



SPORT-ENT

Sport & Entrepreneurship

TRAINER TOOLKIT



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SPORT-ENT Sport & Entrepreneurship
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ANNEX I

List of Workshops



(Please Note: The symbol “ ” means the related topic is the main one covered by the workshop)

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INTRODUCTION



why this toolkit and how to use it

This Publication has been thought to serve as a comprehensive guide of the Sport-Ent project, providing an overview of the general framework, the organizations part of the consortium, the main aim and the specific objectives of the project. The core part of the Toolkit consists of a targeted training programmes for sports people in respect of entrepreneurship and football.

The series of workshops contained in the ANNEX I are planned and developed to be addressed to coaches, trainers and facilitators who would like to fill the gap represented by high-level athletes who train and compete throughout Europe who face multiple risks, with many missing out on high quality education and training that could help them prepare for a new career after they retire.

The partnership developed a unique “step-by-step” learning entrepreneurship training programme for sports people, using off-line activities to include activities relating to the most relevant key overlapping entrepreneurship and football characteristics that successful entrepreneurs possess.

The structure of the Learning Programme proposed could be changed and adapted when implementing the workshops, according to the specific needs of the participants and considering the final aim the facilitators would like to achieve.

The single sessions part of each workshop are thought to be complementary one to another, nevertheless single activities could be implemented in a detached than the related workshop. The whole of the workshops are designed giving the chance to be considered as a single educational path.

1. GENERAL FRAMEWORK



1.1 the erasmus + programme

This Publication is one of the foreseen outcomes of the European Project named “Sport & Entrepreneurship” (SPORT-ENT)”, a Collaborative partnership co-financed by the Education, Audiovisual and Culture Executive Agency of the European Commission, under the umbrella of the Erasmus+ Programme – Action Sport.

Erasmus+ is the EU’s programme aimed at supporting education, training, youth and sport in Europe. It provides opportunities for Europeans to study, train, gain experience, and volunteer abroad. Erasmus+ doesn’t just focus on students. Merging seven prior programmes, it includes actions addressed to a wide variety of individuals and organisations.

Erasmus+ has opportunities for people of all ages, helping them to develop and share knowledge and experience at institutions and organisations in different countries. As already mentioned, Erasmus+ has among its targets a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

The aim of the Programme is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET 2020, the EU’s strategic framework for education and training. Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people;
- Promoting adult learning, especially for new skills and skills required by the labour market;
- Encouraging young people to take part in European democracy;
- Supporting innovation, cooperation and reform;
- Reducing early school leaving;
- Promoting cooperation and mobility with the EU’s partner countries.

1.2 the erasmus + sport action

Among the different Key actions part of the Erasmus + Programme, there is one dedicated to Sport: this action offers the opportunity to develop, transfer and implement innovative practices in different areas relating to sport and physical activity between various organisations and actors in and outside sport.

The type of consortium the action intends to promote and finance are the “Collaborative Partnerships” which are innovative projects aiming to:

- Combat doping at grassroots level, notably in recreational environments such as amateur sport and fitness;
- Support prevention and raise awareness among stakeholders involved in the fight against match fixing;
- Support prevention, educational and innovative approaches to tackle violence, racism and intolerance in sport;
- Support the implementation of EU policy documents in the field of sport and other relevant policy areas such as recommendations, guidelines, policy strategies, etc. (e.g. EU Physical Activity Guidelines, EU Guidelines on Dual Careers of Athletes, Principles on good governance in sport, etc.).

A particular focus has been put on projects that address grassroots sports. Collaborative Partnerships should promote the creation and development of European networks in the fields of sport. Erasmus+ will support the testing and development of new project formats and new forms of transnational cooperation in the field of sport that are likely to inspire the development, on a larger scale of initiatives

supported with national funding schemes or other European funds, such as the European Structural and Investment Funds.

Collaborative Partnerships should also support the implementation of the European Week of Sport which is an initiative launched by the European Commission to promote sport and physical activities in the European Union, in the light of declining participation levels (following recent results from the 2013 Euro barometer). The European Week of Sport will evolve over the years and it is intended to be organised following a fixed calendar (2nd week of September) with an official opening, a flagship event and 3 to 5 focus day, each with a focus theme.

The Sport Collaborative Partnerships are open to any type of non-profit organisation and public bodies; depending on the objective of the project, they should involve an appropriate and diverse range of partners in order to benefit from different experiences, profiles and expertise and to produce relevant and high quality project results.

As a general rule, C.Ps. target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Collaborative Partnership, as partners (not as applicants), if their participation brings an essential added value to the project. Any not-for-profit organisation or public body, established in a Programme Country can apply from the Erasmus+ Programme in the field of Sport.



2. SPORT & ENTREPRENEURSHIP



2.1 introduction

The similarities between the entrepreneur and the footballer are striking. To be successful in either arena, the business office or the playing field, the participant must learn to maximize their strengths and negate their weaknesses. Bringing together these two disciplines are both innovative and unique and provides the appropriate mind set and competencies for an individual to succeed as an entrepreneur.

For a footballer, knowing the particular strengths one possesses is vital to success in the game. A football player who can master the left-foot shot is a key player when the score is tied and there is a play in the goal box. The runner who can maintain a reserve of energy until the last lap of a four lap race will have an advantage over the other runners who are gasping for every bit of air.

For the entrepreneur, understanding the strengths one possesses is equally as important. The businessperson who excels at bringing in new clients will not thrive if they are trapped in the office every day. A salesperson who can confidently ask for million dollar contracts will thrive when given the opportunity to make the presentations.

The European employment policy encouraged Member States to work to build employment pathways for individuals and reduce unemployment, in particular, through adapting education and training systems in order to raise quality, broaden supply, diversify access, and ensure flexibility and responsiveness to new occupational needs and skills requirements.

2.2 what are the challenges?

When the triple whistle for a footballer's career arrives, the spotlight goes out and a new life begins.

How much do professional footballers earn when they finish their professional careers? Are they able to live peacefully thanks to the savings they have set aside? Do they need to find another job?

To answer these questions, we must first consider that under the golden veil of high-level professional football and European stages, there is a world of provincial professionals. This category of players is often struggling with late payments and bankrupt football clubs. They are forced to frequently move from a city to another chasing a ball and a stability that will end

soon.

The career of a professional footballer ends on average around the age of thirty-five. Often those who have had talent and luck choose to stay in the world of football in other guises. Coach, executive, TV commentator and so on.

There is a factor closely linked to the profession carried out from eighteen up to the threshold of forty years to be taken into consideration. Over 40% of former players have serious health problems, with mostly disabilities in the knees and ankles. There are forty years old players with the same health issues seventy-year-old people usually have and treatment costs money.

The players who have millions in their bank accounts at the end of their career are only 5% of the total. And those who are able to manage them well are even fewer. A study carried out in England revealed that 3 out of 5 footballers end up in bankruptcy after only 5 years of retirement, often because of drugs, alcohol or mismanagement of their savings.

Another problem related to the post-professional life of footballers is represented by the gaps in the area of skills and competences to be spent in a job market other than the football environment.

The Sport-Ent partnership through the implementation of the mentioned project, designed a set of possible solutions to

2.3 the non formal education approach

There are key overlapping entrepreneurship and football characteristics that successful entrepreneurs possess and are worth exploring. Interestingly, those same characteristics can be identified in athletes, although they are applied in different ways. The learning program designed aims at stimulating a reflection on the mentioned key characteristics, providing inputs and key concepts useful for the football players who would like to start a new career in the business field.

The workshops proposed foresee a series of activities based on a mix of methodologies (Formal Education, Sport Activities, Non-Formal Education). The Non-Formal Education plays a prominent role in the activities proposed.

Non-formal education is a type of education that takes place outside the curriculum provided by formal education.

Non-formal learning activities take place on a voluntary basis and are carefully designed to foster the personal, social and professional development of the participants.

In Europe, most citizens have received some form of schooling in their lives. This formal school education is normally based on a "vertical" relationship between student and teacher: the one who possesses the knowledge and transmits it (teacher) and the one who receives it (learner). Non-

tackle the issues of lack of knowledge, competences and skills of those former players who would like to become entrepreneurs once they end their career as professional footballers.

One possible solution to facilitate the transition of the former footballers to the entrepreneurial field is to enlarge the training offer available to sports people to improve their entrepreneurship skills, to directly impact the communities of sports people, teachers/trainers, professionals and tutors involved and stakeholders interested in the development of entrepreneurship for sports people. This audience would benefit from an innovative method to train and to help in the creation of new enterprises.

formal education, on the other hand, can be explained with the formula "learning by doing", or learning directly in the field. The learning methodology consists in the interaction between learners and the concrete situations they experience. There are no teachers who give ex-cathedra lessons: young people, youth workers, educators (trainers) develop knowledge and skills together, in a "horizontal" relationship.

The principles of non-formal learning are:

- Use of participatory methods, focused on the learner;
- Design according to the interests of young people;
- The evaluation of failure or success is never individual but collective, the right to make mistakes;
- Made in environments and situations where training and learning are not the only activities;
- The learning context must make the participants feeling comfortable;
- The activities are led by facilitators, both professionals and volunteers;
- Activities are planned according to the objectives and they are addressed to specific target groups.

The participatory methodologies used in non-formal education are many and are closely linked to the objectives to be achieved through the activities.



needed to succeed. The right leadership style is important when working towards a goal, and involves among others the way you handle your work load, and your abilities to communicate with staff or members of your team. There are several factors that may influence our leadership skills, such as behaviour, attitude, emotional intelligence, charisma, values and communicational skills.



3.4 PLANNING & MANAGEMENT - MARKET ANALYSIS & BUSINESS PLAN

To be effective and develop its potential, a company should work towards a desired goal or mission. Planning in management is about what steps you need to take to reach the goal, what changes and hurdles to anticipate, and how to utilise human resources and opportunities to reach the expected outcome. The planning process involves a careful analysis of the current resources and market trends and the prediction of emerging markets and future demand. In simple terms, a goal is where your company wants to be at a certain time and a plan provides directions for how you are going to get there.

Planning is considered a basic function of management. It means that a plan is necessary for any other managerial function, be it organising, directing, staffing, or controlling. As part of the planning phase, Business plans typically include detailed information that can help improve the business's chances of success, like a market analysis, competitive analysis, customer segmentation, marketing, logistics and operations plans, cash flow projection and an overall path to long-term growth. Though it may sound tedious and time-consuming, business plans are critical to success in the business field.



3.5 WORKING WITH OTHERS/TEAMWORK - NEGOTIATION

Effective teamwork is at the heart of

the success for every organization. Whether you are running or you are part of a digital agency, a football team, or a business company, chemistry makes your team great. Therefore, it is no wonder that most modern businesses center on understanding the characteristics of effective team management and what could help to create a cohesive team. Through the workshops proposed we specify the meaning and the importance of teamwork in different contexts, underlining the common elements characterizing sport and business environments, providing an overview both of the basic elements of teamwork/team building and tools/strategies for the enhancement of collaboration in a group.

The ability to negotiate is intended as the ability to communicate and confront each other in order to reach an agreement. Negotiation skills presuppose certain qualities: intelligence, strategy, personality and empathy.

In the past, negotiation was understood as a process aimed at achieving an objective at any cost, perhaps to the detriment of the counterpart; today this is no longer the case: negotiation is a process that involves a work to be done in parallel; while negotiating there is an exchange of experiences and information, which aims to satisfy all the parties involved. This is precisely the added value of negotiation and the skills needed to strive for it: a seller satisfied with an agreement will keep doing business with the buyer. Conversely, if the agreement is unfair, it will hardly be repeated in the future, with serious damage also to the company that "won".

A good deal is strategic for everyone, especially in a competitive market like the current one.



3.6 SELF-AWARENESS & SELF-CONFIDENCE

Emotional intelligence is now recognized as a fundamental and essential feature for an effective leader and for achieving significant results in the workplace both in sport and in an entrepreneurial field. It is likely that in the near future it will assume more importance than technical skills and become crucial for the continued growth of

the company/team itself.

Emotional intelligence is composed of two types of skills, a personal one linked to the way we regulate ourselves and a relational one, connected to the way we relate to others.

However, in order to improve emotional skills it is necessary to possess or develop a fundamental prerequisite: self-awareness. Self-awareness (also referred as self-knowledge or introspection skills) is the ability that allows us to understand our needs, desires, limits, habits and everything that is important to ourselves. The more self-aware we are, the better our ability to adapt to life changes and meet our needs will be.

It also allows us to recognize and name our emotions. Usually when something does not go as we would like or we encounter work difficulties, or colleagues do not understand us, do not listen to us or, worse, take advantage of us, the prevailing emotion could be anger. However, anger is frequently a secondary emotion, that is an expression of deeper emotions that can be disappointment, discouragement or even fear. Correctly naming one's emotions already means exercising a first form of containment and regulation.

Finally, among the benefits of self-awareness, it should be remembered that it allows us to collect data and information on inner resources, abilities and limits. This contributes to the perception of our worth and abilities, and to build a healthy self-confidence.

The link between success and self-confidence is undeniable.

Self-confidence and self-esteem are qualities that many possess in a natural, innate way, while others lack it, or rather keep it hidden.

As much as one may be convinced of the contrary, self-confidence is one of the many mental qualities that can be developed, strengthened and even increased, like a real personal "long run strategy".



3.7 CREATIVITY & VISION: SPOTTING OPPORTUNITIES

During the management of a business

or during a career as a sport athlete is essential to develop an attitude that could guarantee the overcoming of possible issues that are going to be faced. Alternative actions should be taken in order both to find innovative solutions, to spot new opportunities and to effectively compete with the competitors working in your field. The concept of "Alternative actions" is strictly related to Innovation, vision and creativity, which means that a successful entrepreneur should always look for or try out new solutions and methods in order to avoid old, and not necessarily good, patterns. Being creative and innovative for an entrepreneur means that he/she is continuously searching for new alternatives to the old paths. In the working context, it is not unusual to get into a worn down pattern with the tendency of doing the same task the same way it has always been done. Spontaneity is an important factor within our innovation and creativity skills, as well as keeping our eyes open to the new impulses we come across in our surroundings. Above all it is important to keep an open mind towards these impulses, without turning them down immediately, and instead let them inspire us, value their potential or find out how they can be developed further. Innovation provides a workplace with additional energy in the form of new solutions, and sometimes they are not necessarily better than the original ones, but they might turn out to be



3.8 RESPECT & ETHICS

Work ethic could be defined as the belief in work as a moral good: a set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard. Work ethic is a system of moral principles that affect how people lead their lives in the working field, it is an unbroken stream of decision-making concerned with what is the right moral choice, for individuals and for the group. In a business, an ethical code is a defined set of principles which guide an organization in its activities and decisions and the firm's philosophy may affect its productivity, reputation, and bottom line.

The same definition could be easily applied and translated to a sport environment and a football team. The value "Respect" could be intended as the feeling of admiration for someone because of their personal qualities, their achievements, or their status, and show this by treating them in a polite and kind way. Respect means to show the understanding of the importance of something by not doing anything against it. In sport it could be referred to the compliance of the rules, respecting the opponents, teammates and finally respecting even yourself avoiding practices which could affect your health, such as doping.



