖ The people in the group only know each other's role, but they don't know the seller's and buyer's brief.
- ❖
- ❖ The idea is that each group has half an hour to discuss the horse sale/purchase negotiation process.
- ❖
- ❖ As conclusions we should reflect on the negotiation processes; how they depend on direct and indirect factors and actors.

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- ❖ - Group negotiations can be time-consuming, and reaching a consensus may take patience and persistence.
- ❖ - Stay committed to the process and be willing to revisit and revise proposals as needed.

TIP: the buyer and seller were negotiating, but then they should have gone into context and talk to third parties to influence and also interfere with each other's behaviour. The characters we added to the deal should help with this. It is important to understand that the context may not be third parties, it may be rules, it may be physical barriers, and others, depending on the context and situation.



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REMEMBER:

How can context rules or philosophies be defined to serve the change in behavior that is what leadership seeks?

Everything is leadership.



Activity: Stick game

Activity Description: 6 participants have to connect their index finger to a stick/broomstick; your fingers can never move away from the stick and the aim is that, together, you can bring the stick to the ground without letting it fall.

What comes out of the stick game is firstly that the participants listen to each other, only speak one at a time, that there is openness to listen to suggestions from everyone, that sometimes despite one being the most extroverted, maybe it's someone else who has the smartest solution. That there are several roles and sometimes it's not the leader who has to have the solution, he just has to manage the different personalities so that they don't all start shouting and get nervous and try to lead the team to a successful outcome. Contribute to a good work climate. Working with different people, one person may have to excite you and the other has to calm you down.

REMEMBER:

Decision-making is the definition of protocols and just being aware of what is relevant and making the relevant decisions and this activity goes beyond that and can be adapted to whatever skills you might be willing to work in your context (group of kids at training, at work with your group, with a group of teacher, etc.).



Activity: Sustainable and Inclusive Sports Club Policies

Objective: To engage a classroom in a session focused on policy-making for a sports club, specifically targeting sustainability and gender equality.

Materials Needed:

1. Whiteboard or flip chart
2. Markers
3. Sticky notes
4. Timer or clock
5. Handouts on sustainable practices (optional)

Session Outline:

1. Introduction
2. Brainstorming
3. Prioritization and Selection
4. Policy Development.
5. Policy Presentation
6. Open Discussion
7. Conclusion and Reflection

By the end of this session, students will have actively participated in the policy-making process, gained insights into sustainable practices, and developed critical thinking and teamwork skills.

Session Roles:

Facilitator:

- Responsible for guiding the session, keeping time, and ensuring that all groups stay on track.



- Introduce the case, explain the objectives, and moderate discussions.

Within the groups:

1. Sustainability Expert:

- Acts as a resource person with knowledge about sustainable practices in sports clubs.
- Provides information on environmental impacts and potential sustainable initiatives.

2. Gender Equality Expert:

- Offers insights into gender-related issues in sports and provides guidance on creating inclusive policies.

3. Policy Analyst:

- Analyzes proposed policies, considering feasibility, potential challenges, and alignment with the club's mission.

4. Spokesperson:

- Presents the group's policy proposals to the class during the final presentation.

5. TBD by the group.

Session Script:

1. Introduction

- Facilitator introduces the case: "You are members of the executive board of a sports club looking to enhance sustainability and gender equality within the organization."

2. Background Information

- Sustainability Expert briefly presents the environmental impact of sports clubs and potential areas for improvement.
- Gender Equality Expert highlights challenges and opportunities for promoting gender equality in sports.

3. Group Formation and Brainstorming

- Divide the class into small groups of five.
- Each group brainstorms ideas for sustainability and gender equality policies in a sports club.

4. Role Assignments

- Assign roles within each group: Sustainability Expert, Gender Equality Expert, Policy



Analyst, and Spokesperson.

5. Policy Development

- Groups work on developing policies. Each member contributes from their role's perspective.
- Emphasize collaboration and integration of sustainability and gender equality considerations.

6. Presentation Preparation

- Each group prepares a presentation summarizing their policies.
- Policy Analysts ensure the policies are well-considered and feasible.

7. Policy Presentations

- Groups present their policies to the class.
- Facilitator and classmates may ask questions and provide feedback.

8. Open Discussion and Reflection

- Facilitate a discussion about the presented policies.
- Encourage reflections on the challenges of integrating sustainability and gender equality in sports club policies.

9. Conclusion

- Facilitator wraps up the session, summarizing key insights and thanking participants.

This case allows students to explore real-world challenges in sports club management, encouraging collaboration, critical thinking, and the development of well-rounded policies that consider both sustainability and gender equality.