3.9 COMMITMENT & DISCIPLINE

Occupational and organizational psychologists are interested in understanding the psychological reactions of employees in their workplaces.

The greatest part of this interest focuses on employees discipline and commitment in regard to the organizations they work for. Among the relative variables, the work attitude most studied by psychologists are job satisfaction and commitment

Although organizational commitment can be expected to develop on the basis of factors such as personal and work experience, organizational experience is one of the key influencing the factors of this phenomenon. Some variables of a person (for example age, city of origin, etc.) are modestly related to organizational commitment, but it is what people experience at work that seems to have the greatest influence on the development of positive work commitment. In general, organizational commitment can be defined as the link between the workers and their organization, which makes it less likely to voluntarily leave it. More specifically, the three main components of the commitment concern Affective Commitment, Normative Commitment, and Continuance Commitment.

Regarding affective or emotional commitment, the literature suggests that it is stronger among employees who feel they are supported by their organizations and who have experienced procedural,

distributive and interactional justice in the workplace.

Affective engagement is also stronger among employees who experience a minimum of role ambiguity and role conflict in the workplace and have leaders who adopt transformational leadership styles, i.e. a leader who actively engages with the members of her/his team, creating a relationship with them that raises their own motivation. The affective commitment is linked to several key performance indicators. Employees with greater emotional commitment are less likely to be absent from work.

Affective commitment also provides for better work performance that are higher among employees with greater emotional commitment.

Stimulating organizational commitment is important not only for the organizational climate, but also for the productivity of your organization and for the well-being of your employees and your company in general



3.10 COPING WITH RISK AND UNCERTAINTY/ RESILIENCE

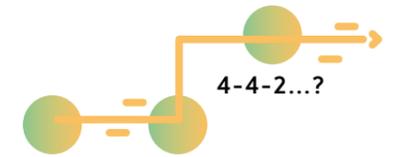
Resilience consists of several skills, such as flexibility, activity, speed of recovery and durability, it is a strength which is useful when working with demanding tasks, often also under a lot of pressure, regulated by tight deadlines. A resilient person will be defined as a person who throw himself at challenges with great enthusiasm instead of letting panic and fears.

stop him/her. A resilient person also remains calm under times of crisis, and he/she is able to focus on solving the problem, rather than just focusing on the problem itself.



ANNEX I

List of Workshops



structure of workshops

All the workshops in the list are planned to be implemented with the following structure:

WARM UP/ENERGIZER*:

it is usually implemented to help people to get to know each other, to increase the energy or the enthusiasm level of the group, encouraging team building or making people start thinking about a specific topic. Furthermore It is demonstrated that a physical activity done before starting a reflection group could help participants to be more focused and to maintain the concentration.

INTRODUCTION**:

All the people involved in the activity will start getting into the topic with a debate, a brainstorming or a conversation led by the facilitator in a non-formal environment.

MAIN ACTIVITY:

A physical or a static activity with a specific aim.

DEBRIEFING:

A debate led by the facilitator with the aim to make the participants reflect about their feelings and the meaning of the activity previously done

FINAL EVALUATION:

A phase where the participants are asked to assess the entire workshop, useful for educators and facilitators to better understand strengths and weaknesses of the activities proposed.

The structure proposed could be changed and adapted when implementing the workshops, according to the specific needs of the participants and considering the final aim the facilitators would like to achieve.

The single sessions part of each workshop are thought to be complementary one to another, nevertheless single activities could be implemented in a detached than the related workshop.

The whole of the workshops are designed giving the chance to be considered as a single educational path; in this sense, it is suggested to follow this structure to maximize the impact:

1. "X-RAY"
2. "The Podium of Values"
3. "Pitch your vision"
4. "Business Canvas Puzzle"
5. "Summer Sport Event"
6. "Football manager - Every team member matters"
7. "Be a captain: LeadURship"
8. "What makes the difference?"
9. "Will you take the Risk?"
10. "The motivation tree"

PLEASE NOTE: All the activities should be implemented in accordance with the provisions set at national level and the rules laid down by the sport federations, in order to avoid and slow the spread of the Coronavirus Disease 2019 (COVID-19).

** If the main activity of the workshop foresees challenging physical exercises to be done by the beneficiaries, the warm up/energizer is suggested to be implemented after the Introduction/debate and immediately before the main activity.*

*** In case you had already the chance to talk with the beneficiaries about the specific topics of the workshop, this part could be skipped and the main activity could be implemented without an introduction.*

explanation of the workshops template

TITLE:

The name of the workshop described

TOPICS:

List of which topics (following the list of topics included in the manual) are discussed in the workshop.

OVERVIEW:

General description of the activity.

DIFFICULTY LEVEL:

The level of complexity of the exercise compared to the level of knowledge and awareness of the participants.

ACTIVITY TYPE:

Static, Dynamic or Movement activity, including methods used (brainstorming, simulation, etc.).

TARGET GROUP:

To whom the workshop is directed, or to whom is most suitable to direct it.

GROUP SIZE:

Suggested number of participants to implement the activity as planned.

TIME:

Suggested duration of the activity.

VENUE:

What kind of space is needed to implement the activity.

STAFF INVOLVED:

How many facilitators, trainers and/or other staff are needed to run the activity.

LANGUAGE:

In which language the activity should be ran.

MATERIALS:

What kind of materials are needed to run the activity (i.e. balls, pens, markers, papers, etc.).

OBJECTIVES:

With what aims the activity is done; what is the activity aiming to reach.

ACTIVITY:

Detailed description of the activity plan.



activity

1. INTRODUCTION/BRAINSTORMING

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation with a brainstorming asking a question to the participants: "Think about the concept of VALUE, what is the first word coming to your mind?" All the words/definitions will be written on flipcharts/blackboard. After a short discussion the facilitator leads the participants to a general definition of Values and Ethics.

2. MAIN ACTIVITY

2.1 Values: Respect and Ethics in Sport and in Business sector

- Time: 50 minutes

The participants will be provided with a sheet of paper and a pen, then they will be asked to focus on the concept of ethics and values applied to sport. The participants will be provided with a list of values* and then requested to draw a podium:

The young athletes will be asked to insert in the boxes the four most important values (focusing on sport) in order of importance according to their point of view, by choosing them from the list previously given or adding new ones if not in the list. They will do the exercise first individually, then in groups formed by two people, then by 4, by 8 and at the end they will be requested to decide a common list of values for all. The activity is set in order to give the athletes

the chance to discuss about the reasons why they consider a value more relevant than another one.

The first debate gives the cues for the final discussion which involves all participants. Everyone shall explain his/her point of view. Disagreements may occur about the importance to be given to the various values and participants might find difficult to find a common point of view to decide what the order of importance of the values is, even if in general they agreed on which ones are the most relevant. The participants should reach a common list of values putting them in order of importance and giving a definition of each one of them.

This first activity will be closed with a debate/discussion to gather the overall feelings of the participants regarding the activity. You may use the following questions:

- How did you feel during the activity?
- How hard was to list the values associated with sports?
- How hard was to link the values you wrote down with the other participants' lists?

Ask the participant to think about a working environment in a company, give them few minutes to revise their lists of values.

- In case the same exercise would be applied focusing on the business sector;

- Will you keep the same order in your list of values? Why?
- Have the most important values in sport the same importance in a business environment? Why yes or not?

- What are the main elements in common in the two different sectors?
- What are the most important differences in terms of values?

The debate will be then focused on a specific value among the ones in the list: "Respect".

- How important is this value in sport?
- What is its relevance in everyday life?
- What about the application of this value in the Business sector?

2.2 Warm Up/Energizer

- Time: 5 minutes

You can have a look at a list of energizers/warm ups provided in the ANNEX II

2.3 Ethical problems in sports and working life - physical activity - role play

- Time: 50 minutes

This activity focuses on the ethical problems in sports and in business life and should promote the debate among the participants. This activity include a first phase consisting in physical activity (short football match) and in a second phase of debate. The athletes will be divided in two teams** to play a short football match (5/10 minutes). Before starting the match ask the participants to nominate the two captains of the teams, who will be in charge of all the free kicks or penalties during the match. The facilitator will be the referee of the match. Take the two captains aside, without the other players having the chance to listen the instructions you will give them: Explain them that during the match the referee will make a huge mistake giving a penalty to one of the team. The captain of the opposing team should protest vigorously against the referee's decision. The captain in charge of the penalty must purposely kick the ball out of the playing field to be fair towards the opposing team and to also point out the referee's mistake***.

Summarizing, the facilitator, with the cooperation of the two captains, should make sure this following scenario will be represented during the match:

In the football/futsal game, the referee

makes a clear evaluation mistake by whistling a penalty. The player in charge of the penalty purposely kicks the ball out of the playing field to be fair towards the opposing team and to also point out the referee's mistake. The referee then punishes the player with a yellow card.

3. DEBRIEFING

Ask the participants to stand in front of you to start the debriefing, to implement the activity and stimulate the debate you can use the following questions:

- What happened in the field according to your understanding?
- How realistic was the situation presented?
- Did you experienced any similar situation in your career?
- How did you feel when you witnessed such situation?
- Why the captain of team X purposely kicked the ball out?
 - Was the captains' behavior fair in your opinion?
- Were there any values you can stress in the situation represented?
- Was the value of "Respect" anyhow represented? In which why? Why yes or not?
- What values were missing in the scenario?
- Did the referee behave correctly by punishing the player who clearly disrespected his authority?
- If you were in the same situation as the captain, what would you do?
- Directed to the captain: How did you feel getting the yellow card? Would you like to comment your reaction?

Move the debate to a wider context leading the group to discuss about ethics in the business sector, then read the following scenario to the participants and ask them if they find similarities with the previous activity.

Case study to be read****

After reading the case study, ask the following questions:

Have the principles previously mentioned the same importance in this new context? Why? How? Do you think the situation is realistic and why? Do you think S. was right to raise the issue? What do you think about the behavior of her colleagues? Try

to stimulate the critical thinking of the participants and the debate in the group.

4. FINAL EVALUATION

• Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS:

**Put on the ground some balls and some t-shirts (the total number of items must be equal to the number of participants; the number of balls and t-shirts must be equal) ; ask the participants to grab one item and to find the other players with the same item

*** Be sure that the two captains understood their role and how to act, before starting the activity; it is not necessary to reveal them all the details but during the match it must be clear to all that the penalty has been kicked out on purpose. To make it more clear to everybody you can suggest the captains to say loudly he/she does not agree with the referee's decision.

The set where the session will take place should be prepared before starting the activity

You can create your own list of values but be sure "respect" will be one of them

The role play/physical activity could be adapted to several other sports (i.e. handball, basketball). Possible different scenario and questions:

During a basketball game a player deliberately commits a foul to stop the stopwatch in the last minute of the game.

- Do you think it is permissible to act that way during a game?
- If you were a coach, how would you judge players who show similar behaviours in the court?
- Do you think this practice is a widespread phenomenon in professional, competitive sports?

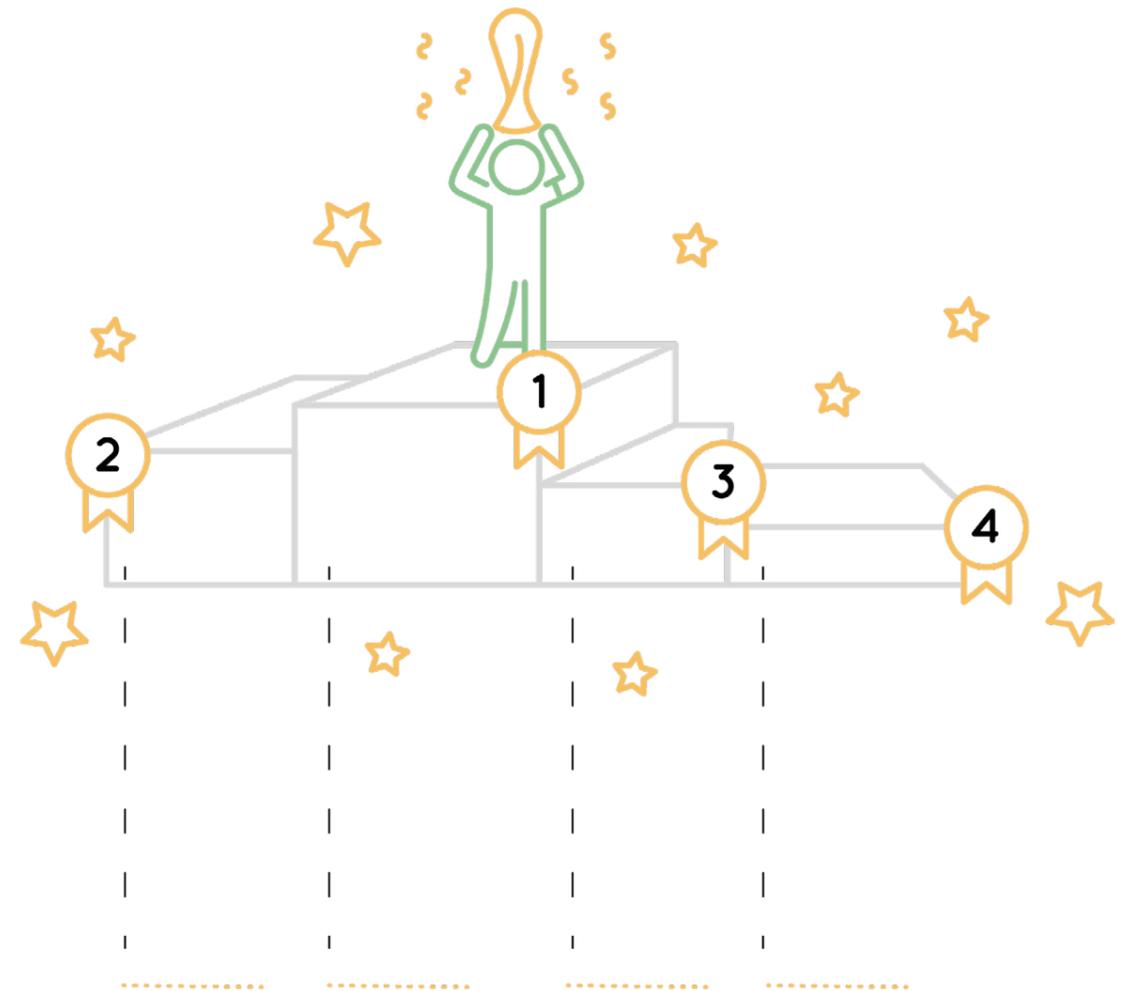
PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

[- Considerations on managerial ethics in sports organizations](#)

[- Workplace Morality: Behavioural Ethics in Organizations](#)

[- Values in Youth Sport and Physical Education](#)

Insert in the boxes the four most important values for you, focusing on sport.



List of values

- Honesty
- Respect
- Team spirit
- Fun
- Health
- Commitment
- Passion
- Self-realization
- Equality
- Integrity
- Unity
- Resilience
- Leadership
- Trust
- Discipline
- Fair play
- Dedication
- Courage
- Perseverance
- Solidarity



**** Case Study

S. is a 35-years old woman, who works for a big international network, consisting of many other organisations working on the local level. The network has decided to conduct a survey about human resources and capacity building among its member organisations. Among other questions, the survey also included questions for participation in the organisations in terms of gender. While analysing the results, S. has put a remark that the representation of men and women in the management groups of the organisations seems unfair and this might be an issue that needs to be tackled. The colleagues of S. and the company's managers disagreed on her comment and thought that she is becoming a radical feminist, which is not in line of the philosophy of the organisation. In the following weeks she felt different treatment from her team. Her motivation went down.



Workshop 2



“Every team member matters”

TOPICS:

Working with Others/Teamwork; Negotiation; Financial and economic literacy; Business education through sports

TIME:

1 hours

VENUE:

Classroom

OVERVIEW:

The activity is planned to give the opportunity to the participants to realize the importance of every member of a team to achieve success, both in sport and in everyday life, with a special focus on entrepreneurial sector.

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop

DIFFICULTY LEVEL: ●●●○○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing) - Movement (only in the first part - Energizer)

MATERIALS:

Pens, markers, flipcharts, A4 sheets of paper, balls, pencils, list of “professional figures”, whistle

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

OBJECTIVES:

- To discuss about the importance of the cohesion in a group to achieve the aim set
- To raise awareness towards the importance of having a team composed by members with complementary roles in entrepreneurial sector
- To reflect on the importance of negotiation in the business field

GROUP SIZE:

Maximum 20/25 people

activity

1. WARM UP/ENERGIZER

- Time: 10 minutes

Divide the participants in 4 groups* and give a ball to each of them. Explain there will be a “dribbles competition”: All the groups will start together under the supervision of one facilitator and they will have 5 minutes in total to realize the highest number of “dribbles” they can. Every member of each group will have one minute to complete his/her session, once the first player will finalize the turn, he/she will pass then the ball to another teammate and so on till the end of the 5 minutes. Every time a player will make a mistake and the soccer ball will fall down, the group will be stopped for 5 seconds by the facilitator.

Write down on a flipchart or a blackboard the final score of each group; according to the rank a sum fantasy-money will be allocated to each group as follow:

1st Team: 500 millions
2nd Team: 450 millions
3rd Team 400 millions
4th Team 350 millions

Explain the group that this fantasy-money will be used in the following activities.

2. INTRODUCTION/BRAINSTORMING

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation

with a brainstorming asking some questions to the participants: “you all are football players, we all know in a football team there are different roles, can you mention some? Can you mention some specific roles under the umbrella of the main roles said? What are the main characteristics a good player should have for the specific roles indicated?”. After this short introduction the facilitator leads the conversation to the business field saying all the people in the group would like to become entrepreneurs, to do that they will need to be part of a team composed as well by “players” with different specific roles. Ask the participants to mention what are the main roles in a “business working team”. All the words/definitions given by the participants will be written on flipcharts/blackboard.

3. MAIN ACTIVITY

- Time: 20 minutes

The participants will be divided again in the same groups done in the first activity (energizer). Every group will be provided with a flipchart, pens, markers, pencils and a list of “professional figures”** Explain the participant that each figure in the list is a potential “player” of the working team they have to build to run their business; every figure in the list, apart from a brief description, has a value of fantasy-money.

Remind each group the sum won during the energizer (500 - 450 - 400 - 350 mln), ask them to draw a football pitch on the given flipchart and to create their working team formed by five “professional figures” taken from the given list. Every figure must be

bought, so they have to be careful about what they really need/want in their team, since the budget is limited; every time they choose a figure from the list they have to write it down on the flipchart and deduct its value from the total budget they have.

After 10/15 minutes, say the participants they can go around and check the teams created by the rest of the groups, in the time left they have the chance to exchange “players” with the other teams or buy them in case of budget still available.

4. DEBRIEFING

- Time: 20 minutes

Once the main activity will be finalized ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Was the activity of creation of the Team easy or difficult? Why? Did you face troubles in your group when selecting the “players of your team”? how did you overcome the troubles?
- What was the strategy adopted by your group? Was it hard to find a common agreement?
- Can you identify any football player with the characteristics listed in your team?
- According to your perception, which is the most relevant figure in the list?
- Do you think there were any figures missing in the list given? Which ones? In case yes, which figures would you have added in the list?
- Could you please present your team and explain why you chose those professional figures?
- How was the part of the budget administration? Did you manage to buy all the “players” you needed?
- What are the main characteristics every professional figures should have?
- Do you think you have any of them? Which ones?

A space will be given to the participants for further questions.

5. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

* Put on the ground 5 balls, 5 t-shirts, 5 papers, 5 pencils (you can change the category of items - be sure the total number of items is equal to the number of participants); ask the participants to grab one item, once done tell them to find the other players with the same item and your groups will be created.

The set where the session will take place should be prepared before starting the activity

You can create your own list of professional figures

The energizer activity and the whole workshop could be adapted to several other sports

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- [Teamwork and high performance work organisation](#)
- [Building quality teamwork to achieve excellence in business organizations](#)

List of professional figures.



PROFESSIONAL FIGURES	DESCRIPTION	STRENGTHS	ALLOWABLE WEAKNESSES
THE COORDINATOR 200 MLN	A person with low anxiety levels and fairly extrovert personality	Purposeful, Supportive, Impartial, Enthusiastic, Unflappable, Conciliatory, Controlled, Trusting, Calm, Self-confident	Uncompetitive, not forceful, unambitious, Amateurish
THE IMPLEMENTER 200 MLN	An essentially stable personality	Disciplined, organized, unflappable, practical, steady, controlled, conservative, dutiful, predictable	Inflexible, unimaginative, rigid, pedantic, submissive
THE TEAM WORKER 50 MLN	An extrovert with a low level of anxiety	Supportive, enthusiastic, communicative, outgoing, diplomatic, conciliatory, trusting, sociable, socially oriented, mild, sensitive	Uncompetitive, unforceful, unambitious, submissive, indecisive
THE COMPLETER - FINISHER 150 MLN	An anxious introvert	Meticulous, disciplined, painstaking, orderly, conscientious, steady, concern for detail	Worrier, pedantic, dry, reluctance to delegate
THE SHAPER 50 MLN	A person with high anxiety levels and an extrovert personality	Resilient, restless/strong sense of drive, opportunist, sociable,	Highly strung, authoritarian, over-anxious
THE MONITOR EVALUATOR 100 MLN	An introvert with low anxiety level	Analytical, reflective, impartial, prudent, shrewd, unemotional, outgoing, dynamic	Unimaginative, over-critical, dry, slow moving, uninspiring, impatient, prone to sulk
THE RESOURCE INVESTIGATOR 200 MLN	An extrovert with low anxiety level	Innovative, intuitive, flashes of genius, imagination, intellect, knowledge, serious-minded, unorthodox	Solitary, intense, wayward, impractical, erratic, individualistic
THE COMMUNICATOR 150 MLN	An extrovert with low anxiety level	Enthusiastic, communicative, Calm, Self-confident, charismatic, convincing, intuitive, dynamic	Impatient, over-competitive



Workshop 3



“X-RAY”

TOPICS:

Self-awareness & Self-confidence; Mobilizing Others/ Leadership; Respect & Ethics; Business education through sports

TIME:

1 hours

VENUE:

Classroom

OVERVIEW:

The activity is created to give the opportunity to the participants to identify the most important characteristics a successful entrepreneur should have, underlining the set of skills that should be strengthened to facilitate the building of his/her self-awareness & self-confidence

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used

DIFFICULTY LEVEL: ●●○○○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

MATERIALS:

Signature list, pens, markers, flipcharts, A4 sheets of paper, balls, pencils, lists of “skills”

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

OBJECTIVES:

- To identify the set of skills a successful entrepreneurs should have
- To compare the specific characteristics of successful entrepreneurs and football players
- To reflect on the importance of self-confidence and the set of skills should be strengthened to “build” it

activity

1. INTRODUCTION

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation saying a football player is characterized by a set of specific skills and capacities which make the difference between an amateur and a professional. With a brief brainstorming the participant will be asked to mention some of the most important skills. Divide the participants in 4 groups, provide each of them with flipcharts and markers, ask them to draw a football player and to write down the 6 most important general skills (i.e. commitment, leadership, passion, etc.). Once finished, give the participants just few minutes to comment their choices in a plenary discussion.

2. MAIN ACTIVITY

- Time: 30 minutes

Introduce the activity saying that like for the football players, there are specific characteristics an entrepreneur should have to achieve his/her aims in the business field. A relevant factor that is strictly related both to the entrepreneur and the football player achievements is his/her Self-awareness & Self-confidence. Explain that this characteristics are not always innate but they are most of the time based on a set of other skills that could be strengthened with hard work.

Give the groups another flipchart and ask

to draw an entrepreneur, give to each group the first of the three decks of cards* (Personal Skills) they will use during the whole activity. Ask the participants to discuss about the cards given and to rank them according to their importance, sticking the 3 most important on the top of the flipchart and the rest on the bottom. Inform the participants that the blank cards could be used and filled with new skills.

Ask the participants the following questions:**

- What are the most relevant skills? Why?
- Are there any similarities with the skills previously identified for the football player? What are the differences?

Repeat the same process for the remaining two decks of cards (Interpersonal Skills and Practical Skills).

3. DEBRIEFING

- Time: 15 minutes

Give each participant an A4 paper and a pen, ask them to reflect on the set of skills analyzed. Stimulate the reflection with some questions:

- Do you think you have some of the skills seen during the activity? Write them down
- What are the skills you think you have to improve? In which one would you like to excel?
- What are the most important according to the future business idea?
- How do you think you can improve them?

Let the participants share their thoughts and debate about their choices.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

** Let the participants debate about their choices

The set where the session will take place should be prepared before starting the activity

You can create your own lists of skills

Print the decks of cards considering every group should have one copy of each of them

Decks of skills



NEGOTIATION	ETHICS	LEADERSHIP & MOTIVATION
COMMUNICATION SKILLS	LISTENING	PERSONAL RELATIONS
DECISION MAKING	GOAL ORIENTED	PLANNING & ORGANIZING
BUSINESS KNOWLEDGE	CRITICAL THINKING	PROBLEM SOLVING



INITIATIVE	RISK TOLERANCE	DESIRE FOR CONTROL	DRIVE AND PERSISTENCE
personal skills	OPTIMISM	VISION	RESILIENCE



Workshop 4



“Business Canvas Puzzle”

TOPICS:

Planning & Management - Market analysis & Business plan; Working with Others/ Teamwork - Negotiation; Business education through sports

TIME:

1 hour and 10 minutes

VENUE:

Classroom

OVERVIEW:

The activity is created to give the opportunity to the participants to reflect on the importance of a structured business idea and to identify the most effective tools available for their market analysis

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used

DIFFICULTY LEVEL: ●●●●○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

MATERIALS:

Pens, flipcharts, markers, A4 sheets of paper, pencils, case study - 7 cards, cards with the elements of the business plan - Canvas model (7 in total)

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

GROUP SIZE:

14 - 21 - 28 or 35 people (to guarantee the effective flow of the activity)

OBJECTIVES:

- To reflect on the importance of planning and analysis before to start a new business
- To understand the functioning of a business plan, to identify its structure and main elements
- To introduce the main elements of a market analysis

activity

1. INTRODUCTION

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation asking questions to the participants with the aim to underline how important is planning, analyzing and design a strategy in order to increase their chance of winning a football match. To achieve your aim you need to lead the conversation through some questions, you can use:

- what do you do in order to be ready for a football match?
- how important is the preparation phase of a football match? what does it consist of?
- what is the strategy of your team? Do you analyses your opponents characteristics and previous match?

The conversation should end stating that in the business field, like in sport, the strategy, planning, and analysis before implementing the idea is essential to guarantee more chance of success to the business.

2. MAIN ACTIVITY

- Time: 40 minutes

Divide the participants in 7 groups of 4 people, provide each of them with the case study*, read the card with the participants. Give each group one of the 7 cards with the basic elements of the business plan -

Canvas** and ask them to try answering the question in the card***, in relation to the case study given.

Explain that the elements in the cards are part of a tool used to create a business strategy at its early stage. (Show a picture of the Canvas model).

In this first phase (which should last approximately 10 minutes) the participants should quickly realize they do not have enough information to complete the tasks given, tell them to do the best they can filling the info requested. After ten minutes create new groups, each of them should be formed by 7 people (1 participant from each of the previous groups) You will have in total 4 new groups. Ask the participants to confront among themselves to get information that could be useful for the task of their previous group.

This second step should last 20 minutes. The participants at this stage should have understood that all the elements in the cards are interconnected pieces of a "puzzle" which should be analyzed taking in consideration what decided for the rest of the elements. They will try to harmonize the work developed till they think the whole idea could work.

At the end of this process all the 4 groups will be asked to present what they have realized as a plan for the business development in accordance to the case study. In the plenary group the participants will vote the best business idea.

3. DEBRIEFING

- Time: 15 minutes

Gather again in a circle with all the participants to start the final debate. Stimulate the reflection and the dialogue in the group with some questions:

- How do you like the activities done? Did you enjoy it? Was it hard or difficult? What was the most surprising thing of the activity?
 - Was it hard to negotiate with the participants of the second groups to find a common agreement?
 - Did you notice any particular skills in the members of your group? (i.e. communication, creativity, listening, etc.)
 - What did you notice when working in the first group? Did you immediately understand the info required? What was your strategy to get it?
 - What about the experience working in the second group? What did you realize about the Canvas tool and its elements? (the conversation should underline that all the elements analyzed are interconnected and part of a picture which should be taken in consideration in its complexity).
 - Do you think the tool tested could be useful to develop and realize your business idea?
 - Do you have in mind any business idea that could be developed using this tool?
 - During the exercise did you feel you could have completed it better having more information?
 - In which scale do you think the knowledge of the market could help the development of your business idea?
- Let the participants share their thoughts and debate.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

* Case study - You can create your own card The set where the session will take place should be prepared before starting the activity

Be sure to be prepared to explain the content of the cards to the participants, both the case study and all the elements of the canvas model