The practical case on policy-making for a sports club focused on sustainability and gender equality can yield several important conclusions regarding the concept of policy-making. Here are some key takeaways:

1. Interdisciplinary Approach:

- Policy-making requires an interdisciplinary approach. In this case, having experts in sustainability and gender equality allowed for a more comprehensive and informed discussion, highlighting the importance of diverse perspectives in crafting effective policies.

2. Holistic Consideration:

- Effective policies consider multiple dimensions. Policies that integrate both sustainability and



gender equality demonstrate a holistic approach to addressing challenges within the sports club, promoting a more inclusive and environmentally conscious environment.

3. Role Specialization:

- Assigning specific roles within the group (Sustainability Expert, Gender Equality Expert, Policy Analyst, Spokesperson) ensures that different aspects of policy development are thoroughly explored. This reflects the need for specialized expertise in crafting well-informed policies.

4. Collaboration and Teamwork:

- The group-based nature of the activity encourages collaboration and teamwork. Policy-making often involves diverse stakeholders, and the ability to work together efficiently is crucial for successful policy development.

5. Feasibility and Implementation:

- Policies must be realistic and feasible. The role of the Policy Analyst in each group is crucial for assessing the practicality and potential challenges associated with implementing proposed policies, highlighting the importance of considering the practical aspects of policy implementation.

6. Communication Skills:

- The Spokesperson role emphasizes the importance of effective communication in policy advocacy. Being able to present policies clearly and persuasively is a key skill in the policy-making process.

7. Critical Thinking and Problem-Solving:

- Developing policies requires critical thinking and problem-solving skills. Students had to analyze the challenges, consider potential solutions, and develop policies that address sustainability and gender equality issues in a sports club context.

8. Adaptability and Flexibility:

- Policies should be adaptable to changing circumstances. Through discussions and feedback, students may realize the importance of building flexibility into policies to accommodate unforeseen challenges or changes in the club's environment.

9. Reflective Learning:

- Encouraging open discussion and reflection at the end of the session allows students to learn from the process. Reflective learning enhances understanding and helps students recognize the complexities involved in policy-making.



10. Real-World Application:

- The case provides a practical, real-world scenario for applying policy-making concepts. This hands-on experience allows students to bridge theoretical knowledge with practical application, preparing them for future engagements in policy development.

REMEMBER

In conclusion, this practical case underscores the multifaceted nature of policy-making and the importance of considering diverse perspectives, collaboration, feasibility, and adaptability in crafting effective and comprehensive policies.





WHAT'S POLICY MAKING?

Policy-making is the process through which decisions, actions, and guidelines are formulated, adopted, implemented, and evaluated by a government, organization, or other authoritative body. Policies serve as a set of principles or guidelines intended to influence and determine decisions, actions, and outcomes in specific areas.

Key elements of the policy-making process include:

1. Agenda Setting:

- Identifying and defining issues that require attention and action. This involves recognizing problems, needs, or opportunities that may warrant the development of policies.

2. Policy Formulation:

- Developing specific proposals or courses of action to address the identified issues. This stage involves research, analysis, and the creation of detailed plans or documents outlining the proposed policies.

3. Adoption/Decision-Making:

- Selecting among the proposed policy options and making a decision on which policy to adopt. This often involves legislative or executive approval, depending on the governing structure.

4. Implementation:

- Putting the chosen policy into practice. This stage involves allocating resources, defining responsibilities, and taking the necessary actions to execute the policy.

5. Monitoring and Evaluation:

- Assessing the effectiveness and impact of the implemented policy. This includes ongoing scrutiny of the policy's outcomes, making adjustments as needed, and ensuring that the policy achieves its intended goals.

6. Feedback and Adjustment:

- Using feedback from monitoring and evaluation to make adjustments to the policy or the policy-making process. This step is essential for maintaining relevance and effectiveness over time.



7. Termination or Renewal:

- Deciding whether to terminate, renew, or replace a policy based on its success, changing circumstances, or evolving priorities. Policies may be repealed, amended, or replaced as conditions warrant.

8. Public Involvement:

- In democratic settings, involving the public in the policy-making process is crucial. This may include seeking public input during agenda setting, gathering feedback during formulation, and ensuring transparency and accountability throughout.

9. Legal Framework:

- Policies are often grounded in a legal framework that provides the authority and structure for their creation and implementation. This can include laws, regulations, or organizational bylaws.

REMEMBER

Policy-making can occur at various levels, including local, regional, national, and international, and it can address a wide range of issues, such as economic development, social welfare, environmental protection, healthcare, education, and more. The process is dynamic and iterative, responding to changing conditions and evolving priorities.



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