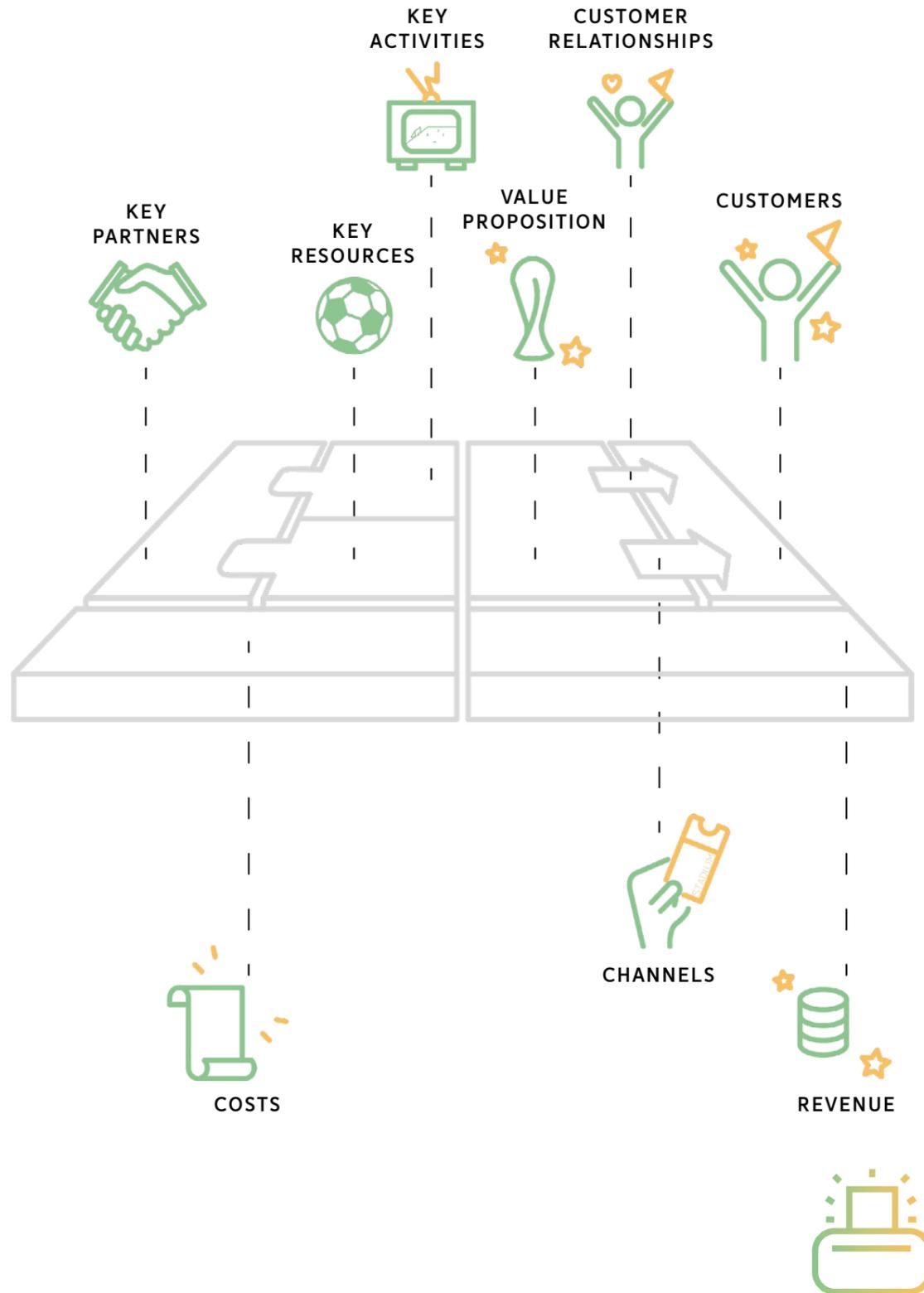
Explain the participants the Canvas Model is formed by 9 elements, during the exercise you analysed the first 7 boxes, the 2 elements "costs" and "revenue" should be treated in a separate workshop due to their complexity and importance

Share links and information giving reference of the Canvas Model.

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- [Developing PSS Concepts from Traditional Product Sales Situation: The Use of Business Model Canvas](#)

Business Model Canvas



Business Model Elements Cards

	<ol style="list-style-type: none"> 1. who are your most important partners? 2. which key resources do you acquire from partners? 3. which key activities do your partners perform? 		<ol style="list-style-type: none"> 1. for whom are you creating value? 2. what are the customer segments that either pay, receive or decide on your value proposition?
	<ol style="list-style-type: none"> 1. what are the activities you perform every day to create and deliver your value proposition? 		<ol style="list-style-type: none"> 1. what are the resources you need & deliver your value proposition?
	<ol style="list-style-type: none"> 1. what is the value you deliver to your customer? 2. which of your customer's problems are you helping to solve? 3. what is the customer need that your value proposition addresses? 4. what is your promise to your customers? 5. what are the services & products? 		<ol style="list-style-type: none"> 1. how does your value proposition reach your customer? Where can your customer buy or use your products or services?
	<ol style="list-style-type: none"> 1. what relationship does each customer segment expect you to establish and maintain? 		



**** Case Study

The Sporting Club "SPORT-ENT" has been active at local level for 20 years, its main target is composed by athletes aged 15-30 years old. The Sport Association mostly organizes sport tournaments involving football, volley and basketball players. The regional government has recently assigned to the association some public premises for the management of new activities to promote the practice of sport and a healthy life style among the citizens of the community. The club Sport-ent would also take this chance to improve the level of preparation of its athletes, at the same time creating a new income. What do you think Sport-ent could do in order to set a sustainable plan to launch this new service?



Workshop 5



“Summer Sport Event”

TOPICS:

Financial and economic literacy; Planning & Management - Market analysis & Business plan; Business education through sports

OVERVIEW:

The activity is created to give the opportunity to the participants to understand and find out what are the main elements, the structure and the functioning of a financial budget related to a specific activity

DIFFICULTY LEVEL: ●●●●●

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

GROUP SIZE:

20/25 people

TIME:

1 hour and 30 minutes

VENUE:

Classroom

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used

MATERIALS:

Pens, flipcharts, A4 sheets of paper, markers, pencils, case study, excel template, laptops/tablets*, photocopies of the budget template

OBJECTIVES:

- To reflect on the importance of knowing the functioning of the tools to structure your financial budget
- To understand the importance of elements of cash flow, income, expenditures and how they are interconnected
- To introduce the main elements to identify if a business idea is financially sustainable
- To identify strategies to make a business idea/project financially sustainable

activity

1. INTRODUCTION

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation saying to the participants to imagine to be the managers of a sport organization that has been asked by the public administration of the region where the organization is located, to organize a summer sport event. The budget allocated for the activity is 20.000 euro. "What is the best date you should implement the event?" Let the participants reflect and debate. You should lead the conversation to underline the concept of how important it is to have a strategy on the cash/financial flow, respecting the deadlines, planning expenditures in relation to incomes, pay attention to the financial sustainability of the event.

2. MAIN ACTIVITY

- Time: 50 minutes

Divide the participants in 5 groups, provide each of them with the case study**, read the card with the participants. Give each group the excel template***, read with them the information in the file and explain the structure of the template.

Provide details about the structure of the template, specifying that in case of need further categories could be added. The first step for the group to imagine the structure of the event (i.e. duration, location, period,

how many people do you expect? Will you organize collateral activities? Is it foreseen a participation fee?, etc.). Once the idea is clear the group could start filling the table.

Once finished provide the groups the second template***

This second exercise aim is to make the participants reflect on the cash flow and the importance of its planning in order to guarantee their business' idea financial sustainability.

3. GROUPS PRESENTATION AND DEBRIEFING

- Time: 30 minutes

When each group finalizes the exercise ask them to briefly present what they have realized. Be sure to provide precise inputs and to ask specific questions in order to make them reflect on the most important elements:

- How did you cope with the fact the financial contribution by the Regional Government will be assigned on the 30th September but you should implement the activity during the summer?

- Did you foresee the allocation of additional funds? (i.e. Loans, other grants from other institutions, bank guarantee, etc.) in case yes, did you foresee in your budget the related expenses?

- Did you realize some of the expenses should be done in specific months? How did you foresee to cover this costs?

Once the presentations will be concluded gather again in a circle with all the participants to start the final debate. Stimulate the reflection and the dialogue in the group with some questions:

- How do you like the activities done? Did you enjoy it? Was it hard or difficult? What was the most surprising thing of the activity?
- Do you think it is important to plan your business expenditures? Why?
- Was it hard to plan your budget? What was the hardest part? Did you have all the information needed? did you feel you could have completed it better having more information?
- Did you notice any particular skills in the members of your group? How was the decision making process in your group? Was it easy to find common agreements?
- What did you notice when working in the realization of the second exercise? Did you immediately understand the info required? What was your strategy to get it?
- Do you think the tool tested could be useful to develop and realize your business idea?
- Do you have in mind any business idea that could be developed using this tool? Let the participants share their thoughts and debate.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

*It would be better if the participants could do the exercise using excel; in this case be sure they all have at least a basic knowledge of the tool, and the availability of at least one laptop/tablet for each working group. The activity could be implemented also using / papers/flipcharts, in this case make sure to print some copies of the given templates.

The facilitator should have high level competences in financial matters related to the design of financial budgets and use of excel program

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- [Financial Empowerment](#)



Excel Template: Budget

EXAMPLE OF A BUDGET		BUDGET	BALANCE
INCOMES			
1	Member Organisations' Contribution		
2	Public Funds		
3	Sponsorship		
4	Donation		
5	Interest		
TOTAL INCOMES			
EXPENDITURES			
1	Permanent and project staff		
2	Volunteers		
SUBTOTAL PERSONNEL			
1	Office rent, heating, water...		
2	Equipment		
3	Staff Travel		
4	Communication		
5	Taxes		
6	Materials, flipchart, pens...		
7	Rent of equipment, audio, video		
8	Catering		
SUBTOTAL OTHER EXPENDITURE			
TOTAL INCOMES			
TOTAL EXPENDITURE			
SURPLUS/DEFICIT			



Excel Template: Cash Flow

EXAMPLE OF CASH FLOW		NET OF PREVIOUS MONTH											
INCOMES		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	Member Organisations' Contribution												
2	Public Funds												
3	Sponsorship												
4	Donation												
5	Interest												
TOTAL INCOMES													
EXPENDITURES													
1	Permanent and project staff												
2	Volunteers												
SUBTOTAL PERSONNEL													
1	Office rent, heating, water...												
2	Equipment												
3	Staff Travel												
4	Communication												
5	Taxes												
6	Materials, flipchart, pens...												
7	Rent of equipment, audio, video												
8	Catering												
SUBTOTAL OTHER EXPENDITURE													
TOTAL INCOMES													
TOTAL EXPENDITURE													
SURPLUS/DEFICIT													



Workshop 6



“Be a captain: LeadURship”

TOPICS:

Mobilizing Others/Leadership; Working with Others/ Teamwork - Negotiation; Self-awareness & Self-confidence; Business education through sports

TIME:

1 hour and 30 minutes /2 hours

VENUE:

Classroom

OVERVIEW:

The activity is created to give the opportunity to the participants to identify the different types of leadership and to find out their most important characteristics

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used

DIFFICULTY LEVEL: ●●●○○

ACTIVITY TYPE:

Static (brainstorming, role play, working in groups, debates, debriefing)

MATERIALS:

Pens, flipcharts, markers, A4 sheets of paper, balls, pencils, list of cases for the role play, case study, leadership models, laptop and projectors/TV for the video

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

GROUP SIZE:

Maximum 20/25 people

OBJECTIVES:

- To identify the types and models of leadership with the related set of skills
- To compare the specific characteristics of leadership both in business and sport field
- To reflect on personal skills and attitude and how to improve them to become good leaders

activity

1. INTRODUCTION/BRAINSTORMING

- Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation with a brainstorming, asking the participant who they think could be defined a leader in sport and specifically in football (i.e. the captain? The coach? The referee? It depends on the position covered or maybe on the charisma and a leader could be any member of the staff?). Ask the participants to mention the differences (if any) comparing the different types of leadership and skills of the professional figures identified. You can add some more questions:

- Do you think you have any of the mentioned skills? Which one? What do you consider the most relevant? Let the participants debate and give their contribution to the conversation.

2. MAIN ACTIVITY

- Time: 50 minutes

Introduce the activity dividing the participants in 7 groups and providing each of them with a "role play card"* give them few minutes to read and understand it. Go around the class to make sure everybody understands correctly the situations described in the cards.

Tell the groups they will alternatively represent with a role play the situation described in the card, each group will have

3 minutes.

After the representation of some typical situations lived by the participants in the sport field, continue the session saying that in sport like in the business field the figure of the leader plays an essential role in terms of aims' achievement and cohesion of the group. There have been several studies and researches to classify the types of leadership, the exercise proposed is referred to one of the most used classification, "Leadership Continuum Theory" by Tannerbaum and Schmidt. Disclose to the participants that the 7 scenarios presented strictly refers to the categories identified by Tannerbaum and Schmidt** showing the classifications and mentioning the basic characteristics of each of them.

The second part of the activity will see the participants divided in 4 groups analysing a given case study***. Read the card with the participants and ask them: "according to the situation presented and the Tannerbaum and Schmidt theory seen, what kind of leadership approach would you adopt?" let them debate in their groups for ten minutes and then ask them to share some of their reflections with the entire group.

3. DEBRIEFING

- Time: 15/20 minutes

Gather in a circle with all the participants for the debriefing, ask the following questions:

- How do you like the activities done? Did you enjoy it? Was it hard or difficult?

What was the most surprising thing of the activity?

- When acting during the role play, did you find it realistic?
- Regarding the leader's attitudes and behaviors presented, have you ever experienced anything similar? In which way? What was the leader approach?
- Which leader's behavior, among the ones presented, was the closest to your way of being and thinking?

Let the participants share their thoughts and debate.

Specify that there are not leadership categories better or more successful than others, but it mostly depends on the environments, the people they are dealing with and the style that values the most the personal attitude and skills of the leader.

You could close the session showing a [video](#) to the participants: "Itay Talgam: lead like the great conductors".

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

The set where the session will take place should be prepared before starting the activity

Remember to explain the participants that there are several leadership theories and the one used for the exercise is one of the most recognized

Print the 3 cards with the instructions for the role play

You can create your own cases/role play scenarios

When presenting the "Leadership Continuum Theory" by Tannerbaum and Schmidt you can also mention some other leadership classifications:

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- [How to Choose a Leadership Pattern](#)
- [A Literature Review into Leadership Styles Discussed in the Past Five Years](#)
- [The Bass Handbook of Leadership: Theory, Research, and Managerial Applications](#)

Role Play Scenarios



role play 1

Your national football team is playing the final match of the world cup, the result after normal playing and extra time is 0 - 0, the winner will be decided in a penalty shootout. You are in the moment before the penalties, when all the players are gathered in a circle with the coach. Player X says to the group he feels he could kick the first. The coach take the stage and says: "well, I have already thought about the possibility of penalties, the penalty kickers will be in the order I will name them: Y, Z, H, G, J"



role play 2

Your national football team is playing the final match of the world cup, the result after normal playing and extra time is 0 - 0, the winner will be decided in a penalty shootout. You are in the moment before the penalties, when all the players are gathered in a circle with the coach.

Coach says: "Guys we are just one step far away from being the champions, we all know it is a delicate moment, as we all know who are the players who can take this responsibility, I am sure we will all agree with my list: the penalty kickers will be in the order I will name them: Y, Z, H, G, J"



role play 3

Your national football team in one week has to play the final match of the world cup, at the end of the training the players are gathered in a circle with the coach.

Coach says: "Guys, in the next week we will be all under constantly increasing pressure, from the press, TV, supporters...my suggestion for the team is to start from tomorrow a pre-match retreat, a semi-total isolation till the day of the match, including avoiding contacts with your families and friends, to keep high-levels of concentration; if you have questions or thoughts you want to share this is the right moment"



role play 4

Your national football team in one week has to play the final match of the world cup, at the end of the training the players are gathered in a circle with the coach.

Coach says: "Guys, in the next week we will be all under constantly increasing pressure, from the press, TV, supporters...I have an idea in my head, I was thinking it could help all of us to start from the day after tomorrow a pre-match retreat, a semi-total isolation till the day of the match, including avoiding contacts with your families and friends, to keep high-levels of concentration; Before to take the final decision I would like you to reflect about it and share with me your thoughts tomorrow, do you think it could be helpful?"



role play 5

After a training the coach asks the players to have a meeting to discuss about some issues. Coach:

"We all know the last results were not exactly the best we could hope, I have been thinking about it for days, we have some issues, I have realized our main problem is not connected with skills or potential of the team, it is a matter of lack of cohesion. You all know I see this team like my second family and today I am here to listen your thoughts, to solve this all together".

The players comments the speech and propose solutions, one of them says that it would be a good idea to spend some time together extra work, to do an activity that could help them to know each other better out of the field. The coach asks the players to vote for the proposal and everybody agrees, the coach confirms the decision is taken



role play 6

Your national football team is playing the final match of the world cup, the result after normal playing and extra time is 0 - 0, the winner will be decided in a penalty shootout. You are in the moment before the penalties, when all the players are gathered in a circle with the coach. The coach take the stage and says: "This is a delicate moment, I can perfectly understand the pressure you feel but I cannot be in your mind to know how each one of you feels exactly in this moment, in terms of both emotions and physical condition. Apart from the goal keeper and the ones who are not penalty kickers, who are obviously excluded, I will let you decide the list and order of the kickers"



role play 7

After a training the coach asks the players to have a meeting to discuss about some issues. Coach:

"We all know the last results were not exactly the best we could hope, I have been thinking about it for days, we have some issues, I have realized our main problem is not connected with skills or potential of the team, it is a matter of lack of cohesion. We are all adults and responsible in this room, I know you will find a way to solve the issue exploring different options; I expect to see some results very soon"



Types of Leadership

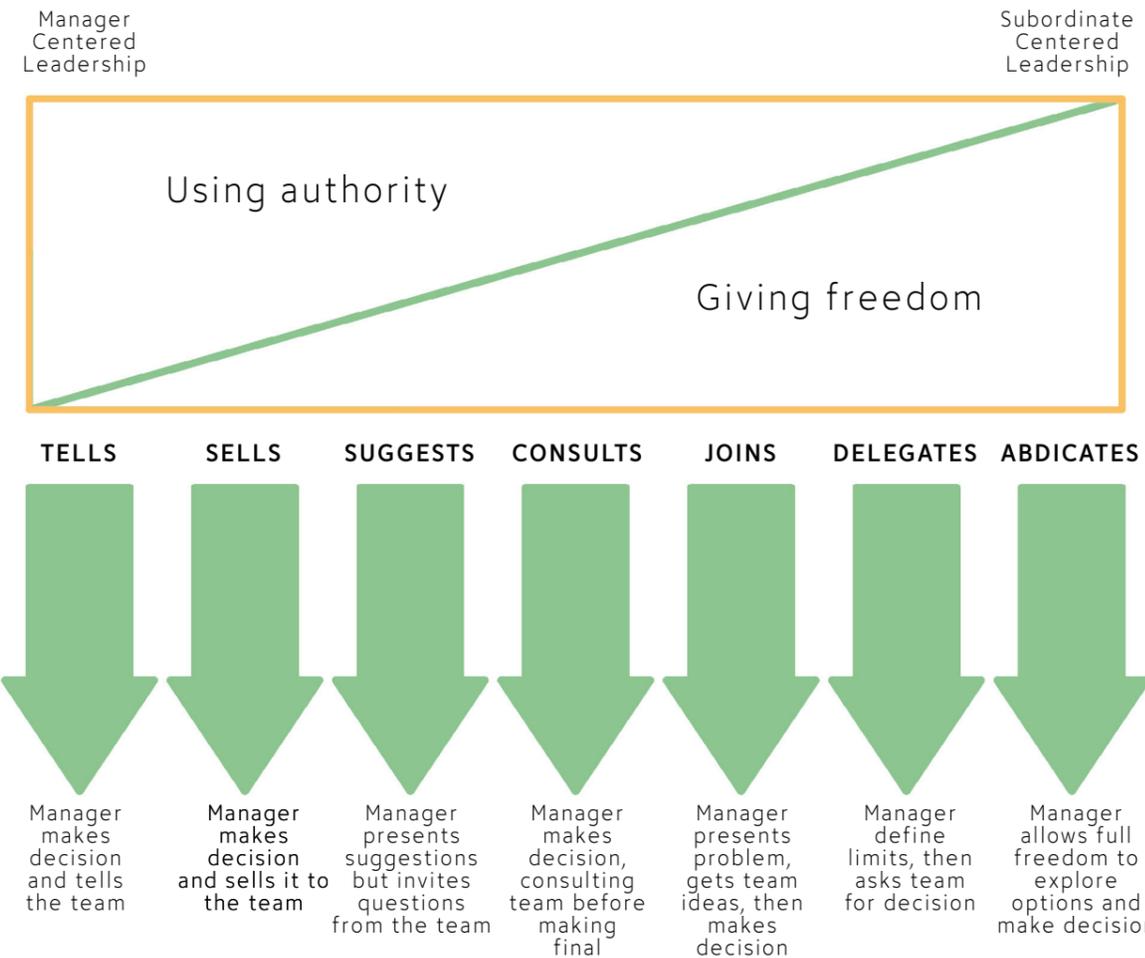
Tannenbaum-Schmidt Leadership Continuum

Tannenbaum and Schmidt devised their continuum that illustrates a range of potential leadership and management styles. The theory recognises that the chosen leadership style depends on a variety of factors, including the leader's personality and the perceived qualities of subordinates.

It also allows for "situational" factors such as the need for urgency in leadership and decision-making.

The continuum represents a range of action related to the:

- Degree of authority used by the leader or manager
- Area of freedom available to non-managers

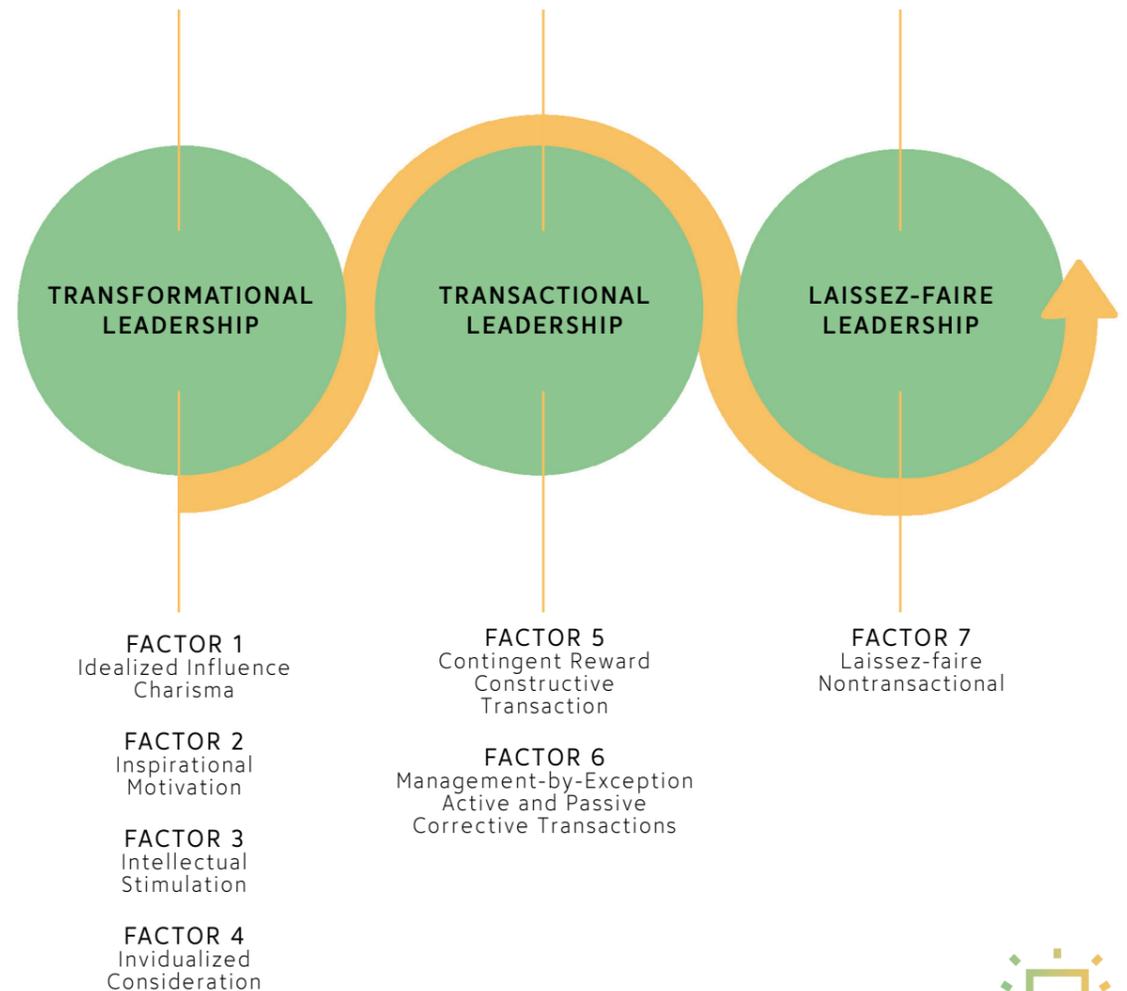


Other Types of Leadership Classifications (Leadership theory - Bass, Burns, Yuki)

It is a style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company. This is accomplished by setting an example through a strong sense of corporate culture, employee ownership and independence in the workplace.

It focuses on results, conforms to the existing structure of an organization and measures success according to that organization's system of rewards and penalties. Transactional leaders have formal authority and positions of responsibility in an organization. This type of leader is responsible for maintaining routine by managing individual performance and facilitating group performance.

It is the leadership style wherein the leader gives full freedom to his subordinates to act on their own. Here, the leader once defines the goals, policies, programmes and the limitations for action and then leaves the remaining process to be accomplished by the subordinates on their own.



**** Case Study

X is a 35-years old woman, who works for a big international Organization. The company has decided to conduct a survey about human resources and capacity building among its partners organisations. Among other questions, the survey also included questions for participation in the organisations in terms of gender. While analysing the results, X has put a remark that the representation of men and women in the management groups of the organisations seems unfair and this might be an issue that needs to be tackled. The colleagues of X disagreed on her comment and thought that she is becoming a radical feminist, which is not in line of the philosophy of the organisation. In the following weeks she felt different treatment from her team. Her motivation went down.

What would you do if you were in the position of the general manager?



Workshop 7



“The motivation tree”

TOPICS:

Patience, motivation and perseverance; Mobilizing Others/Leadership; Commitment & Discipline; Coping with risk and uncertainty/Resilience; Business education through sports

TIME:

1 hour

VENUE:

Classroom

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used.

OVERVIEW:

The activity is created to give the opportunity to the participants to reflect on the relevance of patience, motivation and perseverance as core elements of “success” both in sport and in the entrepreneurial sector

DIFFICULTY LEVEL: ●●○○○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

MATERIALS:

Pens, markers, flipcharts, A4 sheets of paper, balls, pencils, baskets, whistle

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

OBJECTIVES:

- To identify the elements that strengthen motivation in the process of developing a business
- To reflect on the importance of patience, motivation and perseverance as a basis of the development of a business idea

activity

1. WARM UP/ENERGIZER

- Time: 10 minutes

Divide the participants in two groups, tell them to stand in two lines and give a ball to the first two players of the two lines. Put two baskets 5 meters away from the first players in the lines, tell the participants that the aim of the game is to kick the ball trying to put it in the basket, every successful attempt will assign one point to the group; after kicking the ball the player should run, take the ball and pass it to second player in the line and so on. The two groups have five minutes to complete the activity. Tell the groups to imagine while doing the activity that the final prize for the winning group will be something highly coveted, like playing the final match of the world cup with their national team, the prize could be assigned only if a group scores at least 15 points.

2. MAIN ACTIVITY

- Time: 30 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the conversation asking some questions about the session previously done:

- Was the activity hard?
- Were you satisfied with your final score?
- What emotions did you feel? (asked to both the winning group and the other one)
- Could you have done it

better?

- Do you have the feeling you would like to try it again?

The conversation should be led by the facilitator being sure the following topics will be covered:

- In sport, in life and in the business field when we set a difficult goal the tasks to be accomplished to reach it, could be very hard
- There is a high percentage chance to experience failure when trying
- Talents, competences and skills could be not enough to achieve your aim, unless accompanied by patience, motivation, resilience and perseverance

Give to each participant an A4 paper and a pen/pencil, ask them to draw a tree* with roots, trunk and branches. Ask them to write on the roots the ten things motivate them the most in sport, in life and in the work field. On the trunk they will write the ten things they think they are very good at (could be skills, competences or practical things). Give them 10 minutes to reflect and complete the task.

Tell the participants their “motivation tree” could represent what they could achieve in their life, starting as a basis on what gives them motivation, passing through their skills, knowledge, talents and capacities, ending with the results they will get, which in the draw are represented by the branches and the fruits they will produce.

Divide the participants in 4 groups and let them discuss and comment for 5 minutes their drawings and the elements written. Tell them that as part of a team (both

in sport and in the business field) they need to focus not only on what motivates themselves but also on the strategy and elements to motivate the members of their team, especially if they are the leader. Let

3. DEBRIEFING

- Time: 15 minutes

Gather in a circle with all the participants for the debriefing, ask the following questions:

- Did you enjoy the activity? What was the most surprising part?
- What are the elements motivate you the most in the working field?
- Was it hard to identify the elements motivate you the most?
- Were you inspired by the elements identified by the other members of your group?
- The elements identified for your self-motivation were different compared to the ones selected to motivate the members of your working team? in which way?
- Have you ever thought of the relevance of motivation, patience and perseverance related to the development of a business idea?
- Do you think your attitude, the activities your good at, your passion and the elements which motivate you should influence the choice of the business field you will operate in?
- Do you think setting a specific aim concerning who you would like to become and how you would like your business to be, are relevant when starting your business activity? Why?

Let the participants share their thoughts and debate.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

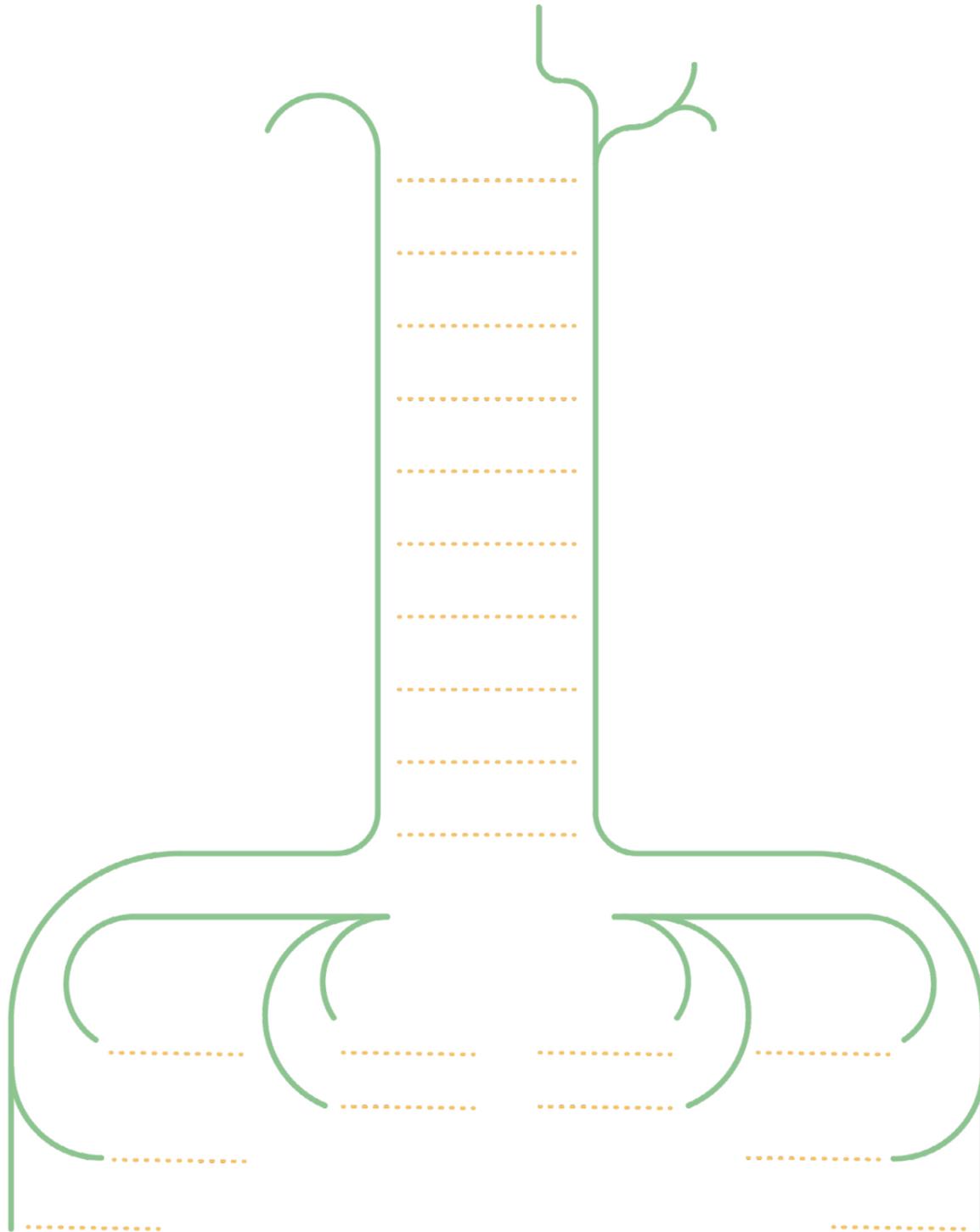
TIPS FOR FACILITATORS

- * Show the participants an example of the drawing

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

[- Understanding Motivations for Entrepreneurship](#)

The Motivation Tree



Workshop 8



“Pitch your vision”

TOPICS:

Creativity & Vision, Spotting Opportunities; Mobilizing Others/Leadership; Respect & Ethics; Business education through sports

TIME:

1 hour

VENUE: Classroom

OVERVIEW:

The activity is created to give the opportunity to the participants to reflect on what it is important to focus on when developing a business idea, stressing the relevance of creativity and setting their vision

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used.

DIFFICULTY LEVEL: ●●○○○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

MATERIALS:

Pens, markers, flipcharts, A4 sheets of paper, pencils, decks of cards, value proposition examples

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

OBJECTIVES:

- To identify the most important elements that must be taken in consideration when developing a business
- To reflect on the importance of a “value proposition” as a basis for the development of a business idea

activity

1. INTRODUCTION

- Time: 10 minutes

Start the conversation saying that all the participants in the group have in common the will to become entrepreneurs, ask them what is the most important to evaluate at the beginning when deciding the product or service they are going to provide. Let the participants discuss. You could add some more questions to stimulate their contribution:

- What are the elements that could influence your decision?
- Do you think your passions or values should affect your decision?

2. MAIN ACTIVITY

- Time: 35 minutes

Divide the participants in 4 groups, provide them with a flipchart and the deck of cards*, ask them to divide the cards in three groups, in the first one they should put the most important elements in their life, in the second the ones they consider important but negotiable, in the third group the elements they not consider relevant. Give 15 minutes to the groups to discuss and select the cards.

Once finalized, let the groups focus just on the cards they chose for the first category (the most relevant elements), removing the other cards. Tell the group to reflect on the cards left and take inspiration from them to develop a business idea to create a product or provide a service. Ask them to write the

core elements of the idea on the flipchart (title, type of product or service, field, aim, main characteristics, innovative elements, potential customers, why people should buy it, what are the needs it addresses, etc.) explain them that they will then “pitch” it, presenting their idea to the entire group; the presentation must last maximum 1 minute.

At the end of the presentations the participants will be asked to vote for the most brilliant idea.**

3. DEBRIEFING

- Time: 15 minutes

Gather again in a circle with the participant for the final debate. Tell the participants that having a “vision” and deciding a “value proposition” for their company is an essential step in its preliminary phases. Show them some values proposition of famous companies*** Stimulate the debriefing with some questions:

- Did you enjoy the activity? What was the most surprising part? Was it hard or easy? Why?
- Was it difficult to find an agreement in your group regarding the most important cards? How did you handle the disagreements?
- Do you think your attitude, your passions and the things you like the most should influence the choice of the business field, the product or the service you are going to create? On what scale? Are there other factors you should consider? Can you mention some?

- How important is to be an entrepreneur sensitive to the problems of the communities? Is it easy? Why? Would it be a priority in your case?
- Is ethic important for your business? On what scale?
- Do you know any business model that has as one of its priorities the development of the local community or the protection of the environment? Can you make some examples?
- Is the sustainable development in harmony with any business model?
- Could this element be an added value for your business or it is just a limitation?

Let the participants share their thoughts and debate.

Finalize the session sharing an exercise on “[Visualization Technique](#)”**** the participants could do on their own.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

**The voting could be done providing each participant with a card with this symbol “€” and asking them to stick it on the flipchart presenting the most valuable idea; the symbol should give the idea they would finance it

Deck of Cards

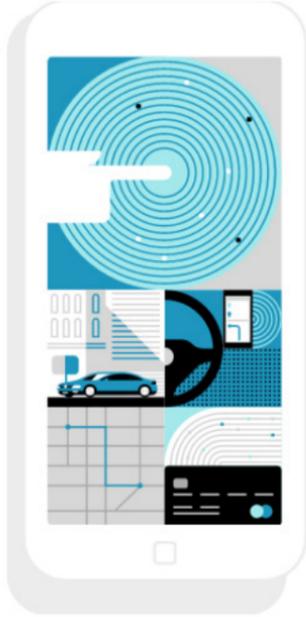


Values proposition examples

UBER

Ride Drive

FIND A CITY HELP SIGN IN



Tap the app, get a ride

Uber is the smartest way to get around. One tap and a car comes directly to you. Your driver knows exactly where to go. And payment is completely cashless.

[MORE REASONS TO RIDE >](#)



Why there's nothing quite like iPhone.

Every iPhone we've made — and we mean every single one — was built on the same belief. That a phone should be more than a collection of features. That, above all, a phone should be absolutely simple, beautiful, and magical to use.



Workshop 9



“What makes the difference?”

TOPICS:

Commitment & Discipline; Coping with risk and uncertainty/Resilience; Business education through sports

TIME:

1 hour and 20 minutes

VENUE:

Classroom

OVERVIEW:

The activity is created to give the opportunity to the participants to reflect on their attitude when coping with the fear of failure, understanding the importance of commitment and discipline as core elements to achieve their aims in the business field.

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, in case of participants from different countries a common language should be used.

DIFFICULTY LEVEL: ●●○○○

ACTIVITY TYPE:

Static (brainstorming, working in groups, debates, debriefing)

MATERIALS:

Pens, flipcharts, markers, A4 sheets of paper, pencils, markers, scissors, magazines, glue sticks, decks of “biography cards”

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

OBJECTIVES:

- To understand that failure and fear of failure are part of the process when developing a new business
- To reflect on the importance of commitment and discipline as distinguishing features to achieve success both in sport and business field

activity

1. INTRODUCTION

- Time: 5 minutes

Start the conversation asking the participants what are their feelings the night before a very important football match. In case nobody mention it, ask: “have you ever felt any form of fear before a match?”. Tell the participants that in the business field like in sport the fear of failure is quite common.

2. MAIN ACTIVITY

- Time: 45 minutes

Divide the participants in 4 groups and provide them flipcharts, pens, markers, pencils, scissors, glue and magazines; ask them to debate in their group about their greatest fears (if any) when thinking to develop their future business and then to represent it cutting and sticking on their flipchart images and words taken from the magazines, to represent what they have discussed about.

Give them 10 minutes and then ask each group to briefly present the work done. Tell the participants that when people work very hard to reach their objectives and when they have to cope with uncertainty, fear is a very common and normal feeling, tell them they could be surprised finding out how fear of failure and failure itself were common among people who then made the history of sport or people who became icons in their business field.

Hand out one set of the 20 “Biography

Cards”* to each group and ask them to spread the cards out, face down on the floor. Explain that the cards describe events/elements and characteristics in the life of 4 personalities. The aim for each group is to match the cards with the correct character, and thereby to build up a brief description of each person.

Explain that each of the characters is made up of a “set of five cards” (i.e. one “A”, one “B”, one “C”, one “D” and one “E” card). Tell each group to do rounds of picking up one card at a time, until the cards run out. Give people a few minutes to read their own cards in silence, then let them go...

Allow each group to devise their own strategies for building up the personalities. They will need about 15 - 20 minutes for this stage.

Gather everyone together, and ask a representative from one group to introduce, in their own words, one of the 4 personalities. Then repeat with the other groups in turn, so each personality is presented in full, and each group can check that they put the “pieces” together correctly.

3. DEBRIEFING

- Time: 15 minutes

Gather in a circle with the participant for the final debate. Stimulate the debriefing with some questions:

- Did you enjoy the activity?
- Do you think fear of failure could be a barrier difficult to overcome on your way to

open your company?

- How easy was the second exercise, and what strategies did you use to sort the sets of cards?
- Which of the characters have you already heard of, and which of them were new?
- Why do you think you have not heard of some of the personalities before, while others are very well known?
- Who was the personality you know better?
- Focus on the the football players, what do you think are the main differences in terms of achievements in their career?
- Do you think there is one more talented than the others? What are the main reasons why one was more successful than the others? Do you think commitment and discipline played a relevant role for the ones who succeed the most in their field? Why?
- What other elements influenced their career?
- What are the elements and characteristics in terms of attitude that could make the difference for an entrepreneur? Are they similar to the ones needed by a footballer?
- Do you think you will be committed and disciplined enough to reach your business goal? Do you think you could achieve your aim even without these characteristics?
- Were you surprised by any of the information? What did you find most shocking, or most impressive?

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

- * You can create your own deck of cards or add new personalities

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- [Commitment in the Workplace: Theory, Research, and Application](#)

Deck of Personalities

 <p>CRISTIANO RONALDO</p>	 <p>ANTONIO CASSANO</p>	 <p>ELON MUSK</p>
<p>A: He was born in São Pedro, Funchal, and grew up in Santo António, Funchal. He is the fourth and youngest child of Maria Dolores dos Santos Viveiros da Aveiro, a cook, and José Dinis Aveiro, a municipal gardener and part-time kit man</p> <p>1</p>	<p>A: He was raised in poverty by his mother, he began playing football on the streets at an early age, he was spotted by a local team's scout and brought up through the team's youth system. He made his debut in the top division of his team against local rivals on 11 December 1999</p> <p>2</p>	<p>A: He was born on June 28, 1971, in Pretoria, South Africa. As a child, he was so lost in his daydreams about inventions that his parents and doctors ordered a test to check his hearing</p> <p>3</p>
<p>B: In 1997, aged 12, he went on a three-day trial with Sporting CP, who signed him for a fee of €1,500. He subsequently moved to Alcochete, to join Sporting youth football academy. By age 14, he believed he had the ability to play semi-professionally, and agreed with his mother to cease his education in order to focus entirely on football</p> <p>1</p>	<p>B: He soon emerged as one of Serie A's most promising young Italian players, drawing particular attention to himself after scoring a notable, individual, match-winning goal (his first ever Serie A goal) in a 2–1 home win over Italian giants Inter Milan</p> <p>2</p>	<p>B: At about the time of his parents' divorce, when he was 10, he developed an interest in computers. He taught himself how to program, and when he was 12 he sold his first software: a game he created called Blastar</p> <p>3</p>
<p>C: In 2003–04 season his transfer fee of €12.24 million made him, at the time, the most expensive teenager in English football history. Although he requested the number 28, he received another number shirt, the same number which had previously been worn by such players as George Best, Eric Cantona and David Beckham</p> <p>1</p>	<p>C: In 2001, at the age of 19, he signed with reigning highest division champions team, for a huge transfer fee; at the time, this was the most expensive teenage signing ever. His first season produced five goals, he attracted media attention after openly clashing with his coach after he was left out of a practice match a few days after his international debut.</p> <p>2</p>	<p>C: At age 17, in 1989, he moved to Canada to attend Queen's University and avoid mandatory service in the South African military. He obtained his Canadian citizenship that year. In 1992, he left Canada to study business and physics at the University of Pennsylvania. He graduated in economics and stayed for a second bachelor's degree in physics.</p> <p>3</p>
<p>D: He has scored exactly 300 goals in his career for club and country since he was 30 years old! That means 50 goals a year. Since he joined his actual team, the club's shirt sales have reached a profit of more than €100 million</p> <p>1</p>	<p>D: During the 2005–06 pre-season, he was in constant conflict with club management over the renewal of his contract, which was due to expire on 30 June 2006. In January 2006, he acrimoniously parted ways with his team and signed with Real Madrid for just €5M</p> <p>2</p>	<p>D: He launched his first company, Zip2 Corporation, in 1995. An online city guide. In 1999 he found X.com, an online financial services/payments company. An X.com acquisition led to the creation of PayPal as it is known today. In October 2002, he earned his first billion when PayPal was acquired by eBay.</p> <p>3</p>
<p>E: In a world where talent is overrated and hard work is often given the back seat, he has demonstrated what the latter can achieve. As a result, his life has become a learning institution which everyone who desires a successful career must attend. The lesson from his enviable career is that while talent is important, hard work trumps talent</p> <p>1</p>	<p>E: A creative forward who has been described as a player who was "skilful and intelligent on the ball" who possessed "excellent vision and also impresses with his eye for goal". In addition to his skill, he is known for his temper, poor behaviour and lack of discipline. In 2020 France Football put this player in the first position of the ranking of the top 10 wasted talents.</p> <p>2</p>	<p>E: He founded his third company in 2002 with the intention of building spacecraft for commercial space travel. He is the co-founder of Tesla Motors, a company dedicated to producing affordable, mass-market electric cars. He is a brilliant creator of extraordinary vision and capability, but he is also a very hard man to work for.</p> <p>3</p>

 <p>NICOLAS ANELKA</p>	
<p>A: He was born in Le Chesnay, Yvelines, to parents who had moved from Martinique in 1974. Thereafter, they settled in Trappes, near Paris</p> <p>4</p>	
<p>B: As a youngster, he spent a decade within the youth system of his hometown side, Trappes Saint-Quentin. In 1993, he began training at the INF Clairefontaine, one of France's leading footballing academies.</p> <p>4</p>	
<p>C: He began his career at PSG, but soon moved to Arsenal. He became a first team regular and won the PFA Young Player of the Year Award the following season. He moved to Real Madrid in 1999, but did not settle in well and returned to PSG. He then set his eyes upon the Premier League once more, moving to Liverpool in 2002 and Manchester City in 2003.</p> <p>4</p>	
<p>D: Known for his ability to both score and assist goals, he has been described as a classy and quick player, with good aerial ability, technique, shooting, and movement off the ball, and was capable of playing both as a main striker and as a second striker. He had a "roller coaster" career, a total of twelve clubs from seven different countries.</p> <p>4</p>	
<p>E: During the 2010 World Cup, he was sent home after saying his coach during a match: "Go fuck yourself, you dirty son of a whore." The incident was reported by the media, and the player refused to publicly apologize. He was subsequently given an 18-game suspension from international football, effectively ending his international career.</p> <p>4</p>	



Workshop 10



“Will you take the risk?”

TOPICS:

Coping with risk and uncertainty/Resilience; Financial and economic literacy; Working with Others/ Teamwork - Negotiation; Business education through sports

TIME:

1 hour

VENUE:

Football pitch

OVERVIEW:

The activity is created to give the opportunity to the participants to reflect on the importance to take unavoidable risks when starting a new business, balancing them with a detailed pre-analysis and evaluation of costs/benefits/possible future incomes.

STAFF INVOLVED:

2 Facilitators + 2 helping staff (optional)

LANGUAGE:

All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop. Obviously, In case of participants from different countries a common language should be used.

DIFFICULTY LEVEL: ●●○○○

ACTIVITY TYPE:

Static (brainstorming, debates, debriefing)
Movement (playing with the ball)

MATERIALS:

Goal post and materials to divide it in different sections, list of statements for the “where do you stand” activity, whistle, flipcharts, A4 papers, pens, markers, materials for the main activity (6 eggs, carton, plastic bags, scissors, glue stick, adhesive tape, staplers, balloons, helium container, pillow, etc.)*, list of assessment criteria for the main activity

TARGET GROUP:

Athletes, sportsmen, football players, youngsters - 18/35 years old

GROUP SIZE:

Maximum 20/25 people

OBJECTIVES:

- To reflect on the personal perception of risk
- To understand the importance of marketing analysis, planning and budget management
- To reflect on the importance of the risk assessment as a basis for the development of a business idea

activity

1. ENERGIZER

- Time: 5/10 minutes

Write the name of the participants on a paper, give each of them a ball and ask them to stand in a line in front of the goal post, a few meters away from the penalty line. The soccer goal should be divided in different sections**, every section will have a different monetary value, have a look at the image at page 92.

Explain the participants they have to kick a penalty and let the ball in the selected section of the soccer goal to win the prize, specify they first have to announce which is the section selected and they will actually win the prize only in case they will manage to let the ball pass through that specific section.

Report on the paper the amount won by each player.

2. MAIN ACTIVITY

- Time: 30 minutes

Divide the participants in 4 groups: announce who are the 4 players who “won” the highest amount in the previous activity, they will be the “captains” of the four groups. They will alternatively choose one player till the 4 groups will be created.

Explain them for the following activity they will have a “budget” got by adding the amounts won in the previous activity by each member of the small groups.*** Give each group one egg and tell them that the aim of the activity will be “saving the egg”

(their main aim is that the egg should not be broken at the end of the activity) which will be dropped from a height of about 3/5 meters****

To achieve their aim they have to create their own strategy, “buying” with their total budget some items/materials from the “shop”***** Tell the groups there will be different assessment criteria and points assigned by the judges for their testing:*****

- Egg saved: 40 points;
- Percentage of total budget spent: (up to 25% 35 points - from 26% up to 50% 25 points - from 51% up to 75% 15 points - from 76% up to 100% 5 points);
- Creativity: up to 15 points;
- Beauty of the mechanism created: up to 10 points;

Give 15 minutes to the small groups to create their strategy, buy the items needed and create their “mechanism” to “save” the egg.

Start the testing phase and assign a total score according to the criteria given, to each one of the 4 groups.

3. DEBRIEFING

- Time: 20 minutes

The final debate will be implemented with the form of “where do you stand?” activity:

Prepare 2 posters, one saying “I agree” and the other saying “I disagree”, put them on the floor at opposite sides of the center circle of the pitch (one in the first half of the pitch and one on the other), so that people can form a

straight line between them, on the halfway line. Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent. Point out the two extreme positions, the posters stating “I Agree” and “I Disagree”. Explain that people may occupy any point along the halfway line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places. Read out the statements in turn.

Stimulate reflection and discussion. Ask those at the end-points (very close to the posters I agree or I disagree) to explain why they have occupied these extreme positions. Ask someone near the center whether their position indicates the lack of a strong opinion or lack of knowledge

Examples of Statements/questions:

- I enjoyed the activity. Why? What was the most surprising part?
- It was easy. Why?
- It was difficult to find an agreement in my group regarding the strategy to apply to “save the egg”. How did you handle the disagreements (if any)?
- In my group we easily managed to find a balance between the main aim (avoid the egg to crush) and the other criteria to get points. (saving budget, creativity, etc.)
- There are some connections between the exercise done and the development of a new business. Can you mention some? Why not?
- Risk should be always avoided in the business field. Why? What are the negative and positive consequences?
- Planning and evaluating are the most relevant actions to be done to avoid the negative consequences of the risks taken in the business field. Why? What other actions could be done? (practical or attitude)
- When I think there could be a good opportunity for my career I always try to catch it immediately even if it could cost me a lot

Let the participants share their thoughts and debate. Close the workshop summarizing the topics covered, the importance of risk assessment for an entrepreneur; tell them there are several models to help entrepreneurs to deal with enterprise risk management. You could show them some of

the graphs below.

4. FINAL EVALUATION

- Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of Non-formal education

Find a list of tools in the ANNEX II

TIPS FOR FACILITATORS

* Be sure the table and items that will be represent your “shop” during the main activity will be ready before starting the workshop, you can add as many items as you want, according to your creativity. Be sure there will be a multiple number of each item. You can also decide that for specific items there will be a limited number, not available for all the groups; in this case if more than one group would like to buy it, you could start a sort of “auction” assigning the item to the highest bidder.

** Use your creativity to divide in the different sections the soccer goal: carton, rope, adhesive tape, etc. Be sure to prepare the set before starting the workshop. There are several alternatives to keep the same concept of the workshop without using a soccer goal (E.G. colored plastic cones with carton signboards on top indicating the amount, the higher will be the amount of money at stake, the further should be the cones to be hit)

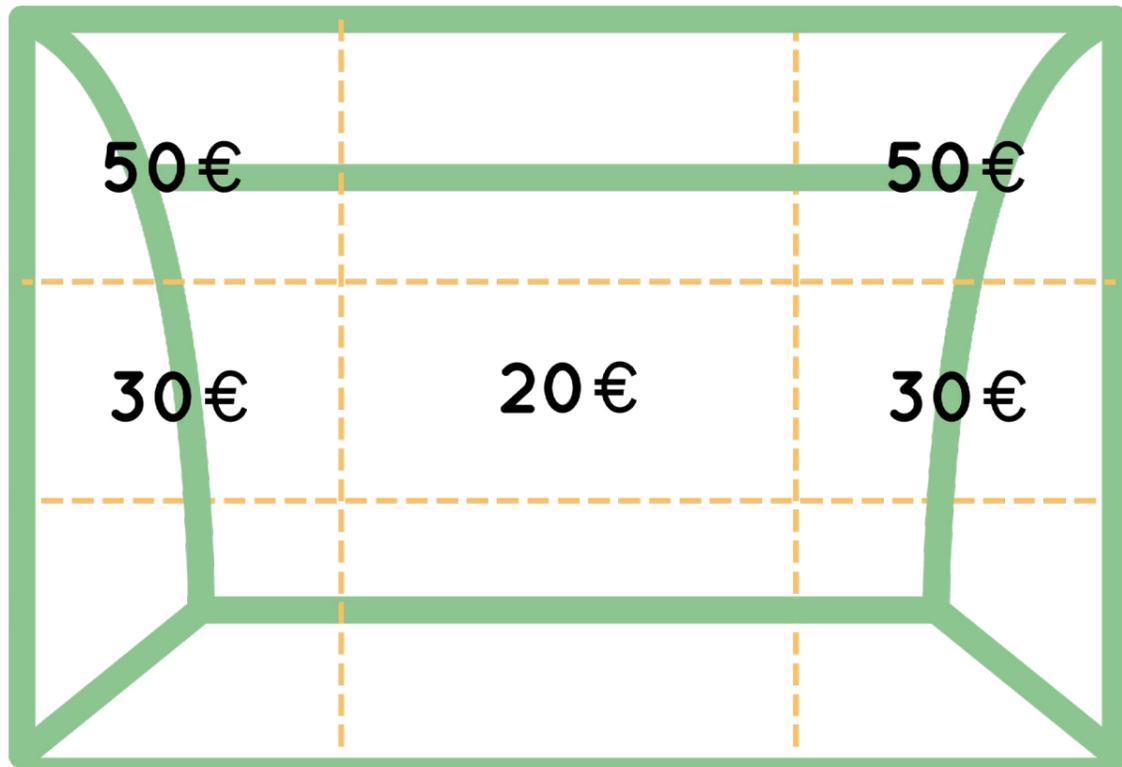
*** Assign a name to each group or ask the participants to decide one and write on your notebook the total budget available for each group, to be used for the first part of the activity

**** You should be prepared to implement the activity before starting the workshop, decide the spot you would like to realize it and test the eggs dropping in advance (“saving the egg” must not be impossible!)
***** The facilitators will act as owner of the shop selling the items
***** Give each group a printed copy of the assessment criteria to make sure they keep it in mind since the first phase of the activity.

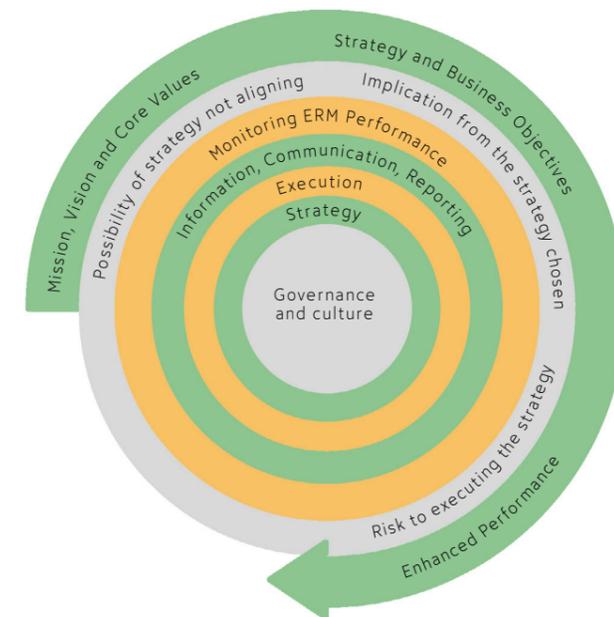
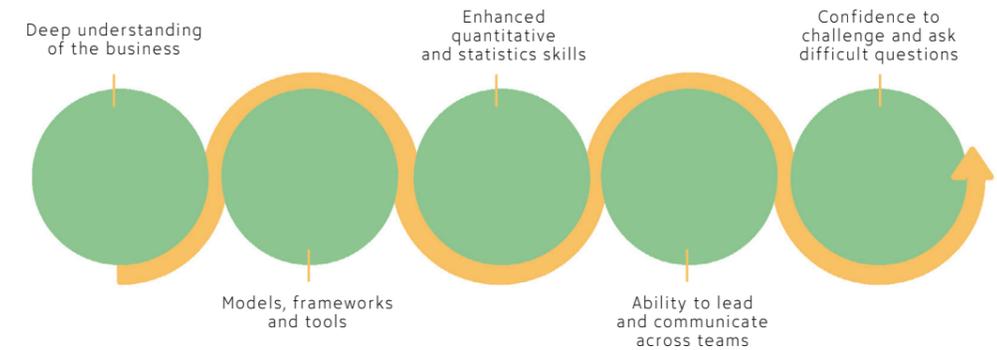
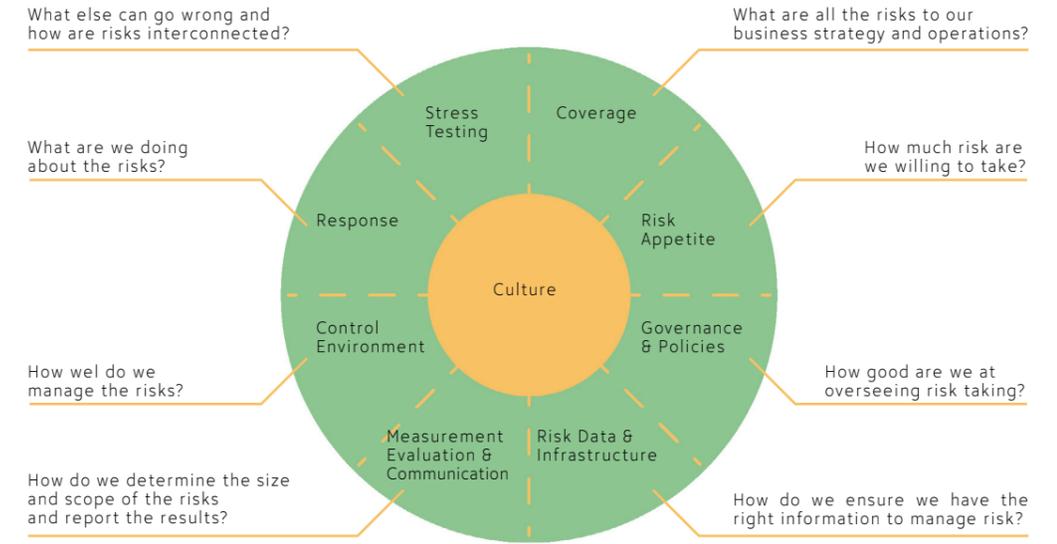
Publications / Materials to deepen the topic:

- [The End of Enterprise Risk Management](#)
- [Enterprise Risk Management \(ERM\)](#)

Kick the Penalty!



Enterprise Risk Management (ERM) Models



ANNEX II

List of Warm ups/ Energizers/ Tools for the final Evaluation



energizers/warms up

These kind of activities are usually implemented to help people to get to know each other, to increase the energy or the enthusiasm level of the group, encouraging team building or making people start thinking about a specific topic. For the implementation of the workshops listed in the Annex I, where not indicated a specific energizer/warm up strictly connected, you can start the activities using one of the following exercises:

1. TITLE: Nine "points"

Goal: To create a good atmosphere in the group

Time: 5/10 minutes

Tools for methods/conditions: None

Rules: Explain to the group that in this game there are nine "points" of the body that can touch the floor: 2 feet, 2 hands, 2 elbows, 2 knees and 1 forehead.

Tell participants to spread out in the middle of the room. Call out a number between 1 and 9 and tell each player that they must touch the floor with that number of points. Repeat twice more.

Tell participants to find a partner. Call out a number between 2 and 18. The pairs have to work together to put the correct number of points down. Repeat twice more.

Recommendations: According to time available you can repeat the rounds with participants working in groups of 4, then 8, and even 16 or even until everyone is working together.

2. TITLE: Move the Rope

Goal: To recall names of participants, make them work as a team and create good atmosphere.

Time: 5/10 minutes (depends on a number of participants)

Tools for methods/conditions: Rope/hula-hoop, piece of fabric/scarf

Rules: Participants stand in a circle holding a rope in their hands.

Scarf is attached to the rope. When the facilitator says a name of one of the participants they all have to move the rope, so that the scarf arrives to that participant whose name was just mentioned. Everyone is allowed to use only forefinger to move the rope.

The point of the game is to move the rope as fast as possible and repeat as many names as possible.

Recommendations: This activity can be made more challenging by making a participant who is holding a rope with a scarf at a time say a name of someone who is standing on a completely opposite side. Alternatively, one participant can say a name of another participant who is standing by. If the participants know already the names of all the members of the group, the day and month of birth could be used instead of names.

3. TITLE: Name Roulette

Type: Icebreaker, introduction

Goal: To get to know each other better and

more of things everyone likes them work as a team and create good atmosphere.

Time: About 10 minutes

Tools for methods/conditions: None

Rules: Everyone stands in a circle close to each other. The game starts with one person telling his/her name, and an adjective that could describe himself/herself starting with the first letter of their names. Then another person continues in the same manner, but before starting with his/her name and adjective she/he has to repeat all the names and adjectives already said by the others.

Recommendations: This method can be used more than once, even periodically, before or after other activities. To encourage participants the facilitator could start the activity.

4. TITLE: Human Knot

Goal: To make participants work together in order to find a solution for a problem

Time: 5/10 minutes

Tools for methods/conditions: None

Rules: Participants stand in a circle shoulder to shoulder. Then they are asked to close their eyes, slowly move towards the center of the circle and find a hand across that circle.

Eventually every hand should have a pair. When everyone is paired they can open their eyes and see the situation. The main task of this activity is to try untie the human knot without letting go off any hands and everyone should end up standing in a circle connected by hands like in the beginning.

Recommendations: Best and more difficult knots are made when participants aim for hands which at first are as far from them as possible. Also, to increase the difficulty level some of the participants could be either blindfolded or asked to be completely silent in general.

5. TITLE: Get the Flow

Goal: To increase the energy of participants.

Time: 10 minutes

Tools for methods/conditions: A spacious room

Rules: Participants stand randomly in a room and the facilitator prepares to give different signals to them to indicate what they will all have to do. When the facilitator claps once participants take one step; two-time-clap means participants jump up; three-time-clap make them kneel down; when the facilitator whistles everybody has to make their own noise and open their arms.

Recommendations: Signals as well as their meanings that are given to a group can vary. It is important to practice once or twice every movement everybody will have to make after the agreed signal before really going into the game.

6. TITLE: Ninja

Goal: To create positive energy and break the ice in the group.

Time: 5-10 minutes (depends on a size of a group)

Tools for methods/conditions: None

Rules: Participants stand in a circle and the facilitator starts the game by putting his/her hands in front pointing at someone in the group and saying Hi; the participant who was pointed at should move his hands up by saying Ha; the two participants standing next to the one holding the hands up should 'slay' him by saying Ho. The participant who said Ha should continue the game by pointing at someone else in the circle again and saying Hi. The game continues like this until someone makes a mistake or takes too long to respond. When this happens that person is eliminated from the game and it continues until there are 3 people left.

Recommendations: At the beginning of the game the facilitators should demonstrate how it is played, so others will catch the idea and learn faster. Nobody should be eliminated from the game at the very beginning as it takes a little time to get used to it. If the game gets too slow, the facilitators should encourage participants to move faster because only then it gets interesting and even funnier.

tools for the final evaluation

As already explained, the final evaluation is a phase where the participants are asked to assess the entire workshop, their feedback is useful for educators and facilitators to better understand strengths and weaknesses of the activities proposed. You can use the tools proposed or create your own.

1. THE PENALTY AREA - Instructions:

- Draw the penalty area of a football pitch on a flipchart
- Give a pen/pencil to each participant
- Tell them that the evaluation of the effectiveness of the workshop will consist in drawing a dot in the penalty area, the closest they put their dot to the goal post, the more effective they think the workshop was. (inside the goal post 100% - in the middle of the area 50% - on the line of the area 10% - outside the penalty area 0%).

2. "GOALS" - Instructions:

- The exercise could be implemented for the workshop implemented in the football pitch
- Give a ball to each participant
- Create five small "Goals" with plastic cones
- Assign a number from one to five to each goal
- Explain the participants after each one of your statements they evaluate the specific elements on a scale from one to five kicking the ball towards the related goal (1 is insufficient - 5 is very positive)

You can create your own statements, such as: dynamic, personal contribution, general effectiveness, engagement, topics covered, flow of the structure, facilitation etc.

3. KICK IT! - Instructions:

- General evaluation
- The exercise could be implemented for the workshop implemented in the football pitch
- Give a ball to each participant
- Ask everybody to stand inside the penalty

area

- Ask to kick the ball to evaluate the general effectiveness of the workshop
- The rule is to kick the ball inside the goal post in case they are satisfied, close to it if not completely, as far as they kick the ball from the goal post the more dissatisfied they are.

4. SMILE - Instructions:

- Give a pen and a card with this drawing to each participant
- Ask them to write a word in every hexagon to describe how they feel after the workshop

5. BALL PUZZLE - Instructions:

- The same evaluation process done in the previous activity could be done with a real ball, asking every participant to write a single word in one hexagon of the same ball

6. TACTICAL SYSTEM - Instructions:

- Draw a football pitch on a flipchart
- Give a pen to each participant
- Tell them to draw themselves in the pitch, like in tactical system pre-match, to represent their experience during the workshop and to explain why they have that position. (i.e. playmaker because I supported the others or outside the field because I have just watched and I did not give any contribution, etc.)

7. GOAL, RED CARD OR YELLOW CARD?

- Instructions:

- Take three flipcharts/papers: one red, one yellow, one white; on the white one draw a goal post
- Give a pen to each participant
- Tell them they have to write a comment on each one of three papers, the red paper represents a "red card" they should write on it the things that did not work or the ones they did not like; "yellow card": they should write on it suggestions for things that could be improved; "Goal post": the elements they liked and enjoyed the most.

the partnership

COORDINATOR

Nogometna zveza Slovenije - Football Association of Slovenia

Football Association of Slovenia, as the umbrella football association, is responsible for development and organization of football in Slovenia. It organizes club competitions (football and futsal) on national and regional level in all categories (both men and women), takes care of its national teams, development of youth and grassroots football, registration of clubs and players, education of clubs, coaches, referees, event organization etc.

The Football Association of Slovenia has 11 constitutive members, of which 9 regional associations, referees association and coaches association. NZS administration has 45 employees. Organization consists of general assembly, president and the executive committee, supervisory board, first and second instance bodies, advisory committees and administration. Administration is led by the general secretary and is divided in several units: Technical, Competitions and Licensing, Finance, Executive office, International and Legal, Marketing & Communication, Event Management. In 2019 Football Association of Slovenia has 281 active clubs with 1.515 teams, 49.000 registered players, 960 referees and 1.523 active coaches.

TECHNICAL PARTNERS

TDM2000 International - Italy

TDM 2000 International is a non-governmental, non-partisan, non-profit, independent organization committed to foster cooperation across Europe through the establishment of a vivid network of youth organizations. It was founded in 2008 and it currently has 30 member organizations in 24 countries.

TDM 2000 International develops strategies to tackle issues affecting European youth, its work supports young people in achieving an active role in their community, in order to bring creativity and innovative ideas towards gaining competences also useful to enter the labour market. It creates links between young adults, policy makers, media and other stakeholders promoting the involvement of young people in the decision-making process underlining their key role for our societies. As umbrella organization its main goal is to support the growth of its member organizations by creating and providing tools to foster their empowerment. In the framework of the goals for which it was created, TDM International coordinates, directly implements, supports and disseminates activities and projects designed either by its staff or affiliates. TDM International has been actively participating in the Erasmus+ programme (and in the previous Youth in Action programme), as well as in other programmes, both as a partner organisation and as an applicant. All the projects have used non-formal education and learning methodologies in order to promote different topics such as human rights, no hate

speech, gender issues, entrepreneurship, sports, intercultural dialogue, corporate social responsibility (CSR), conflict management, environment, social inclusion and others.

Its Environmental Non-Governmental Organization (ENGO) is run by volunteers and professionals from different backgrounds, excels in training and coaching, project management, intercultural communication, fundraising and advocacy, lobbying and policy-making. It currently counts on 4 permanent employees, plus an international executive board of 4 people. The ENGO also hosts 4 young local volunteers through the national civil service programme. It also counts on the contribution of the members of its network, that provide volunteers and staff to support the action of its International Non-Governmental Organization (INGO).

Its staff has a broad experience in the fields of non-formal education, international mobility and project management. Moreover, it has among them key experts in the fields of financial management, training and education, inclusion of disadvantaged groups, journalism and communication, lobbying and dialogue with policy makers, graphic design, visibility and dissemination.

The Foundation for Entrepreneurial Participation (TFEP) EU15 LIMITED - United Kingdom

EU15 Ltd is a training and software development company that has been specialising in eLearning solutions for both the public and private sectors. EU15 Ltd offers a full range of advisory services for all types of organisations and its staff have over 25 years of developing training programmes (both online and off-line). In 2013 (with the financial support of the UK Government) EU15 created a specialised division -THE FOUNDATION FOR ENTREPRENEURIAL PARTICIPATION (TFEP - <http://www.tfep.org>) whose major objective is to develop and implement an entrepreneurial eco-system to assist entrepreneurs to develop themselves, innovate and partner with other enterprises.

TFEP staff will lead EU15's project activities as they have been involved with a number of activities relating to entrepreneurship, which can be found on our website (<http://www.tfep.org>) and includes such activities as the provision of self-assessment

on-line competency tool for budding & existing entrepreneurs; a Barbados Entrepreneurship Support Programme (BESP) - a joint venture programme with the Barbados Government; The Caribbean Entrepreneurship Learning Initiative (a joint venture programme with the Organization of Eastern Caribbean States (OECS) - covering 9 Caribbean Islands).

Cámara Oficial de Comercio, Industria y Servicios de Cáceres - Spain

The Cáceres Official Chamber of Commerce, Industry and Services (henceforth CCC) is a Public Law Corporation founded in 1899 whose main aim is to represent, promote and defend the general interests of commerce, industry and services in the province of Cáceres. CCC actively collaborates with more than 30,000 regional based companies, serving them through its regional network: 3 local branches, 2 business incubators (temporary shelter structure designed to start-ups) and 2 One-Stop offices for business, in this way covering its region providing value to implement economic development programs.

During years CCC has managed ERDF and ESF public funds aimed at business promotion, ITCs, innovation, entrepreneurship, employment and education, so they have the staff and expertise needed to participate in EU projects linked to SMEs' needs.

SPORT ASSOCIATIONS/FEDERATIONS

Football Federation of Macedonia

The Football Federation of Macedonia has the privilege, responsibility and opportunity to organize football in Macedonia in all its aspects. We are working on the development of the amateur and professional football in partnership and cooperation with FIFA and UEFA, as football organizations where we are participating as affiliated members. In terms of development, we are also cooperating with the Government of the Republic of Macedonia, with the local businesses, and of course, the sponsors. Undertaking the role and the responsibility of organizing football, we have to adapt to the ever changing and developing environment. We have to face all the new challenges that football brings in the world. We have to set new targets that will lead us to success, in a fair manner and that will represent true values. Each year we will

try to be winners in sport, in organization and in administration.

Our mission is to serve and to lead the Football Federation of Macedonia towards reaching the goals and to build an integrity based on successful leadership in order to preserve the game of football in its entirety; To protect and to care for the future of football, through straightening of the winning mentality and through enabling the pursuit of a career path to all of those that want to be part of the football game in Macedonia. Our mission also is to open the doors of cooperation with the local and regional organizations, associations, clubs, leagues, viewers, supporters and all the other stakeholders that lead the game and support the growth, the development and the continuity of the Macedonian football game in Macedonia. Our mission also is to open the doors of cooperation with the local and regional organizations, associations, clubs, leagues, viewers, supporters and all the other stakeholders that lead the game and support the growth, the development and the continuity of the Macedonian football.

FIBA-EUROPE EV - Germany

FIBA Europe is a Zone created under the General Statutes of Fédération Internationale de Basketball (FIBA).

FIBA Europe is organised as a registered Association. Its seat is in Munich, Germany. FIBA Europe consists of 50 national member federations and is designated as the sole competent authority authorised and delegated by FIBA for promoting, supervising, and directing all men's and women's basketball activities within the European Zone.

FIBA Europe fulfils this purpose in particular to promote the practice of basketball in the territory under its jurisdiction. For example by educating and training players, referees and coaches, support of teams at youth competitions, support for basketball for disabled people and to control the organisation of international competitions in Europe, both for national teams and club teams, in a permanent, regular manner and in strict compliance with the FIBA Official Basketball Rules. Currently FIBA Europe employees 28 permanent members of staff. There are also up to 50 freelance contractors employed at various periods of the year.

Azerbaijan Football Federations' Association

Association of Football Federations of Azerbaijan was established in 1992 as a Public Union under the legislation of the Republic of Azerbaijan and is a member of UEFA and FIFA. With its 4 constituting members, AFFA is a responsible body in Azerbaijan for the development and organization of football, since then. AFFA's main functions are organization of football competitions, issuing licenses for the participation in the competitions, supporting those who wishes to participate in the development of football in Azerbaijan, especially in the rural areas and so on. AFFA and its member federations organize several football competitions in Azerbaijan, such as Azerbaijan Premier League, Azerbaijan Cup and many other amateur competitions. AFFA has its supreme administrative body – AFFA Conference and its executive body – Executive Committee. Organizational structure also includes President, Vice Presidents and General Secretary. AFFA realizes its day-to-day works within several departments, including Accounting and Finance, Legal, Marketing and many others. AFFA supports footballers to participate in football coaching licensing courses.

There is a 50% discount for male footballers to participate in C, B, and A license courses, and for female footballers, it is even free. Empowerment Academy for Girl Players has been established in the framework of the partnership with UNICEF. Invited experts help girl players strengthen their foundational life skills through a series of classes provided to U-17 WNT players. In the framework of the course, UNICEF also provides psychological guidance to participants. In 2019, the Academy will broaden its reach to other teams and review experts' staffing to ensure sustainability of the project. The AFFA has 100+ paid staff.



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